

Bulletin of

DELTA STATE UNIVERSITY

(USPS) 152-880
CLEVELAND, MISSISSIPPI 38733



GRADUATE
ANNOUNCEMENTS
2012-2013

This bulletin presents information which, at the time of preparation for printing, most accurately describes the course offerings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relationships. The University reserves the right to alter or change any statement contained herein without prior notice.

Volume 87 June 2012 Number 1

PUBLISHED ANNUALLY BY DELTA STATE UNIVERSITY
CLEVELAND, MISSISSIPPI 38733

Entered as Second-Class Matter July 1926, at the Post Office at Cleveland, Mississippi, Under the Act of February 28, 1925. Postmaster: Send change of address to Delta State University, Cleveland, Mississippi 38733

TABLE OF CONTENTS

Board of Trustees	6
Officers of Administration	7
University Calendar	8
General Information	10
Cleveland	10
Historical Sketch	10
Institutional Mission.....	11
Financial Information.....	14
General Expense	14
Special Fees	15
Refund Policy	16
Business Regulations	17
Financial Assistance.....	19
Work Opportunities.....	20
Loans.....	20
Satisfactory Academic Progress	21
Admission Information.....	22
Graduate Information	25
Faculty Advisor	25
Time Limit	25
Course Numbers	25
Course Requirements.....	26
Transfer of Credits	26
Student Responsibilities	26
Second Master's Degree Requirements	26
Academic Honesty	27
Cheating and Plagiarism	27
Academic Grievance Policy	28
Grades	29
Repeating Courses.....	29
Academic Suspension and Dismissal.....	29
Schedule Changes	30
Class Attendance	30
Attendance By Persons Not Enrolled	31
Course Load Limits	32
Thesis	32
Dissertation	32
Writing Proficiency	32
Comprehensive Examination	32
Application for the Degree	32
Degree Programs	33
Master of Applied Science in Geospatial Information Technologies	33
Master of Applied Science in GIT Curriculum	35

Master of Business Administration	34
Master of Business Administration Curriculum	35
Integrated Master of Business Administration.....	36
Integrated Master of Business Administration Curriculum	38
Master of Commercial Aviation	39
Master of Commercial Aviation Curriculum	40
Master of Professional Accountancy	40
Master of Professional Accountancy Curriculum	41
Master of Education	42
Secondary Education	42
Counselor Education	47
School Counseling Emphasis	47
Clinical Mental Health Counseling Emphasis	47
Educational Administration and Supervision	47
Elementary Education	48
Health, Physical Education and Recreation	48
Special Education	49
Master of Arts in Teaching (MAT)	49
Master of Science in Sport and Human Performance.....	51
Master of Science in Community Development.....	52
Master of Science in Social Justice and Criminology	54
Master of Science in Social Justice and Criminology Curriculum.....	55
Master of Science in Natural Sciences	56
Biological Sciences	56
Physical Sciences.....	57
Natural Sciences Curriculum	59
Master of Science in Nursing.....	61
Master of Science in Nursing Curriculum	63
Educational Specialist Degree	65
Educational Specialist Degree Curriculum.....	66
Educational Administration and Supervision	67
Elementary Education	67
Doctor of Education Degree	67
Courses of Instruction	71
Accountancy	100
Administration	114
Adult Education	118
Anthropology.....	84
Art Education	72
Biology	73
Center for Interdisciplinary GIS	76
Chemistry	74
Commercial Aviation.....	105
Communication Studies.....	81
Community Development	84
Computer Information Systems	101
Counselor Education	110
Curriculum	120
Economics	103
Educational Administration and Supervision	116
Educational Psychology.....	114

Elementary Education	121
English Education	78
Family and Consumer Sciences	128
Finance	103
French	80
Geography	88
German	80
Great Books.....	71
Health, Physical Education, and Recreation	126
History Education	90
Insurance	104
Interdisciplinary Program.....	71
Integrated Master of Business Administration	109
Journalism	81
Languages and Literature	78
Management	106
Marketing	108
Mathematics Education	82
Media and Library Science	123
Music	82
Nursing	129
Paralegal Studies	93
Philosophy	81
Physics	75
Political Science	93
Psychology	114
Reading	123
Real Estate	104
Research	119
Rural and Regional Studies	71
Secondary Education	124
Social Justice and Criminology	85
Social Science Education.....	95
Social Work.....	99
Sociology.....	96
Spanish	80
Special Education	124
Speech and Hearing Sciences	99
Supervision	119
Traffic Safety Education	128
Graduate Faculty	135

Delta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, educational specialist, and doctoral 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 Delta State University.

All normal inquiries about Delta State, such as admissions, financial aid, educational programs, and so forth, should be addressed directly to the institution itself; the Commission is to be contacted ONLY if there is evidence that appears to support Delta State's non-compliance with a requirement or standard.

National Council for Accreditation of Teacher Education
The American Chemical Society
Federal Aviation Administration
National Association of Schools of Music
Commission on Collegiate Nursing Education
Council on Social Work Education
National Association of Schools of Art and Design
American Association of Family and Consumer Sciences
Council for Accreditation of Counseling and Related Educational Programs
Association of Collegiate Business Schools and Programs
National Association for Sport and Physical Education
American Dietetics Association

MEMBERSHIPS

American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
The American Association of University Women
American Association of State Colleges and Universities
American Council on Education
American Library Association
Campus Compact
Conference of Southern Graduate Schools
Council of Colleges of Arts and Sciences
Mississippi Association of Colleges
Mississippi Association of Colleges for Teacher Education

EQUAL EDUCATION OPPORTUNITY

As an institution of higher education and in the spirit of its policies of equal employment opportunity, the University declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to an applicant's race, color, religion, sex, national origin, disability related to program performance, disabled veteran status, or Vietnam era veteran status. Complaints or grievances of any student who has reason to think he or she has been affected by discrimination will be considered through established procedures.

AMERICANS WITH DISABILITIES ACT

"Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University."

BOARD OF TRUSTEES

of the Institutions of Higher Learning of the State of Mississippi

Under Section 213-A of the State Constitution, the government of Delta State University and of the other public institutions of higher learning of the State of Mississippi is vested in a Board of Trustees appointed by the Governor with the advice and consent of the Senate. The twelve members of this Board are appointed to terms of twelve years, in groups of four each four years. One member is appointed from each of the old seven Congressional Districts, one from each of the three Supreme Court Districts and two from the State-at-Large. There are no ex officio members. The Board of Trustees selects officers from its membership and appoints the Executive Head of Delta State University.

MEMBERS WHOSE TERMS EXPIRE MAY 7, 2021

Karen Cummins
Ford Dye
Shane Hooper
Hal Parker

MEMBERS WHOSE TERMS EXPIRE MAY 7, 2019

Christine Lindsay Pickering
Alan Perry
Douglas W. Rouse
C.D. Smith, Jr.

MEMBERS WHOSE TERMS EXPIRE MAY 7, 2015

Ed Blakeslee
Bob Owens
Aubrey Patterson
Robin Robinson

OFFICERS OF THE BOARD

Ed Blakeslee*President*
C.D. Smith, Jr.*Vice President*
Dr. Hank Bounds*Commissioner of Higher Education*

Education and Research Center
3825 Ridgewood Road
Jackson, Mississippi 39211-6453

UNIVERSITY CABINET

John M. Hilpert, Ph.D.*President of the University*
H. Wayne Blansett, Ed.D.*Vice President for Student Affairs*
Keith Fulcher, M.Ed.*Executive Director of Alumni/Foundation*
Debbie Heslep, Ed.D.*Dean of Enrollment Services*
Ann C. Lotven, Ed.D.*Provost/Vice President for Academic Affairs*
Jeremy McClain, M.B.A.*Athletic Director*
Ellen Green, Ph.D.*Faculty Senate President*
Paul Hankins, D.M.A.*Academic Council representative*
Greg Redlin, M.B.A.*Vice-President for Finance and Administration*
Michelle A-M. Roberts, Ed.D.*Vice President for University Relations*
Myrtis Tabb, Ed.D.*Associate Vice President for Partnerships*
.....*and Special Projects*

ACADEMIC COUNCIL

Ann C. Lotven, Ed.D.*Provost/Vice President for Academic Affairs*
Luther Brown, Ph.D.*Associate Dean for Delta Regional Development*
Lizabeth L. Carlson, D.N.S.*Dean, School of Nursing*
John Elliott, B.B.A.*Registrar*
Leslie L. Griffin, Ed.D.*Dean, College of Education*
Paul Hankins, D.M.A.*Interim Dean, College of Arts and Sciences*
Debbie Heslep, Ed.D.*Dean of Enrollment Services*
Ellen Green, Ph.D.*Faculty Senate President*
Beverly M. Moon, Ph.D.*Dean of Research, Assessment and Planning*
Billy C. Moore, Ph.D.*Dean, College of Business*
Albert Nylander, Ph.D.*Dean, Graduate and Continuing Studies*
Jeff Slagell, M.A.*Dean of Library Services*
Jen Waller, B.S.E.*Director, Coahoma County Higher Education*

GRADUATE COUNCIL

Albert Nylander, Ph.D.*Dean of Graduate Studies*
Paul Hankins, D.M.A.*College of Arts and Sciences*
Paulette Meikle, Ph.D.*College of Arts and Sciences*
Phyllis Bunn, Ph.D.*College of Business*
Jerry Kandies, Ph.D.*College of Business*
Vicki Hartley, Ed.D.*College of Education*
Scott Hutchens, Ph.D.*College of Education*
Shelby Polk, D.N.P.*School of Nursing*
Duane Shuttlesworth, Ph.D.*Faculty Senate*

Send correspondence to:

Office of Graduate Studies
Kent Wyatt Hall 239
Delta State University
Cleveland, Mississippi 38733
(662) 846-4875

THE UNIVERSITY CALENDAR 2012-2013

SUMMER SESSION 2012

First Summer Term, 2012

May		
27	Sun, 2 p.m.	Residence Halls open
28	Mon.	Memorial Day Holiday
29	Tue.	Classes begin/Late Registration
30	Wed.	Registration Closes
31	Thu.	Last day to change from credit/audit

June		
4	Mon.	Grades of W or F in effect
5	Tue.	WPE
27	Wed.	Last day to withdraw from a course
28	Thu.	Final examinations

Second Summer Term, 2012

July		
1	Sun, 2 p.m.	Residence Halls Open
2	Mon.	Classes begin/Late Registration
3	Tue.	Registration closes
4	Wed.	Independence Day Holiday
5	Thu.	Last day to change from credit/audit
9	Mon.	Grades of W or F in effect
30	Mon.	Last day to withdraw from a course
31	Tue.	Final Examinations

FALL SEMESTER, 2012

July		
31	Tue.	Date by which new students should apply for admission for fall semester

August		
19	Sun, 1 p.m.	Residence halls open
20	Mon.	Registration
20	Mon, 6 p.m.	Night classes begin; absences recorded
21	Tue.	Day classes begin; absences recorded
29	Wed.	Registration closes for the fall semester

September		
3	Mon.	Labor Day Holiday
4	Tue, 8 am.	Classes resume
4	Tue.	Last day to change from credit to audit
5	Wed.	Grades of W or F in effect
11	Tue.	Writing Proficiency Examination

October		
16	Tue.	Midsemester
17	Wed, 12 noon	D and F reports recorded by faculty
17	Wed, 5 p.m.	Fall Break
22	Mon, 8:00 a.m.	classes resume

November		
5	Mon.	Early Reg. for Spring Semester begins
19	Mon, 8 am	Thanksgiving Holidays begin
26	Mon, 8 a.m.	Classes resume

December		
6	Thu, 5 p.m.	Senior grades due to Registrar
7	Fri.	Last day to withdraw from a course
10-14	Mon-Fri.	Fall Examinations
15	Sat, 10 a.m.	Fall Commencement
17	Mon, 12 Noon.	All grades recorded by faculty
Dec 17-Jan. 17, 2013		Intersession

SPRING SEMESTER, 2013

December		
18 (2012)	Tue	Date by which new students should apply for admission for Spring Semester
January		
3	Thu, 1 p.m.	Residence halls open
4	Fri	Registration
7	Mon	Day/Night classes begin, absences recorded
15	Tue	Registration closes for spring semester
18	Fri	Last day to change from credit to audit
21	Mon	Martin Luther King Holiday
22	Tue, 8 a.m.	Classes resume
22	Tue	Grades of W or F in effect
29	Tue	Writing Proficiency Examination
March		
4	Mon	Midsemester
5	Tue, 12 noon	D and F reports recorded by faculty
11-15	Mon-Fri	Spring Break
18	Mon, 8 a.m.	Classes resume
28	Thu, 5:00 p.m.	Easter Holiday
April		
1	Mon, 8 a.m.	Classes resume
1	Mon	Early Reg. for Fall Semester begins
25	Thu, 5:00 p.m.	Senior Grades Due to Registrar
26	Fri	Last day to withdraw from a course
April/May		
4/29-5/3	Mon-Fri	Final Examinations
May		
4	Sat, 10 a.m.	Spring Commencement
6	Mon, 12 p.m.	All grades recorded by faculty
May 6-June 6, 2013		Interession

SUMMER SESSION 2013

First Summer Term, 2013

June		
2	Sun, 2 p.m.	Residence Halls open
3	Mon	Classes begin/Late registration
4	Tue	Registration closes
5	Wed	Last day to change from credit to audit
6	Thu	Grades of W or F in effect
11	Tue	WPE
26	Wed	Last day to withdraw from a course
27	Thu	Final Examinations

Second Summer Term, 2013

June		
30	Sun, 2 p.m.	Residence Halls open
July		
1	Mon	Classes begin/Late registration
2	Tue	Registration closes
3	Wed	Last day to change from credit to audit
4	Thu	Independence Day Holiday
5	Fri	Grades of W or F in effect
30	Tue	Last day to withdraw from a course
31	Wed	Final Examinations

GENERAL INFORMATION

CLEVELAND

Cleveland, with a population of around 15,600, has much to offer. This fact was recognized by Norman Crampton in both issues of his book, *The 100 Best Small Towns in America*-a nationwide guide to the best in small-town living. It is a vibrant community blending tradition with progress to create an exceptional Delta lifestyle. Despite its size, Cleveland is packed with wonderful surprises! Among them is the wide variety of restaurants, providing culinary pleasures to satisfy anyone's palate-from elite dining at our four-star restaurant, K.C.'s, to the "down home" country cooking of the Country Platter. There is no shortage of entertainment either, from the cultural entertainment of the Delta State University Bologna Performing Arts Center to the fascinating performances of our talented locals at the Cleveland Community Theatre. When it comes to shopping, Cleveland is the "Mecca of the Delta" offering an abundance of captivating speciality shops. If recreation is a high priority, be assured that Cleveland's recreational facilities are the best of any town of its size in the South. Among these facilities are the Performing Arts Center, Planetarium, Natatorium, and Sillers Coliseum at Delta State; a cinema theater with four movie screens; one amateur theater; twelve parks; ten ball fields; one bowling alley; four swimming pools; twenty-five tennis courts; two golf courses; a country club, and an Expo Center. Cleveland's medical clinics and hospital provide the best possible healthcare. As Cleveland has grown, so have healthcare needs, and our hospital has expanded accordingly. The Bolivar Medical Center works closely with Delta State to meet the medical needs of the University and provide training for nursing students. In every area, City officials, the Chamber of Commerce, and Delta State University work in unity, making Cleveland's continued growth and development inevitable.

HISTORICAL SKETCH

Delta State University was created as Delta State Teachers College by Senate Bill Number 263, Chapter 284, entitled An Act to Create and Establish the Delta State Teachers College. Governor Henry L. Whitfield signed the bill on April 9, 1924. Cleveland and Bolivar County provided the College's first physical facilities in the form of three buildings that formerly housed the Bolivar County Agricultural High School. The institution opened for its first regular session on September 15, 1925, with a faculty and staff of eleven and a student body of ninety-seven.

The College's first president, Mr. James Wesley Broom, died during Delta State's first session. He was succeeded by Dr. W. M. Kethley, who served as president from 1926 to 1956. Dr. James M. Ewing became the third president on September 1, 1956, and served until his retirement on July 31, 1971. Dr. Aubrey K. Lucas served as the institution's fourth president from August 1, 1971, until June 30, 1975. On July 1, 1975, Dr. Forest Kent Wyatt became the fifth president, and he served until his retirement on June 30, 1999. He was succeeded by Dr. David L. Potter on July 1, 1999, who served as sixth president until March 9, 2003. Dr. John M. Hilpert became Delta State's seventh president on September 1, 2003.

The growth and expanding mission of the institution were evidenced by its name change in 1955 to Delta State College. In 1969 Delta State was authorized to reorganize its academic structure into four schools. The School of Arts and Sciences and the School of Business were activated in 1969 and the School of Education and School of Graduate Studies were implemented in 1970. A School of Nursing was authorized in 1977 and began operation in 1978. On March 15, 1974, the institution was officially designated Delta State University to reflect its continued growth and expanded scope.

When created in 1925, Delta State was authorized to offer only the Bachelor of Science degree in Education. The first such degrees were conferred in June 1928. Undergraduate degrees are now offered in the arts, sciences, humanities, business, nursing, commercial aviation and education.

In 1965, the University initiated a graduate program and the first Master of Education degrees were conferred in May, 1966. Delta State University now offers Master's degrees in the areas of business, commercial aviation, education, natural and social sciences, and nursing, as well as the Educational Specialist degree and Doctor of Education in professional studies.

From a small teacher-training institution in the 1920's, Delta State has grown into a multi-purpose university which focuses strongly on quality classroom instruction. Enrollment has increased to more than 4,000 students, and corresponding growth has occurred in physical facilities. The growth and success of the University are tributes to the dedication of the faculty and staff, the hard work of the students, and the strong support of the Delta community and state legislature.

INSTITUTIONAL MISSION

VISION

Students at Delta State University will learn and grow in an environment that fosters discovery and creativity. The institution intends to be the best regional university in America as it combines a heritage of academic strength with a robust commitment to serving people and communities, particularly in the Mississippi Delta.

MISSION

As a regional Carnegie Master's I university located in Cleveland, Mississippi, Delta State University serves as an educational and cultural center for the Mississippi Delta, emphasizing service to the Northern Delta counties and its campus centers in Clarksdale and Greenville. The University offers undergraduate, graduate and continuing education programs of study leading to baccalaureate and master's degrees in the Colleges of Arts and Sciences, Business, Education, and the School of Nursing, as well as a Doctorate in Education. Emphasis is placed on excellence in instruction, followed by service and research, in the creation of a community of scholars. With special attention to small classes, a friendly environment, and a broad liberal arts foundation, the University encourages significant student-faculty interactions. Delta State provides programs and services that promote intellectual, cultural, ethical, physical, and social development. Students from different cultural, socioeconomic, and ethnic backgrounds will develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with their disciplines.

GUIDING PRINCIPLES

Commitment to Quality in Academic Programs.

Acknowledging its beginnings as a teacher's college, the University sustains excellence in teacher education while also continuing to expand offerings in traditional as well as new areas of study. From the core disciplines such as arts, humanities, and sciences to unique programs such as commercial aviation and community development, the University is committed to meeting the ever changing and evolving needs of the students it serves. It sustains quality in those programs by maintaining accreditation of all programs for which an accrediting agency exists.

Commitment to Learning, Scholarship, and Student Engagement

Delta State provides programs that cultivate intellectual curiosity and promote scholarship among its students. Through a state-of-the-art library supplemented by a campus network of computer labs, students have access to a full range of information resources in support of learning. The University also acknowledges the importance of student engagement as central to successful learning. Toward that end the University has dedicated its quality enhancement plan as required for regional accreditation to increased student engagement. In support of community engagement and service-learning experiences for students, the University has created an office and a faculty role to sustain those efforts.

Commitment to Teaching and Faculty Development

The quality of Delta State's academic programs is central to its educational mission. That quality is affirmed through a dedicated faculty with credentials appropriate to their discipline. The University supports high standards of quality among its faculty and maintains those standards through the Technology Learning Center, a modern faculty development office dedicated to the application of technology to teaching, and through the Kent and Janice Wyatt Faculty Development Program, a University Foundation initiative that provides resources for faculty growth.

Respect for People and Ideas

Delta State promotes mutual respect, teamwork, fairness, and integrity. The University is diligent in working to create a climate where students, employees, and constituents are valued and nurtured. Through an ongoing re-engineering project the University converts these principles into action.

Commitment to Regional and Economic Development

Delta State, in partnership with various organizations, will advance community and economic development in the Delta region to improve the quality of life and raise the educational level of its citizens. Special attention is given to collaboration with our educational partners: Mississippi Valley State University, Coahoma Community College, Mississippi Delta Community College, the Mississippi Department of Education, and the K-12 schools of the Delta. Moreover, the Delta Center for Culture and Learning, the Capps Archives, the Center of Business Research, and the Center for Community and Economic Development provide a structure to

ensure University participation in promoting and celebrating the unique heritage of the Delta while also addressing the longstanding social, economic, and cultural challenges that inhibit advancement.

Encouragement of Innovation and Experimentation

Delta State endorses the principles of innovation and experimentation, and makes them a part of its institutional culture. The University acknowledges the importance of an environment where students and faculty can undertake risks and experiment with new ideas.

Commitment to a Student-Centered Campus

Delta State promotes a campus culture that fosters student development. From an array of student services to a nationally recognized athletic program, the University is dedicated to ensuring that the full ranges of student needs and interests are met.

Support for the Arts

Delta State recognizes the need for a vibrant creative and performing arts program for its students and the region. The renovation of Jobe Hall provides a state-of-the-art theatre facility for student productions. Through the Bologna Performing Arts Center, the Delta Music Institute, the Janice Wyatt Summer Arts Institute, and a partnership with the Delta Arts Alliance, the University ensures the preservation and enhancement of the arts throughout the region.

Commitment to Health

Delta State acknowledges the importance of physical health for its students and the region and extends its resources in support of that goal. Through undergraduate and graduate programs in nursing and pre-professional programs in the sciences, the University provides health care practitioners to serve the State. The University works as the leading partner in the Delta Health Alliance, a collaborative effort with other Delta stakeholders that conducts research and provides education on the health care needs of the region.

Commitment to Leadership

Delta State is actively involved in providing programs that train leaders for the twenty-first century. Through partnerships with the Kellogg Foundation, Delta Council, the Delta Regional Authority, and other Delta organizations committed to advancement in the region, the University is confident it can make a difference in the quality and training of the leaders who will serve on behalf of future generations.

Commitment to Institutional Effectiveness

Delta State acknowledges its role as a public institution funded largely by the citizens of Mississippi. In recognition of that public trust, the University is committed to high standards of excellence with appropriate emphasis on effectiveness and productivity.

Approved by the Board of Trustees of State Institutions of Higher Learning, March 18, 2004.

FINANCIAL INFORMATION

EXPENSES

It is the intent of the University to keep necessary student expenses at a minimum. Insofar as possible, expenses will not exceed those listed. Subject to the order of the Board of Trustees of Institutions of Higher Learning, University Fees and/or Living Expenses may be changed.

ITEMS OF GENERAL EXPENSE

(Per Semester)

TUITION AND FEES FOR FULL-TIME STUDENTS	\$2,644.00
(12 to 19 hours for an Undergraduate Student)	
(9 to 13 hours for a Graduate Student)	
OUT-OF-STATE (NON-RESIDENT) FEE	\$4,200.00
ROOM	
Cleveland, Lawler-Harkins	\$1,767.50
Brumby-Castle, New Men's, Court of Governor's	\$1,835.50
Foundation Hall	\$2,189.00
Additional private room rate	\$800.00
MEAL PLANS	
*Unlimited Plan + \$150 Flex	\$1,245.50
*12 Meals per week + \$250 Flex	\$1,245.50
*10 Meals per week + \$350 Flex	\$1,245.50
Senior Plan 80 meals/semester + \$650	\$1,245.50
120 Meals per semester	\$600.00
80 Meals per semester	\$425.00
40 Meals per semester	\$225.00
Campus Dining Dollars	\$154.50

(Mandatory for commuter students enrolled in 6 or more hours on the main campus)

*Dorm students must select one of these meal plans.

PART-TIME FEES

These fees are per semester hour for both Cleveland and branch campus locations:

PART-TIME TUITION/OVERLOAD FEES (per semester hour)

In-State:

Undergraduate	\$220.00
Graduate	\$294.00
 Out-of-State	
Undergraduate	\$570.00
Graduate	\$760.00

PAYMENT OF TUITION AND FEES

To be officially registered, tuition and fees are due and payable the first day of class. Payment in full should be made to Delta State or student may check with Student Business Services about the payment plan option. Students who have not paid tuition and fees in full by the due date will automatically be enrolled in the payment plan. There is a \$50 service charge to use the payment plan option.

The University accepts payment by cash, check, money order or credit card. Credit card payments (American Express, MasterCard or Discover) and payments by electronic check can be made online at www.deltastate.edu. All credit card payments are online payments only. A convenience fee will be charged on credit card payments.

OVERLOAD FEES

Graduate on- or off-campus resident or nonresident pays \$294 per semester hour for each hour over 13.

SPECIAL FEES

APPLICATION FEE. The graduate application fee is \$30. You must include the fees with your application or it will not be processed. Application fees are not refundable.

ART LAB FEES. Certain Art courses have a lab fee.

AUDIT FEE. A person not enrolled in the University as a regular student who registers to audit a course without credit pays the regular "Part-time Student Fees." No laboratory courses may be audited.

COMMENCEMENT/DEGREE FEE. A fee of \$60 is charged to every graduating student and must be paid in Student Business Services before graduation. This charge is applied in November for the December commencement and in April for the May commencement and is not refundable. An additional charge of \$10 is required if a student does not march at commencement and wishes the diploma mailed.

GIS FEES. All courses in the GIS Center have an extra course fee.

HOUSING. A room reservation deposit of \$50 (check or money order by mail) is required. This deposit is forfeited if cancellation in writing is not received by the Housing Office before August 1 for the fall semester, December 1 for the spring semester, May 15 for summer term I, or June 15 for summer term II. Rooms not claimed by 5 p.m. on the first day of classes are reassigned and the \$50 deposit is forfeited. Room deposits will not be refunded the first two weeks of any session.

A deposit of \$100 is required to be placed on the waiting list for a campus apartment.

Scholarships and Financial Aid do not cover these deposits because the deposits become damage deposits when the student moves in and are usually refunded when the student leaves campus housing.

INDEPENDENT STUDY. Independent study courses are offered through the Division of Graduate and Continuing Studies. The student pays \$294 per semester hour for such courses plus a \$30 fee.

INTERNSHIP FEE. All students who do their internships in teaching will be charged a fee.

LABORATORY BREAKAGE FEE. Each laboratory science course charges a fee.

LATE ADD FEE. A student who is added in a course after registration has closed pays a late add fee of \$25 per course

LATE REGISTRATION FEE. A student who registers after classes begin pays a late registration fee of \$25.

NO SHOW FEE. A student who registers for a course, but does not attend the course will be charged a no show fee of \$50 per course.

NURSING LAB FEES. Lab fees are attached to many nursing courses. Contact the Robert E. Smith School of Nursing for the amount.

RE-REGISTRATION FEE. Students who have not made arrangements to pay for school during the first week of each semester are purged from the class rolls. A \$100 re-registration fee is charged to reinstate their classes.

TRANSCRIPT OF CREDIT. The fee for an official transcript is \$7.50 per copy.

REFUND POLICY

REFUND OF FEES. The term “refund” is defined as a reduction of total charges resulting from withdrawal or drop below full-time. A student who officially withdraws from the university, a full-time student who drops below 12 undergraduate hours or 9 graduate hours, or a part-time student who drops a class may obtain a refund of University Fees and certain Special Fees as follows:

1st day of classes through 10th day	100%
11th day of classes through end of semester	0%

The effective date of withdrawal for refund purposes and the return of Federal Financial Aid funds (see below) is the date on which the student begins the official withdrawal process. For unofficial withdrawals, the date becomes the mid-point of the semester, unless the university can document a later date of attendance.

Notice of withdrawal, cancellation, and request for refund by a student must be made in writing, addressed to the University Registrar, with a copy filed with the University Student Business Services Office. Any refund due the student at the time of withdrawal will be processed within three weeks.

Return of Federal Financial Aid (Title IV) Funds. Unearned Title IV loan funds must be returned to the Title IV programs upon a recipient’s withdrawal from school at any time during the first 60% of the semester. Refunds for these students are made according to the Higher Education Amendments, Section 484B, and are based on number of calendar days for each semester. If a student withdraws after completing more than 60% of the semester, it is assumed the student earned 100% of the Title IV aid for the period.

All refunds will be made in the following priority order:

1. Federal financial aid sources
2. Other sources of aid
3. To the student withdrawing

Refund of Living Expenses

A resident graduate student withdrawing from the University is entitled to a refund of room, board and laundry charges as follows:

1st day of classes through 10th day.....	75%
11th day of classes through 20th day	50%
21st day of classes through 25th day.....	25%

BUSINESS REGULATIONS

IDENTIFICATION CARDS. All students are issued an Identification Card. This card is to be available for inspection at all times and is to be used as an Activities Card for use of all university facilities and admission to all university-sponsored events, such as athletic events, programs, concerts, etc. ID cards must be presented when called for by university officials.

The resident student Identification Card is the Okra Kard, which will be activated by Student Business Services (SBS). The activated card may be used for meal plans, as a debit card for use at all facilities accepting the Okra Kard, and for door access.

Identification cards are nontransferable. Violators are subject to disciplinary action.

OKRA GREEN ACCOUNT RULES AND REGULATIONS. The Okra Green Dining Only and Okra Green Anywhere discretionary spending debit accounts are accounts of pre-deposited funds accessed by the cardholder for products and services. These accounts should not be confused with the Dining Services Meal Plans and Flex Dollars attached to those meal plans.

The Okra Green debit accounts will be activated automatically upon receipt of cash, check, or credit card. If the cardholder's check is returned for non-payment (NSF), a service charge will be assessed on the cardholder's account, and the account will be automatically suspended. The account will not be reactivated until the NSF check is reconciled and all appropriate fees have been reimbursed to the university.

Parents/patrons may add cash onto Okra Green Debit accounts by visiting the Card Value Center in the Roberts-LaForge Library or by visiting Student Business Services, Kent Wyatt Hall Office 131. Parents/patrons may also add funds to the Okra Green Debit Accounts by visiting the university's website at www.deltastate.edu.

These funds shall be applied against amounts debited to the cardholder's Okra Green Dining Only and Okra Green Anywhere accounts for goods and services purchased at point-of-sale locations and Lyric cash registers/readers. There is no daily limit on the number of purchases made available. The cardholder understands and agrees the Okra Kard is currently not a credit card, nor can it be used to obtain cash or cash advances from the account under any circumstances.

Merchandise will be accepted for return according to the refund policy in force where the goods and services were purchased. Cash refunds will not be made for returned merchandise that was purchased with the Okra Kard. A credit will be made to the cardholder's account.

Statements of account are available upon request at Student Business Services.

Account Inactivity - Okra Green Debit Accounts can remain active indefinitely. Okra Green Accounts that remain inactive for a period of six (6) months will be charged a \$1.00 per month inactive fee for each inactive month thereafter.

Upon official withdrawal/graduation or termination of employment from the university, the cardholder may request his/her account be closed. Balances greater than \$5.00 will be refunded. The request must be in writing to Student Business Services. All debts to the University must be satisfied prior to a check being processed for a refund. Any negative Okra Green Debit Account balances will be charged to the cardholder's Student Account or billed directly to the cardholder.

There is a \$25.00 replacement fee for each lost, stolen, or damaged Okra Kard. The Okra Kard ID Office located in Student Business Services (Hours: Monday-Friday 8 a.m.-5 p.m.) is where replacement cards are made. After business hours, contact the Campus Police.

RESIDENCE HALL STUDENTS. Living expenses of room, board, and laundry are paid by all residence hall students.

DELINQUENT ACCOUNTS. The University reserves the right to withhold readmission to a student until all delinquent accounts owed the University by the student have been paid. Transcripts of credits are not issued for students whose accounts are delinquent. Diplomas will be withheld for graduates who have delinquent accounts.

A past-due account becomes delinquent 30 days after a missed payment. At this time, the account will be referred to a collection agency unless arrangements are made with Student Business Services. Collection agency charges will be added to the account.

Regular student account balances, Perkins Student Loan balances, and fines accumulated as a result of failure to adhere to the established procedures of the University, such as Library and Security regulations, or any other policy establishing regulations for the protection of University property, become collectible by Student Business Services, and, if not collected, shall constitute a delinquent account.

RECEIPTS. A student receives and should keep a receipt for money paid on accounts. The University does not assume responsibility for a claim of remittance on account unless the claim is attested by a receipt.

CASHING PERSONAL CHECKS. As a special accommodation to students, personal checks or checks from students' parents may be cashed in Student Business Services upon proper identification. All checks should be made payable to "DSU" and should contain the student's id number. The check cashing limit on all checks is \$50.

A service fee is charged on all returned checks. Checks not paid within thirty days are subject to be turned over for collection.

Student Business Services will deny the privilege of cashing checks when the privilege has been abused.

DAMAGE TO PROPERTY. Any University property damage caused by students or their guests is paid for by the student.

Periodic inspection of residence hall rooms and campus apartments is made. Missing or damaged property must be paid for by the occupants.

EXCEPTIONS FROM PUBLISHED POLICY. Any exception felt to be warranted by a student or a parent to the published fee charges and refund policy must be filed in writing with Student Business Services for due process and consideration.

FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Delta State University offers a comprehensive program of financial aid to assist graduate students. The following federal and institutional programs are available to DSU students:

1. Federal Perkins Loans
2. Federal Unsubsidized Stafford Loans
3. Federal Work Study
4. Graduate Assistantships

Application

Delta State University accepts the Free Application for Federal Student Aid for all types of Title IV financial aid. This application is available on the web at www.fafsa.ed.gov.

Students must list Delta State University (002403) on the application to insure that the DSU Financial Aid Office receives notification of their interest in receiving financial aid funds.

Deadlines

The priority deadline for applying for financial assistance is March 1. Applications will be accepted throughout the year but funds may not be available at registration if the application is not filed prior to March 1.

Eligibility

Students that are admitted as non-degree or undeclared degree are not eligible for federal financial aid.

Graduate students who are eligible for the federal programs listed in this section of the university catalog must meet all of the following criteria:

1. Be a United States citizen or eligible noncitizen
2. Be registered with Selective Service, if required to do so
3. Have financial need as determined by an approved need-analysis
4. Be enrolled at least half-time (6 **graduate** hours) per semester (*see note below)
5. Be fully admitted **in a degree granting program** (**see note below)
6. Be making satisfactory academic progress as defined by Delta State University, toward a degree (see SAP policy following)
7. Not be in default on any loan or owe a refund on any grant made under Title IV of the Higher Education Act of 1965, as amended, at any institution.

Notes: *Nine (9) graduate hours is considered full-time enrollment for graduate students; however, six (6) graduate hours is considered half-time enrollment for federal student aid purposes. Only graduate level courses will count toward financial aid eligibility.

**Official graduate program admission status will be verified in the DSU computer database. This will be the official record.

WORK OPPORTUNITIES

Graduate Assistantships. Assistantships are available on a limited basis to full-time graduate students who have been accepted for admission to a degree program. In order to be considered for a graduate assistantship, the graduate student must register with the Graduate Studies Office prior to seeking employment or being re-employed at the onset of each academic year. Graduate assistants are employed, under faculty or administrative supervision, to assist in the conduct of the University's overall program, primarily in an academic area, by providing teaching assistance, research or other services. Contact the department/division in which you are majoring for more information.

B.F. Smith Scholars Program. The B.F. Smith Scholars Program consists of competitive graduate assistantships for students and provides support for faculty and students pursuing special coursework, seminars, lectures, travel, research in the field of business development and internships related to economic development and public service. The graduate assistantships may be awarded to students with a record of academic achievement and commitment to the region for pursuit of a degree related to the field of economic development such as finance, marketing, economics, political science, sociology, or public administration. For more details, contact the Graduate Studies Office.

Federal Work-Study Program. Graduate students who have demonstrated financial need and have met all other requirements may secure work under the work-study program. Graduate students who are employed as graduate assistants seldom receive additional employment under the Federal Work Study program.

STUDENT LOANS

Low interest student loans are available to qualified graduate students at Delta State University. Student loans, in general, must be repaid under some type of deferred repayment plan. All graduate students who wish to apply for any student loan must first complete the **Free Application for Federal Student Aid (FAFSA)**.

Delta State University complies with all federal guidelines in providing loan counseling and information about loan consolidation. It is the philosophy of Delta State University to assist graduate students in keeping their graduate student loan debt at the lowest possible level. Policies and procedures developed at DSU are designed to keep the institution's default rate at a minimum.

Federal Perkins Loans. Federal Perkins Loans are automatically awarded to graduate students who demonstrate extreme financial need through the application process. A Federal Perkins Loan is a low-interest (5 percent) loan. Full-time graduate students receive priority in the awarding process. Federal Perkins Loans are made through the financial aid office: DSU is your lender. You must repay this loan.

Federal Perkins Loans are typically \$2000-4000 per year. Questions about repayment and deferment may be directed to the Perkins Loan Department in 131 Kent Wyatt Hall, 846-4649.

Federal Direct Unsubsidized Loans are made by the Department of Education to students for educational expenses. These loans must be certified by the school. Eligibility is not based on financial need. Interest is charged during all periods.

SATISFACTORY ACADEMIC PROGRESS

Graduate students who receive financial aid at Delta State University must conform to the standards of **Satisfactory Academic Progress** set by the University and outlined here. These guidelines encourage graduate students to successfully complete their educational goals in a timely manner. It is important to remember that this SAP Policy is administered by the Office of Student Financial Assistance and is separate from the Scholastic Standards, including **academic probation** and **academic suspension**, which is administered by the Office of the Vice President for Academic Affairs.

The minimum academic standards a graduate student must meet in order to receive financial assistance are illustrated in this chart:

Minimum Qualitative Academic Standards		Minimum Qualitative Standards	
Overall hours attempted	Grade Point Average	Hours Attempted	Ratio of hours passed
0 - 6	2.50	0 - 6	100%
7 - 11	2.75	7 - 11	100%
12+	3.00	12+	100%

Federal regulations require that a student complete the requirements for one graduate degree within a reasonable time frame.

Students who are pursuing a second graduate degree may be required to provide proof of first degree from the Registrar's office.

Financial aid funds may not be used to cover any repeats of graduate courses.

Graduate students who **withdraw-officially or unofficially**-are not eligible for aid the remainder of that semester **or the following semester**.

I's, W's, and F's are **not** considered successful completions. Financial aid is not awarded for **audits** or **correspondence** courses.

A hold/suspension of financial aid might be placed on a graduate student whose enrollment record-including but not limited to course drops, withdrawal from school, degree progress-indicates to the financial aid staff/director a recurring pattern. Such a student may be required to complete an Appeal Form and schedule a conference with the financial aid staff/director.

Graduate students who are **denied reinstatement** of financial aid funds may be reinstated to good standing for financial aid purposes as soon as they are once again making satisfactory progress as outlined in this policy. Those graduate students who attempt to reinstate eligibility after being denied must do so without benefit of financial assistance from any of the Title IV funds and must improve their standing while attending Delta State unless otherwise advised by the DSU Financial Aid staff/director. Academic progress will be evaluated at the end of each semester. Graduate students will be notified in writing of any action taken regarding their loss of eligibility for financial assistance.

All students have the right to appeal decisions regarding holds/suspension of financial assistance. A student may file an appeal by completing a Request for Reinstatement of Financial Aid form with appropriate documentation. Requests

for Reinstatement should be submitted at least ten (10) working days prior to the last day to register. All requests will be reviewed within ten (10) working days of submission to the SFA office provided they are properly completed and documented.

The **hours attempted and GPA** as reported in the DSU computer database will be the only official record accepted for all satisfactory academic progress determinations. If there is an error discovered, the student should contact the Registrar's office before notifying the Student Financial Assistance Office.

This policy is effective beginning January 1997. All students receiving financial aid at Delta State University beginning January 1, 1997 are subject to these guidelines.

ADMISSION INFORMATION

Admission Requirements

In order for an applicant to be **completely** admitted to the graduate studies program, the applicant has to be admitted to the University and satisfy the standards set by the selected degree program. To be eligible the following requirements must be met:

1. An applicant must hold a baccalaureate degree from an accredited institution.
2. An applicant must meet departmental standards set for the selected program of study (see admission requirements under each degree program; requirements for admission to the doctoral program are separate).
3. An applicant must be eligible to reenter in good standing the last college or university attended.
4. An applicant born after January 1, 1957, must present proof of immunization for measles and rubella. Medical exceptions to this policy are described in the General Catalog, a copy of which is available upon request.

A student may be required to take additional coursework to meet the prerequisites of the particular degree program. A student with deficiencies in the major field or in written English may be required to take sufficient undergraduate coursework to correct these deficiencies.

Non-degree Students

To enroll in coursework, a non-degree student must have permission from the department in which the courses are offered. There is no obligation on the part of the department offering a degree program to accept coursework taken by a student in non-degree status. A student enrolled as non-degree who decides to pursue a degree must make application in the Graduate Studies Office as a degree-seeking student.

A student denied admission may have his or her case reviewed. To initiate an appeal, the student should send a written request to the Provost/Vice President for Academic Affairs, Delta State University, Kent Wyatt Hall 228, Cleveland, MS 38733. Requests must be made within one year of the date of the denial.

Application Procedures

To be considered for admission to the University, the applicant must submit to the Graduate Studies Office the following:

1. One completed copy of an application form, which can be obtained from the Graduate Studies Office. Application should be received by the Graduate Studies Office at least twenty days prior to the beginning of the term in which the student plans to enroll. Priority should be given to early applicants.
2. One official transcript from each institution attended must be submitted. Delta State University students are not required to submit undergraduate transcripts.
3. The application fee: Applicants must submit an application fee of \$30.
4. Applicants must submit documented proof of required immunizations for measles and rubella on a certificate of compliance and signed by a physician or health department official.
5. To be considered for admission to a degree program, the applicant must submit to the Graduate Studies Office the documents indicated above and valid copies of test scores, certifications, and other materials as outlined under admission requirements for each graduate program.

Undergraduate Enrollment for Graduate Level Courses

Undergraduate students who are within six hours of graduation may take up to nine hours of graduate course work prior to obtaining their baccalaureate degrees. Also, undergraduate students who are eligible for but lack only directed teaching may take up to nine hours of graduate coursework prior to obtaining their baccalaureate degrees.

To be eligible to take graduate courses, undergraduate students must have a grade point average of at least 2.75 overall and in their major field. Courses cannot be counted toward satisfying the requirements for the baccalaureate degree and must be approved by the graduate advisor, the department chair where the courses are to be taken, and the college or school dean.

International Students

Transcript and Certificate of Record. Submit records (transcripts) from each college or university attended and certificates of degrees or diplomas received. Credentials written in a language other than English must be accompanied by a notarized or certified translation. List on the application the exact university degree(s) received. If detailed transcripts are not available, certificates must be accompanied by official statements showing the class or quality of the degrees and marks received on degree examinations, as well as the maximum number of marks obtainable. Submit copies of credentials only if they have been validated by a university administrative officer, a government official, or a notary public. Graduate applicants must show documents proving award of either a bachelor's degree or equivalent, or a graduate degree.

All costs for a credential evaluation service are the responsibility of the applicant. The evaluation should include (1) confirmation of receipt of a degree that is equivalent to a four-year degree in the United States, (2) the approximate translation of Grade Point Average (GPA) to a 4.0 system, and (3) verification of the authenticity of the international documents.

Test of English as a Foreign Language (TOEFL). The TOEFL is required for all applicants whose native language is not English. Submit an official copy of your TOEFL score to the Admissions Office. TOEFL is not required for applicants who have studied and received a degree from a university in the United States, or who have graduated from a university where English is the official language of instruction. A minimum score of 525 on the paper-based test or a 196 on the computer-based test is required or 70 internet-based. For score reporting purposes, Delta State University's institutional code is **1163**.

Financial Documents Required. International students must submit bank statements showing that sufficient financial resources are available to cover the costs of the first year of study which is about \$24,000. Bank statements must be current; documents older than six months are not acceptable.

Issuance of Nonimmigrant Student Visa Documents. Once a student has been approved for admission to Delta State University and has submitted acceptable proof of funding, the International Students Office (ISO) will review each case and issue the proper immigration document (Form I-20). The student takes the form to the U.S. embassy or consulate in his or her home country to apply for the appropriate visa. Students who are already in the United States must contact ISO for instructions on transfer procedures of their immigration status, and/or changes of status if necessary.

International students outside the United States. Students who are outside the United States will be mailed Form I-20 (for F-1 visa). Generally, students who finance their studies through personal or family funds should enter the United States on an F-1 visa. To obtain a visa, students must contact the nearest U.S. embassy or consulate to find out about application requirements, procedures, hours, fees, and processing times. Students should be prepared to show the following documents: I-20, passport, letter of admission or invitation to Delta State, proof of financial support, and strong evidence of intent to return to their home country after completion of studies. Please note that it is the student's responsibility to be aware of the terms and conditions concerning his or her admission and authorized stay in the United States.

International students with F-1 or J-1 status transferring to Delta State from another school in the United States. Students who wish to transfer to Delta State from another school in the United States must have maintained their immigration status to be eligible for a transfer. They must submit proof of financial support for their program of study along with copies of their current Form I-20 or IAP-66, passport, visa, and I-94 card.

When a student has been approved for admission to Delta State University and has shown adequate proof of funding, the Form I-20 (for F-1 visa holders) will be mailed to the student with instructions for completing an immigration transfer. A transfer of F-1 status from one school to another may be accomplished by providing evidence that the student was "*in status*" the previous semester. ISO has a School Transfer Form that may be used for this purpose. Transfer students should contact ISO for the form which must be completed and signed by their current school.

International students in the United States on a visa other than F-1 or J-1. International students already in the United States with immigration status other than F-1 or J-1 must contact ISO to determine whether a change of status is necessary and possible.

For Additional Information:

Registrar's Office
Delta State University
Kent Wyatt Hall 152
Cleveland, MS 38733, U.S.A.
(662) 846-4040 or FAX (662) 846-4015
www.deltastate.edu

Readmission

Graduate students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their application for readmission to the Graduate Studies Office. The college or school dean must approve applications for readmission by students who have been suspended for academic deficiencies.

GRADUATE INFORMATION

FACULTY ADVISOR

When accepted for admission to a degree program, the student is assigned a faculty advisor from the field of concentration. The faculty advisor assists the student in planning a program and schedule; however, the student must assume responsibility for meeting all requirements.

TIME LIMIT

The master's and educational specialist degrees must be completed within six calendar years. Courses taken at Delta State prior to six years before completion of degree may not be applied to the master's or educational specialist degrees unless revalidated with permission of the graduate advisor, department chair, and the college or school dean. A student is eligible to revalidate up to two courses. In special cases, and with approval of the department chair, the college or school dean may waive revalidation and accept course work that is more than six years old. Guidelines for revalidation are available in the college or school dean's office. For the doctoral degree, all degree requirements, including the dissertation, must be completed within five years after the successful completion of ELR 888 (Dissertation Seminar).

COURSE NUMBERS

Courses numbered 500 and above are classified as graduate level with those numbered 600 and above offered exclusively for graduate students. Some course work numbered 500-599 may be split-level and include upper-level undergraduate students who are enrolled in the 400-level counterpart. To receive graduate credit for a split-level course, additional assignments are required beyond those expected of undergraduate students. Courses taken for undergraduate credit at the 400-level cannot be repeated at the 500-level for graduate credit.

COURSE REQUIREMENTS

The course requirements for a master's degree range from 30 to 60 semester hours, one-half of which must be in 600-level courses or above. The minimum requirement for the Educational Specialist degree is 30 semester hours above the master's degree, one-half of which must be in 700-level courses or above. For doctoral requirements, see separate entry.

TRANSFER OF CREDITS

Graduate courses may be transferred from another accredited college or university. Transfer credit will be granted only for those courses in which the student received a B or better and which are listed on a program of study approved by the graduate advisor and the college or school dean. Transfer courses may be substituted for required courses if the catalog description reflects similar course content and each course is recommended by the student's advisor to the college or school dean. A maximum of 6 semester hours of the credit required for a master's degree or educational specialist degree may be accepted as transfer credit from another accredited graduate school. When circumstances merit it, a request for an exception to the policy allowing a maximum transfer of 6 semester hours may be submitted by the Department Chair. The request must be approved by the college or school dean.

No graduate credit is accepted for courses completed by correspondence.

STUDENT RESPONSIBILITIES

It is the responsibility of the student to become thoroughly acquainted with all graduate regulations, including admission and degree requirements. All graduate students should become familiar with the Graduate Bulletin and departmental program requirements. Students enrolling in graduate courses must possess satisfactory prerequisite experiences for each course taken. Students should consult their advisors, advisory committee, department chair, and/or the course instructor prior to enrollment in any course.

SECOND MASTER'S DEGREE REQUIREMENTS

Students desiring to pursue a second master's degree at Delta State University shall have completed all requirements for the first master's degree at Delta State or another accredited university. In general, the same basic requirements for general admission, admission to candidacy, and other conditions previously stated in this catalog relative to the first master's degree are also applicable to the second degree.

Upon recommendation of the student's advisor and with approval of the college or school dean, a candidate for a second master's degree may transfer up to 9 semester hours of credit from the first degree program.

ACADEMIC HONESTY

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

Cheating and Plagiarism

DEFINITIONS

Cheating - taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- * taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;
- * the use of notes or any other aid not specifically allowed or approved by the instructor;
- * unauthorized access to an un-administered examination or quiz and dissemination of the same;
- * collaboration on take-home examinations unless specifically approved by the instructor;
- * receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- * collaborating with another person in the preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- * submitting the same work for credit in more than one course, regardless of whether or not such submission occurs within the same term. An exception may be granted if the student receives written permission in advance from his/her instructor(s).

Plagiarism - the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

PENALTIES FOR DISHONESTY

- * If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, suspension, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism

Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy.

If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

STUDENT APPEAL OF RECOMMENDED SANCTION

The student may appeal the sanction recommended by a faculty member by following the appeal process already in place in the Delta State University Undergraduate and Graduate Bulletins.

GRIEVANCE POLICY - ACADEMIC - GRADUATE STUDENT

At any stage in the appeals process, should a decision necessitate a change in the official record (e.g. a grade change), the responsible party at that stage shall make the required change and record such action in the appeals file.

1. The student will discuss the grievance with the instructor and seek a solution. This discussion, the first step of the grievance process, must take place no later than the last working day of the next regular term after the course in question.
2. If the problem is not resolved to the satisfaction of the student in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair within fifteen working days of the date of the conference. Upon receiving a student appeal, the department/division chair submits, within fifteen working days, a written request for a response in writing (with documentation) from the instructor. The instructor replies to the chair's request within fifteen working days. The department/division chair notifies the student and instructor in writing of his/her decision, within fifteen working days from the date the response is received from the instructor. All documents must be retained for a minimum of three years; upon sending the response to the student and instructor, the chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
3. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) within fifteen working days of the date of the department/division chair's written response, to the college/school dean with administrative responsibility for the department in which the appeal originated. The college/school dean obtains the appeals folder from the Office of Academic Affairs and reviews the student appeal and the corresponding written responses from the instructor and chair. The college/school dean notifies the student and instructor in writing of his/her decision with a copy to the division/department chair, within fifteen working days from the date the appeal is received. All documents must be retained for a minimum of three years; upon sending the response to the student, instructor, and chair, the dean will ensure that the complete appeals file is delivered to the Office of Academic Affairs.

4. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit a written request for a hearing with the Graduate Academic Appeals Committee within fifteen working days of the date of the dean's response. (Committee contact information available through the Graduate and Continuing Studies Office, 239 Kent Wyatt Hall 662-846-4700). The Graduate Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student, instructor, and chair, and the chair obtains the appeals file from the Office of Academic Affairs. All parties may submit their cases in person to the committee. The Appeals Committee notifies the student, instructor, and chair in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing. All proceedings of the Graduate Academic Appeals Committee are confidential. All documents must be retained for a minimum of three years; upon the Committee's sending the response to the student, instructor, chair, and dean, the Graduate Academic Appeals Committee chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
5. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the Vice President for Academic Affairs within fifteen working days of the date of the Committee's notification. The Vice President for Academic Affairs reviews the appeals file. Within fifteen working days after receiving the appeal, the Vice President for Academic Affairs notifies the student, instructor, and chair in writing of his/her decision, which is final, with a copy to the appropriate dean and the chair of the Graduate Academic Appeals Committee. All documents must be retained for a minimum of three years; the Vice President for Academic Affairs will retain the appeals file in the Office of Academic Affairs.

Grievances shall not encompass the quality of instruction, the difficulty of testing, the rigor of grading, or the appropriateness of the course requirements. The judgment of what standards are appropriate resides with the instructor, unless there is compelling evidence that those standards are arbitrary or capricious.

At every step, the correspondences from the instructor, the chair, the dean, and the Committee shall designate the date by which the next step, if indicated, shall be initiated by the student or respondent.

GRADES

Graduate students are awarded grades of A, B, C, D, or F on coursework but no graduate credit toward a degree is earned for a grade of less than C. The temporary mark of "I" (incomplete) is given when, for reasons acceptable to the instructor, course requirements cannot be completed during the enrollment period. An "I" must be removed within twelve months or the "I" will automatically become an F. This does not apply to thesis, dissertations, and other research or practicum courses. All "I" grades must be removed from the student's transcript before the student can be processed for graduation. In certain research and practicum courses, a student may receive an "IP" (in progress) grade. This grade does not calculate in the grade point average. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings.

REPEATING COURSES

Graduate students may repeat a course only once but must have permission from their graduate advisor and the college or school dean to repeat a course. Repeating a course does not remove the grade previously earned in the course. The calculation of the cumulative grade point average is based on all grades received for graduate courses taken at Delta State University. Exceptions must be approved by the graduate advisor, department chair, and college or school dean.

ACADEMIC SUSPENSION AND DISMISSAL

Students who earn three grades of "C" or one grade of "D" or "F" will be dismissed from their degree program. Also, master's level students must maintain a 3.0 GPA during the first nine semester hours of graduate work in a degree program. Failure to do so will result in dismissal from that program unless otherwise stipulated by the department offering the program. If, at any time after completion of nine hours, a student's overall grade point average on graduate courses drops below a 3.0, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to 3.0 or better on all graduate work at the end of the next semester of enrollment after being placed on probation. (For students enrolled in the summer, both school terms will be used to determine if probationary status should be removed.) Failure to remove probation in the manner described will result in the student being dropped from the degree program whether the same program or two different programs.

Students who have been dismissed from a graduate degree program may be eligible to apply for re-admission, upon approval from their respective graduate program and school, after one full semester has passed since their dismissal. One full semester refers to one regular term (Fall or Spring) or both summer terms. During the dismissal term, students who intend to return to their graduate degree program are encouraged to address deficiencies in their academic work with their advisor and academic program. These deficiencies, whether in undergraduate or graduate course work, should be approved by the graduate program and the respective school. A student will not be eligible to seek readmission to the university after a second dismissal from a graduate degree program whether the same program or two different programs.

If, at any period of enrollment, a student demonstrates to the satisfaction of the advisor and the department chair that a consistently satisfactory level of achievement cannot be maintained, withdrawal from the graduate program is advised.

SCHEDULE CHANGES

The following regulations apply to change of program:

1. The last day to add a class is the sixth class day of a semester (second class day, summer term). (See University Calendar.)
2. To add or drop a course, a student must complete a Drop/Add form from the Registrar's office. Failure to observe this regulation results in a recorded grade of "F" in the course.
3. Courses dropped after the deadline printed in the University Calendar are recorded on the student's permanent record as "W" if the student's average grade is passing or "F" if failing at the time of withdrawal.

- 4 No course may be changed from Credit/Audit without permission of instructor after the last day to add a class. (See University Calendar.)
5. The last day to withdraw from a course will be the 75% point in the semester. (See University Calendar.)

CLASS ATTENDANCE

In no case shall absences exceed 25 percent of the scheduled meetings of class. In such cases, the student shall receive a grade of F in the class. Particular policies and procedures on absences and makeup work are established for each class and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absences and for making up work missed.

A student who pre-registers for classes and is unable to attend must withdraw from the registration term. Failure to remove the registration or to notify the Registrar or Student Business Services will result in charges to the student account and financial obligations to the University.

A student who registers for classes and never meets the classes will be reported to the Registrar's Office by the instructors as a No Show. No Shows are reported to the Financial Aid Office and may affect the student's current and future financial aid. A grade of NS will be posted for these courses.

For purposes of financial aid and enrollment, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

A student in an online course must follow the standard procedure for dropping the class.

NO-SHOW Status: Students who have logged into an online course but have not actively participated will be reported as 'No Shows' according to the university's No-Show procedure.

ATTENDANCE BY PERSONS NOT ENROLLED IN A COURSE

The University has the right to determine who is enrolled in a class and to control the presence of the person who is not enrolled in the class. A non-enrolled person is allowed in the classroom only at the discretion of the instructor. The instructor should ask the non-enrolled person who attends a class against the express wishes of the instructor to leave. The instructor should ask such persons to identify themselves. If the person refuses to leave, the university police may be called. If the person is a student enrolled in the university but not enrolled in the class, disciplinary charges may be filed.

COURSE LOAD LIMITS

Students enrolled for 9 hours or more during a regular semester or 4 hours or more during a summer term are classified as full-time graduate students. Students may take up to 13 hours during a regular semester and up to 6 hours during a summer term. Exceptions to the upper limits must have the prior approval of the graduate advisor and the department chair. Students taking in excess of these upper limits will be assessed an overload fee.

THESIS

The thesis is an original research project conducted by a candidate under the direction of an advisory committee appointed by the college or school dean upon recommendation of the department chair. A detailed instruction sheet for the preparation and submission of the thesis is available in the office of the college or school dean.

DISSERTATION

The dissertation is an original research project conducted by a candidate under the direction of an advisory committee appointed by the Dean of the College of Education upon recommendation of the Coordinator of Doctoral Studies. Instructions for the preparation and submission of the dissertation are available in the office of the Coordinator of Doctoral Studies.

WRITING PROFICIENCY

If the writing standard of a graduate student is questioned, referral may be made to the Writing Center which is directed by the Division of Languages and Literature. Successful performance on a writing proficiency examination may be required for continuation in the degree program.

COMPREHENSIVE EXAMINATION

A final oral and/or written comprehensive examination in the candidate's major field, or the equivalent thereof, is required of all candidates and must be completed at least two weeks before the graduation date. A committee to administer the comprehensive examination is appointed by the college or school dean upon the recommendation of the department chair. The examination covers all major field content including transfer and off-campus work. To be eligible to take the major field comprehensive the candidate must be enrolled in, or have completed, the final coursework, have a 3.0 average in the major field (3.25 for specialist and doctoral), and have approval from advisor.

Doctoral degree candidates will follow guidelines in a separate publication available in the office of the Thad Cochran Center for Rural School Leadership and Research.

APPLICATION FOR THE DEGREE

Application for a degree must be approved by the graduate advisor/coordinator, and then filed with the Registrar's Office.

In order for a graduate degree to be conferred, the candidate must attend graduation unless prohibited by mitigating circumstances.

DEGREE PROGRAMS

MASTER OF APPLIED SCIENCE IN GEOSPATIAL INFORMATION TECHNOLOGIES

Purpose. The MAS-GIT is a fully online degree program designed to meet the needs of students from a variety of academic and professional backgrounds (e.g., biological and physical sciences, environmental management, computer information systems, social sciences, interdisciplinary studies) who have completed an undergraduate degree and seek advanced academic training in geospatial information technologies.

Admission. Full admission to the MAS-GIT program may be granted to the applicant who:

1. Meets all requirements for admission to Graduate School.
2. a. Has earned a baccalaureate degree from an accredited institution in a related discipline.

OR

- b. Applicants may be considered for admission to the program if they have earned a baccalaureate degree from an accredited institution and have at least three years of successful relevant experience supported by three letters of recommendation from practitioners in the field.
3. Earned a grade point average of 2.5 or higher on all undergraduate coursework.
4. Candidates for admission must submit a written statement describing why they wish to enter the program and how the program can lead to career success.

Application and all supporting materials are accepted for admission consideration through August 15 for Fall term enrollment.

Degree Requirements. A candidate for the Master of Applied Science in Geospatial Information Technologies is required to meet the following:

1. Fulfill general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 30 semester hours of graduate credit consisting of 24 hours of required courses and 6 hours of approved electives.
3. Earn a grade of "B" or better for each course.
4. Earn an overall GPA of at least 3.0.

Student Responsibility. The graduate student must accept full responsibility for knowing and following the policies and regulations of DSU graduate programs, as well as requirements specific to the degree program.

<i>Curriculum</i> : Required courses 24 hours, approved electives 6 hours.	
Fall	9
GIS 602. Introduction to Geospatial Science and GIS (GIS)	3
GIS 610. Advanced GIS (GIS II)	3
GIS 661. Geospatial Mathematics, Algorithms, and Statistics	3
Winter Intersession (Select 1)	3
GIS 551. Business Geographics	3
GIS 570. Programming GIS.....	3
GIS 681. Community Growth	3
Spring	9
REM 616. Remote Sensing	3
REM 611. Digital Image Processing	3
GIS 631. Photogrammetry.....	3
Spring Intersession (Select 1)	3
REM 641. Advanced Sensor Systems and Data Collection	3
GIS 580. GIS for the Internet and Spatial Databases	3
REM 631. Info. Extraction from Multi/Hyper&Lidar	3
Summer (I and II)	6
GIS 690. GIS Capstone	6
Total Semester hours	30

MASTER OF BUSINESS ADMINISTRATION

Purpose. The purpose of the Master of Business Administration program is to provide the student with a broad understanding of business concepts and operation.

Admission. Full admission to the Master of Business Administration program may be granted to an applicant who:

1. Has earned a baccalaureate degree which is fully accredited by one of the recognized accrediting agencies, and meets all other requirements for admission to Graduate School;
2. Applicants lacking a baccalaureate (or higher) degree in business will be required to take the MBA Foundation Module below and earn a minimum grade of "B" in the Module:

MBA 515 - Managerial Accounting/Finance
MBA 525 - Management Theory/business Law
MBA 535 - Economics/Marketing Theory
MBA 545 - Statistics/Information Systems

- Applicants must have a 3.25 (scale of 4.00) overall undergraduate GPA or have at least 4 years of professional or managerial work experience or earn an acceptable score on the Graduate Management Admission Test (GMAT).

Provisional Admission. Applications for students lacking the required GPA or work experience or acceptable GMAT score as specified above are forwarded to the College of Business Graduate Programs Committee for an admission recommendation. Applicants may be admitted provisionally. The applicant may not exceed 9 hours of graduate credit in the provisional status and may not enroll in any additional graduate courses. The applicant must earn at least a B" in each of the courses to be removed from provisional status.

Degree Requirements. A candidate for the Master of Business Administration degree is required to meet the following:

- Fulfill the general requirements for a graduate degree at Delta State University;
- Complete, secure approval for, and file a Program of Study;
- Complete a minimum of 30 semester hours of graduate credits consisting of 18 hours in core business courses and 12 hours of approved electives;
- Earn and maintain a GPA of at least 3.0 overall.

Student Responsibility. The graduate student must accept full responsibility for knowing the policies and regulations of the College of Business graduate programs, as well as departmental requirements relevant to the degree program.

BUSINESS ADMINISTRATION CURRICULUM

Master of Business Administration Degree

	Semester Hours
1. Required Courses	18
ACC 600, CIS 601 OR FIN 601 OR MGT 601 OR MKT 601, ECO 612, FIN 600, MGT 605, MKT 600	
2. Approved business emphasis or electives	12
*Exceptions must be approved by the Dean of the College of Business	
OR	
Human Resources emphasis	12
MGT 620, MGT 655, MGT 660, MGT 695	
OR	
Health Care Administration emphasis	12
IRR 622, MGT 650, MGT 670, MGT 695	
OR	
Information Systems Management emphasis.....	12
CIS 606, CIS 612, CIS 618, CIS 624	
Total Semester Hours	30

INTEGRATED MASTER OF BUSINESS ADMINISTRATION (i-MBA)

Purpose. The Integrated Master of Business Administration is for professionals and managers seeking to develop interpersonal, managerial, leadership skills in preparation for mobility, advancement and promotional opportunities. This 30 credit hour program consists of three modules leading to a Master of Business Administration degree. The core subjects are integrated into two (2) modules of nine (9) credits each and the area of emphasis in one (1) module of twelve (12) credits, which include online and distance learning activities.

Admission. Full admission to the Integrated Master of Business Administration is granted to an applicant who:

1. Has earned a baccalaureate degree which is fully accredited by one of the recognized accrediting agencies, and meets all other requirements for admission to Graduate School;
2. Applicants lacking a baccalaureate (or higher) business degree will be required to take the MBA Foundation Module below and earn a minimum grade of "B" in the Module.

MBA 515 - Managerial Accounting/Finance

MBA 525 - Management Theory/Business Law

MBA 535 - Economics/Marketing Theory

MBA 545 - Statistics/Information Systems

3. Applicants must have a 3.25 (Scale of 4.00) overall undergraduate GPA or have at least 4 years of professional or managerial work experience or earn an acceptable score on the Graduate Management Admission Test (GMAT).

Provisional Admission. Applications for students lacking the required GPA or work experience or acceptable GMAT score as specified above are forwarded to the College of Business Graduate Programs Committee for an admission recommendation.

Applicants may be admitted provisionally. The applicant may not exceed 9 hours of graduate credit in the provisional status and may not enroll in any additional graduate courses. The applicant must earn at least a "B" in each of the courses to be removed from provisional status.

Degree Requirements. A candidate for the Integrated Master of Business Administration is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete the following three (3) modules: two (2) modules of nine (9) hour credits and one (1) of twelve (12) hour credits (30 credit hours total):

Financial Strategy Module. In this module students are introduced to various quantitative tools, techniques and models used in making investments and capital budgeting decisions. Information technology as it relates to e-commerce is incorporated into the module for one hour credit. 9 credit hours.

Operational Strategy Module. In this module students develop marketing strategies integrated with critical financial decision-making that emphasize the interrelationship of the firm and society. Students learn how to market their product or service to domestic and international markets and perform the financial analysis necessary to insure market viability. This module allows students to focus on managing the physical operations of the business, information technology to improve the effectiveness and efficiency of the business. 9 credit hours.

Strategic Project Planning Module. (Emphasis Module)

General Business:

This module integrates the concepts of strategic planning such as visioning and adapting to internal and external environmental changes, managing the physical operations, and the utilization of information technology to improve the effectiveness and efficiency of the business. In an organization setting ranging from a small business to a global corporation, students develop goals, strategies, and timetables to implement a strategic planning process. This module focuses on developing the managerial and leadership skills critical for success in the twenty-first century. 12 credit hours.

Human Resources Management:

This module integrates human resource concepts through an examination of the characteristics and design of performance appraisal systems and development of effective systems for selecting, classifying and placing personnel, the theory and practice compensation management and the effect of alternative wage and salary systems on employee performance, and current legislation and issues in Human Resources Management. 12 credit hours.

Health Care Administration:

This module integrates the concepts of strategic planning such as visioning and adapting to internal and external environmental changes within the health care industry. Core business principles and practices to health care issues to prepare students to effectively manage health care organizations. 12 credit hours.

Information Systems:

This module integrates the knowledge and skills in data warehousing and data mining technologies required for solving complex problems of data and information management, information retrieval, and knowledge discovery facing modern organizations, the conceptualization, design, and implementation of supply chains in dynamic global markets that strategically utilize information technologies to improve decision making regarding resources, logistics, procurement and supply contracting, product and process design, and revenue management, inventory, risk management, mining of corporate data warehouses, and the concepts of enterprise resource planning (ERP) to provide for effective data driven decision making for the formulation and execution of business strategies. 12 credit hours.

3. Earn and maintain an overall grade point average (GPA) of at least 3.0.

INTEGRATED MASTER OF BUSINESS ADMINISTRATION CURRICULUM

Semester
Hours

Required Courses.....30

Module I: Financial Strategy

- ACC 600. Managerial Accounting. 3
- FIN 600. Financial Management. 3
- MGT 601. Applied Decision Science. 3

Module II: Operational Strategy

- MGT 605. Human Resource Management. 3
- MKT 600. Strategic marketing. 3
- ECO 612. Managerial Economics. 3

Module III: Strategic Project Planning (Select One)

General Business

- MGT 625. Production/Operation management. 3
- MGT 640. Managing in a Global Environment. 3
- MGT 695. Strategic Project Management. 3
- CIS 600. Managing Information Systems. 3

OR

Human Resources Management

- MGT 620. Recruitment, Selection, and Performance Appraisal. 3
- MGT 655. Wage and Salary Administration. 3
- MGT 660. Human Resources Legislation and Current Issues. 3
- MGT 695. Strategic Project Management. 3

OR

Health Care Administration

- IRR 622. Risk Management for Healthcare Industry. 3
- MGT 650. Health Care Law and Ethics. 3
- MGT 670. Health Care Management and Policies. 3
- MGT 695. Strategic Project Management. 3

OR

Information Systems Management

- CIS 606. Enterprise Data Warehousing. 3
- CIS 612. Global Supply Chain Management. 3
- CIS 618. Business Intelligence. 3
- CIS 624. Enterprise Resource Planning. 3

General Business emphasis12
MGT 625, MGT 640, MGT 695, CIS 600
OR

Human Resources emphasis12
MGT 620, MGT 655, MGT 660, MGT 695

OR

Health Care Administration emphasis12
RR 622, MGT 650, MGT 670, MGT 695

OR

Information Systems Management emphasis12
CIS 606, CIS 612, CIS 618, CIS 624

MASTER OF COMMERCIAL AVIATION

Purpose. The purpose of the Master of Commercial Aviation program is to provide the student with a focused understanding of aviation concepts and operations. The program is oriented toward aviation management and aviation education.

Admission. Full admission to the Master of Commercial Aviation program may be granted to an applicant who:

1. Has earned a baccalaureate degree which is fully accredited by one of the recognized accrediting agencies, and meets all other requirements for admission to the Graduate School;

Provisional Admission. An applicant with a minimum quality point average of 2.8 may be provisionally admitted. The student may not exceed **nine** hours of graduate credit in provisional status and may not enroll in any additional graduate courses for credit. The student must earn at least a "B" in each of the first nine hours to be removed from provisional status.

Non-degree Admission. An applicant who is unable to satisfy requirements for full or provisional admission can be admitted on a non-degree, watch-care status to improve credentials and to meet full admission requirements. Not more than 9 semester hours earned while in non-degree status may be applied to the Master of Commercial Aviation Degree. The grades earned while in the non-degree status must be B or better.

Degree Requirements. A candidate for the Master of Commercial Aviation degree is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;

2. Complete a minimum of 30 semester hours of graduate credits consisting of 15 hours of core courses in aviation and 15 hours from the Commercial Aviation or GIS/RS track. A maximum of 3 semester hours may be transferred with the approval of the graduate coordinator or department chair.
3. Earn a grade point average of at least 3.0 in the major field and overall. A student who earns grades of three "C's" or one "D" or "F" will be dismissed from the program.

The Geospatial Information Systems/Remote Sensing (GIS/RS) track is designed to meet the needs of officers in the military and/or government officials requiring advanced degrees for promotion and job advancement.

MASTER OF COMMERCIAL AVIATION CURRICULUM

	Semester Hours
1. Required Courses	15
CAV 605, CAV 610, CAV 630, CAV 660, CAV 670	
2. Select one of the following tracks.	
A. Commercial Aviation	15
CAV 620, CAV 640, CAV 650, CAV 680, CAV 690	
B. GIS/RS Track.....	15
Required courses, GIS 500, GIS 610, REM 511	9
Electives	6
REM 611, GIS 661, REM 581 or REM 551	
TOTAL HOURS	30

MASTER OF PROFESSIONAL ACCOUNTANCY

Purpose. The Master of Professional Accountancy program is to provide an in-depth study within the field of accounting. The program offers advanced study for individuals engaged in or seeking careers in public accounting, industry, and government.

Admission. Full admission to the Master of Professional Accountancy program may be granted an applicant who:

1. Has earned a baccalaureate degree in accounting which is fully accredited by one of the recognized accrediting agencies, and meets all other requirements for admission to Graduate School.
2. Has a GPA of 2.75 in all accounting courses, with no grade less than a "C" in the following courses: Intermediate Accounting (6 hours), Tax Accounting, Cost Accounting, Auditing, Advanced Accounting, and Fund Accounting.
3. Has a GPA of 3.0 on all upper-division courses, exclusive of accounting courses.
4. Has demonstrated writing proficiency as evidenced by scores of at least 3.5 on the GMAT Analytical Writing component or 3.0 on the Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test.

5. Has a GPA of 3.0 on all business core courses, with no grade less than a “C” for 15 hours for the following: Accounting Systems, Finance, Management Principles, Strategic Management, and Marketing Principles, 3 hours each.
6. Has on file a Graduate Management Admission Test (GMAT) score of at least 380.
7. Has completed, secured approval for, and filed a program of study.

Provisional Admission: An applicant not having on file a GMAT score, or lacking no more than two of the core prerequisite courses as specified above may be provisionally admitted, provided, the applicant has met the GPA requirements, major GPA of 2.75 or a business core GPA of 3.0 or better. The applicant may not exceed 9 hours of graduate credit in provisional status and may not enroll in any additional graduate courses for credit. Applicants must take the GMAT and demonstrate writing proficiency prior to full admission or in the first semester of graduate course work.

Degree Requirements: A candidate for the Master of Professional Accountancy degree is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 30 semester hours of graduate credit consisting of 21 hours in core accounting courses and 9 hours of approved electives.
3. Include in the program of study a minimum of 24 semester hours of 600-level courses; and
4. Earn and maintain a GPA of at least 3.0 overall. Students who earn grades of three “C’s” or one grade of “D” or “F” will be dismissed from the program.

ACCOUNTING CURRICULUM

Master of Professional Accountancy Degree

	Semester Hours
1. Required Accounting Core Courses	21
ACC 600, 610, 630, 650, 676, 677, 693	
2. Approved Electives	9
ACC 620, 640, 655, 688, 690, 694, 695, 696, 697; ECO 612; FIN 600, 601 or CIS 600, 601, FIN 605, 625, 650; MGT 600, 605, 625, 640, 653; MKT 600	
TOTAL HOURS	30

MASTER OF EDUCATION DEGREE

Purpose. The Master of Education degree is a graduate degree, designed for students who wish to pursue professional study in education as classroom teachers, counselors, supervisors, administrators, or in specialized areas.

Delta State University awards a Master of Education (M.Ed.) degree in the following programs:

- Educational Administration and Supervision
- Elementary Education
- Counselor Education
 - Clinical Mental Health Counseling
 - School Counseling
- Health, Physical Education & Recreation
- Secondary Education
 - English
 - History
 - Social Sciences
 - Visual and Performing Arts
- Special Education
 - Mild/Moderate Disabilities

Since M.Ed. programs are administered through various academic departments, the admission requirements will vary. They are listed below by school along with the degree requirements and curriculum.

COLLEGE OF ARTS AND SCIENCES

Master of Education in Secondary Education

Delta State University awards a Master of Education in Secondary Education for the following programs:

- English
- History
- Social Sciences
- Visual and Performing Arts (Music or Art)

Admission. Requirements for admission are:

1. A baccalaureate degree from an accredited institution with an undergraduate major suited to the discipline in which the applicant wishes to study. The BFA and the BA in Art Education are considered appropriate degrees for applicants wishing to pursue the Art emphasis;
2. Grade point average of 3.0 or higher on all undergraduate coursework and courses relevant to discipline;
3. An acceptable score on the writing section of the Graduate Record Examination or on a departmental writing proficiency exam. The departmental examination is required in English and History;
4. A valid teaching certificate; if not, the applicant must sign a waiver stating that he/she realizes that the M.Ed. in Secondary Education does not constitute certification.

Applicants may be granted provisional admission status for the first nine (9) hours of graduate course work. All admission requirements must be met within these nine hours.

Track--Specific Admission Requirements.

Visual and Performing Arts.

Art - Submission of a visual arts portfolio

Music - 1. Aural skills test

2. Video of teaching or ensemble rehearsal/performance

English.

1. Submission of a graded writing assignment from an upper-level undergraduate English class;
2. An orientation with the Graduate Committee in the first semester of enrollment.
3. Grade point average of 3.00 or higher on the first nine (9) hours of course work.

History.

1. Submission of a graded writing assignment from an upper-level undergraduate history class and satisfactory performance on a Graduate Writing Proficiency Exam (to be administered and graded by the DSU History Department prior to admission).
2. Grade point average of 3.25 or higher on all undergraduate history classes.

Degree Requirements. A candidate for the Master of Education in Secondary Education is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field hours and elective hours as specified.
3. Earn a grade point average of at least 3.0 in the major field and overall;
4. Earn a grade of "B" or higher on each of the education core courses (ELR 605, EPY 601, and CUR 608);
5. Pass an oral and/or written examination in the candidate's major field administered by a committee appointed by the division chair. This is not required in the Visual and Performing Arts track with an Art emphasis;
6. Optional. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field. This is not an option in the Arts or Social Science (NCATE option) tracks.

Track Specific Degree Requirements.

Visual and Performing Arts (Art Emphasis) and Social Sciences (NCATE option).

Completion of a teaching portfolio.

MASTER OF EDUCATION IN SECONDARY EDUCATION	33
1. Core Education Courses	9
EPY 601, ELR 605, CUR 608	
2. Required Courses (stated below by track).....	9-21
3. Electives (stated below by track).....	3-15

Track Requirements

VISUAL AND PERFORMING ARTS

Emphasis in Art

1. Core Education Courses9
2. Required Courses9
CUR 682, ART 660, ART 664
3. Electives in Art (to be determined after review of portfolio and transcript)15
2 Studio electives
1 Art history
2 Electives in art (Specific Courses to be determined after review of portfolio and transcript.)

Emphasis in Music

1. Core Education Courses9
2. Required Courses9
MUS 603, MUS 643, MUS 621/641
3. Electives in Music15
Choose from: music history, music theory, pedagogy, individual performance, independent study, and ensembles.

ENGLISH

1. Core Education Courses9
2. Required Courses12*
ENG 605 or ENG 610 3
One period course 3
One genre course 3
One major figure course 3
3. Electives in English12
*Three of the total hours in English must be in British Literature and three in American literature. At least nine hours of the English courses must be at the 600 level.

HISTORY

1. Core Education Courses9
2. Required Courses9-12
History 500 (unless HIS 400 or its equivalent has been completed) 3
Seminar in United States History 3
Seminar in European History 3
HIS 600 level (elective) 3
3. Electives in History (or electives in a related field approved by the graduate advisor)12-15

SOCIAL SCIENCES

OPTION A (NCATE Approved)

1. Core Education Courses9
2. Required Courses15
SSC 6023
*SOC 520 (SOC 540)3
PSC 546 or PSC 5633
**HIS 500 or HIS 5113
United States History (600-Level)3
3. Electives (At least 3 hours at the 600-level. No more

- than 6 hours in any of the following)9
- Economics
- Geography (GEO 680, GEO 690, or other)
- Political Science
- Sociology
- History

*If SOC 420 has been completed SOC 540 must be taken.
 **HIS 500 may not be taken if HIS 400 has already been completed; nor can HIS 511 be taken if HIS 411 has already been completed.

OPTION B (Non-NCATE)

1. Core Education Courses9
 2. Required Courses21
 - SSC 6693
 - Concentration in Sociology18
 - (at least 9 hours at 600-level)
 - SOC 580 or SOC 624 3
 - Sociology Electives 15
 - OR
 - Concentration in Political Science18
 - PSC 563 3
 - Political Science Electives 15
 - OR
 - Concentration in Geography18
 - (at least 9 hours at 600-level)
 - GEO 680 or GEO 690 3
 - Geography Electives 15
 - 3. *Approved Electives3
- *Must be at the 600-level if 18 hours at 600-level have not been completed.

COLLEGE OF EDUCATION

The following admission requirements are the same for all M.Ed. degree programs in the College of Education. Please note that some programs have additional requirements.

Admission. Requirements for admission are:

1. A baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies
2. A Class A teaching certificate, or its equivalent.

A Master of Education degree applicant who does not yet qualify for an “A” certificate may be admitted to the Graduate School, but must meet the requirements of the State of Mississippi for an “A” certificate in teaching before the degree will be awarded. However, upon the recommendation of the department chair, the Dean of the College of Education may waive the requirements of satisfying certification requirements for those students currently employed or preparing for employment in junior or senior colleges, non-public institutions, or positions not requiring certification. (Waiver forms are obtained in the office of the department/division chair.) In the event that certification requirements are waived, it is incumbent upon the student to recognize this limitation upon the scope of the areas within which he or she might seek employment in the future.

Course work included in the Class A teaching certification program in Health and Physical Education or undergraduate course work taken by those seeking a waiver of the Class A teaching certificate rule in Health and Physical Education must include the following: anatomy and physiology, exercise physiology and measurement and evaluation in physical education or an approved statistics course. Students who do not have these prerequisite courses may take other graduate classes while they complete the undergraduate work.

3. An overall undergraduate grade point average (UGPA) of a minimum of 2.50 or 2.75 on the last 64 hours of required course work. (For counselor education, and health, physical education and recreation an overall GPA of 2.75 or 3.00 on the last 64 hours of required coursework)

Admitted students are required to enroll in 9 hours of initial course work as specified by the division. (Prior approval is required.) NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with a grade below B in any of the three initial required courses will be allowed to repeat that course(s) one time. No additional courses toward completion of the degree may be taken until the 9-hour grade point average requirement is fully met.

4. A satisfactory score on a nationally recognized, standardized test of verbal skills.
5. M.Ed. in Elementary Education applicants must submit evidence of a passing score on PRAXIS II, Elementary Education: Curriculum, Instruction, & Assessment (K-5), or Elementary Education: Curriculum, Instruction, & Assessment (4-8); or passing score on test in Elementary Education approved by Mississippi State Department of Education.

Degree Requirements. A candidate for the Master of Education degree in the College of Education is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field hours and elective hours as specified. At least one half of major field courses must be at 600-level or higher;
3. Earn a grade point average of at least 3.0 in the major field and overall;
4. Earn a B average on the education core courses (ELR 605, EPY 601, and CUR 608);
5. Pass an oral and/or written examination in the candidate's major field administered by a committee appointed by the division chair;
6. Optional. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field.

MAJOR FIELDS IN COLLEGE OF EDUCATION

**Semester
Hours**

Master of Education in Counseling

(For admission to Counselor Education an overall UGPA of 2.75 or 3.00 on the last 64 hours of required coursework is required.)

The following exams may be used to meet the writing admission requirement:

- a. Collegiate Assessment of Academic Proficiency (CAAP) - 3.00
- b. Graduate Record Exam (GRE) Writing Portion - 370
- c. Miller's Analogy Test - 30
- d. Praxis: Pre-Professional Skills Test (PPST) Writing Test - 174
- e. Praxis: Competency-Based Test (CBT) Writing Test - 320

A.	School Counseling Emphasis	60
	1. Required Courses	51
	CED 600, CED 601, CED 602, CED 604, CED 605, CED 606, CED 609, CED 616, CED 617, CED 619 (6 hours), CED 620, CED 630, CED 635, CED 707, CED 711, CED 712	
	2. Approved Electives	9

B.	Clinical Mental Health Counseling Emphasis	60
----	--	----

(Note: The Clinical Mental Health Counseling Program is currently accredited under the 2001 standards as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health program when it comes up for reaccreditation in 2012, per CACREP guidelines)

1. Required Courses
- CED 600, CED 601, CED 602, CED 604,
CED 605 CED 606, CED 609, CED 610 (6 hours),
CED 616, CED 620, CED 627, CED 630, CED 635,
CED 703, CED 711, CED 712, CED 715
3. Approved Electives

**Semester
Hours**

Master of Education in Educational Administration and Supervision

A.	Public School Emphasis	48
	1. Core Education Courses	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses	39
	EDL 601, EDL 602, EDL 603, EDL 620, EDL 624, EDL 628, EDL 640, EDL 645, EDL 650, EDL 652, EDL 654, EDL 655	

Students seeking a Master's degree in Educational Administration and Supervision must meet additional entrance requirements set forth by the Center for Rural School Leadership and Research. Admission is contingent upon the student having a minimum of three years K-12 teaching experience and

obtaining a minimum composite score on the following criteria:

1. Graduate Record Exam;
2. Collegiate Assessment of Academic Proficiency (CAAP) - Writing Essay test or GRE Writing Assessment.
3. Undergraduate and/or graduate grade point average;
4. Admission Portfolio to include Structured Interview Process with Selection Committee, including professional references.

Study for this degree is through a cohort model with a 14 month full-time program of study. applications are accepted each spring with a new cohort beginning study each June..

Upon completion of the Master’s degree program in Educational Leadership, the candidate must make an acceptable score on the School Leaders Licensure Assessment as established by the Mississippi Department of Education to be eligible for Mississippi Administrator license.

B.	Independent School emphasis	33
	1. Core Education Courses	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses	24
	SUP 631, AED 610, AED 634, AED 638, CUR 592 (Special Topics in Independent School Leadership), AED 636 (two semesters, 3 hours each), SUP 636	

An additional admission requirement is a letter of support from the applicant’s Head-of-School.

Study for this degree focuses on educational administration and supervision in independent school settings. The program of study does not prepare candidates for content found on the School Leaders Licensure Assessment, a passing score on which is required to obtain the Mississippi Administrator license.

Master of Education in Elementary Education		30-36
	1. Core Education Courses	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses	21
	CEL 610, 611, 618, 620, 621, 630, and CRD 624	
	3. Electives (with advisor’s approval)	0-6

Master of Education in HPER		33
	1. Core Education Courses	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses	15
	PER 601, PER 611, PER 680, PER 684, HSE 636	

Interest Area Electives

3.	Electives in HPE&R*	3
4.	Electives	6

*Students who do not hold a Bachelor’s Degree in HPER or related area MUST take PER 638.Students seeking the “AA” teaching certificate in K-12 Physical Education must take PER 685.

Master of Education in Special Education

- A. Emphasis on TEACHING THE MILDLY/MODERATELY DISABLED (for individuals holding an undergraduate degree which included student teaching) 39
 - 1. Core Education Courses9
EPY 601, ELR 605, CUR 608
 - 2. Required Courses30
CSP 545, CSP 646, CSP 616, CSP 640,
CSP 643, CSP 647, CSP 674, CSP 686, CRD 624,
CSP 550

- B. Emphasis on TEACHING THE MILDLY/MODERATELY DISABLED (for individuals who do not hold an undergraduate degree which included student teaching)..... 39
 - 1. Core Education Courses9
EPY 601, ELR 605, CUR 608
 - 2. Required Courses30
CSP 545, CSP 646, CSP 547, CSP 551, CSP 616,
CSP 640, CSP 643, CSP 672, CSP 686, CRD 624,
CSP 550

MASTER OF ARTS IN TEACHING DEGREE PROGRAM

Purpose. The Master of Arts in Teaching Alternate Route Program (MAT) is designed for promising individuals with non-education bachelor degrees who want to become classroom teachers in elementary grades 4-8 and secondary grades 7-12. This degree program will allow candidates to obtain prerequisite pedagogical knowledge and skills leading to licensure and the master's degree in education.

Candidates progress through the MAT Program as part of a cohort, a design that will enhance the delivery of University support and promote collaboration in planning, implementation, and evaluation.

The Mississippi Department of Education issues MAT Program licensure in the following areas: Art, Biology, Business, Chemistry, Elementary Education (grades 4-8), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Speech Communications, and Technology Education.

Admission. In addition to submitting an official application to the Delta State University Office of Graduate Studies and meeting general admission requirements for the Graduate School, applicants must submit a completed Master of Arts in Teaching Admission Portfolio that includes the following:

- A. Official verification of completion of a baccalaureate degree from a regionally or nationally accredited institution;
- B. Official documentation of having passed the Praxis I Pre-Professional Skills Test (PPST) or Computer-Based Test (C-PPST) by making the scores required by the Mississippi Department of Education on the subtests of reading, writing and mathematics;

- C. Documentation of having passed the Praxis II Specialty Area test by making the score required by the Mississippi Department of Education in the content area;
- D. A minimum overall undergraduate GPA of 2.75 OR 2.75 GPA minimum on the last 60 hours of undergraduate course work;
- E. Three reference letters supporting the applicant’s character and teaching potential;
- F. A handwritten or computer-generated essay of 250 words: Why I Have the Potential to Become an Effective Teacher
- G. Admitted students are required to enroll in 6 hours of initial course work as specified by the program of study. (Prior approval is required). NOTE: A minimum GPA of 2.5 is required for the first 6 hours and a minimum of a 3.0 after the first 12 hours. A student who does not meet the minimum 3.0 GPA requirement will be removed from the program.

Applications will be accepted and reviewed in the spring of each year, with a new cohort beginning study each June.

Degree Requirements. A candidate for the Master of Arts in Teaching degree in the College of Education is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete the courses outlined in the program of study;
3. Earn a grade point average of at least a 3.0 in the major field and overall;
4. Pass an oral and/or written examination in the candidate;s major field administered by a committee appointed by the division chair.

Master of Arts in Teaching Curricula

A.	Secondary Track:	30
	1. Pre-Teaching Courses	6
	CUR 611, CUR 612	
	2. First Year Teaching/Internship	6
	*CUR 650 (two semesters, 3 hours each)	
	3. Required Courses	18
	CSP 546, CML 509, CRD 628, ELR 605, CSD 614, CSD 632	
B.	Elementary Track:	33
	1. Pre-Teaching Courses	6
	CUR 611, CEL 612	
	2. First Year Teaching/Internship	6
	*CEL 650 (two semesters, 3 hours each)	
	3. Required Courses	21
	CSP 546, CML 509, CRD 628, ELR 605, CRD 624, CML 532, CEL 614	

*CUR/CEL 650 internship placement must be completed in a public school setting or in a private school that is accredited by the Mississippi Department of Education. CUR/CEL 650 internship placement must be completed in the area in which the candidate passed the Praxis II Subject-Area Test.

MASTER OF SCIENCE DEGREE IN SPORT AND HUMAN PERFORMANCE

The proposed program will function to meet diverse needs of graduate students seeking advanced professional preparation in the areas of sports administration, sports management and exercise science, human performance, and physical education (non-teaching). The 36 credit-hour program will have three concentrations; sports management, human performance, and physical education (non-teaching). It will typically entail two years of graduate study and will prepare students for professional opportunities in athletic administration/management, human performance, exercise science and fitness management, as well as supervisory roles in the area of physical activity.

Admission. Requirements for admission are:

1. A baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies with a major in sport management, exercise science or human performance or a closely related field. Prerequisite courses for; the sport management concentration includes a course in statistics or measurement and evaluation, for the exercise science concentration a course in exercise physiology, and for the human performance concentration a course in statistics or measurement and evaluation and exercise physiology.
2. An overall undergraduate grade point average (UGPA) of a minimum of 2.75 or 3.0 on the last 64 hours of required course work.
3. Admitted students are required to enroll in 9 hours of initial course work as specified by the division. (Prior approval is required.) NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with a grade below B in any of the three initial required courses will be allowed to repeat that course(s) one time. No additional courses toward completion of the degree may be taken until the 9-hour grade point average requirement is fully met.
4. A satisfactory score on a nationally recognized, standardized test of verbal skills.

Degree Requirements. A candidate for the Master of Science in Sport and Human Performance is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field concentration hours and elective hours as specified. At least one half of major field courses must be at 600-level or higher;
3. Earn a grade point average of at least 3.0 in the major field concentration and overall;
4. Earn a B average on the degree core courses (PER 601, 602, 611, 638 and ELR 605)
5. Pass an oral and/or written examination in the candidate's major concentration administered by a committee appointed by the division chair;
6. Optional. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field.

CONCENTRATIONS IN THE MASTER OF SCIENCE IN SPORT AND HUMAN PERFORMANCE

A. Sport Administration/Management Concentration	36
1. Core courses required PER 601, 602, 611, 638; ELR 605	15
2. Concentration required hours. PER 570, 670, 680*, 685; MKT 540**	15
3. Approved electives	6
B. Exercise Science Concentration	36
1. Core courses required. PER 601, 602, 611, 638; ELR 605 ..	15
2. Concentration required hours. PER 560***, 561, 566, 685; HSE 636***	15
3. Approved electives	6
C. Human Performance.....	36
1. Core courses required. PER 601, 602, 611, 638; ELR 605 ..	15
2. Concentration required hours. PER 571, 670, 680*, 685; HSE 636***	15
3. Approved electives	6

* PER 680 requires a prerequisite of an undergraduate statistics or measurement and evaluation course.

**MKT 540 requires a prerequisite of an undergraduate introduction to marketing course.

*** PER 560 & HSE 636 requires an undergraduate prerequisite of an undergraduate course in exercise physiology.

**MASTER OF SCIENCE DEGREE
IN COMMUNITY DEVELOPMENT**

Purpose. The Community Development program is designed to provide knowledgeable and skilled personnel for a variety of social organizations, including development corporations, for-profit entities, and state and local government agencies. The program synthesizes theories on the formation and modification of individual and group behavior patterns with opportunities for practical application through internships and research in diverse community settings.

Admission. Requirements for admission are

1. An undergraduate degree in the proposed area of study or a related area.
2. a. A minimum overall undergraduate grade point average of 3.0
OR
b. At least three years of successful relevant professional experience supported by three letters of recommendation from practitioners in the field.
3. A satisfactory score on the GRE to be completed within the first semester of graduate study.

4. Candidates for admission must submit a written statement describing why they wish to enter the program and how the program can lead to career success. They must also submit three letters of recommendation from professors and/or employers, and a resume.
5. Applications will be reviewed three times per year, no later than April 15, July 15, and December 15, by the Community Development Graduate Committee.
6. It is recommended that students enter the program with three completed hours in statistics and research methods and six completed hours in social sciences, or three completed hours in the social sciences and three completed hours in economics or management or finance.
7. The Community Development Graduate Committee may require that students take one or more undergraduate courses prior to their formal admittance into the MSCD program. The courses will be identified on the basis of need and will be recommended to the students upon notification of the status of the students' admission applications.
8. The CD Graduate Committee may also request formal interviews with prospective students prior to their formal acceptance.

Degree Requirements: A candidate for the Master of Science Degree in Community Development is required to:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 36 semester hours of graduate work as specified. At least one half of major field courses must be at 600-level.
3. Earn a grade point average of at least 3.0 in the major field and overall.
4. In the first semester of graduate study, students are expected to choose a major professor from the graduate faculty teaching in community development within the Division of Social Sciences and History. Prior to choosing the major professor, the Graduate Coordinator of the Master of Science in Community Development (MSCD) program will serve as the advisor for the student. With the major professor, the student will complete a Plan of Study (POS) wherein the student will outline exactly what courses are to be taken and when over the course of his/her tenure as a graduate student.
5. Students who choose the thesis option will identify two additional faculty members to serve with their major professor on the thesis committee. At least one of the two additional committee members must be from within the graduate faculty of the MSCD program. The student must present a research proposal to this committee. Additionally, the student will write and orally defend the thesis before this committee.
6. Students who choose one of the non-thesis options must pass a written and/or oral comprehensive examination administered by a committee determined by the Coordinator of the MSCD program.

Semester Hours

Academic Program	Option A	Option B	Option C
1. Required Core Courses COD 521, 575, 600; SSC 570, 669	15	15	15
2. Thesis: COD 699	9		
3. Practicum: COD 698		6	
4. Electives..... COD 522, 523, 526, 554, 574, 580, 585, 620, 624, 630, 635, 670, 689 (with special approval), 695 (with special approval), other graduate level courses (with special approval)	12	15	21
5. Comprehensive Exam	No	Yes	Yes
TOTAL HOURS	36	36	36

Students may pursue a track of study in either Sustainable Development or Economic Development. With the exception of COD 521, these courses count toward elective requirements

Sustainable Development Track:

Required: COD 521, 522, 526; SOC 580, and other courses approved by the graduate Coordinator

Economic Development Track (Note that students have to meet prerequisite requirements):

Required: ECO 560, 612, 623, 652

Approved electives: ECO 550; MGT 600, 605; FIN 600

**MASTER OF SCIENCE IN SOCIAL JUSTICE AND
CRIMINOLOGY DEGREE**

Purpose: The Master of Science Degree in Social Justice and Criminology is a graduate degree designed for students who wish to pursue academic and/or professional roles in the criminal justice system.

Admission: Requirements for Admission are

1. An undergraduate degree in the proposed area of study or a related area.
2. a. A minimum acceptable overall undergraduate grade point average of 3.00 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64 undergraduate hours.

OR

- b. Applicants *may* be considered for conditional admission to the program if they have at least three years of successful relevant experience supported by three letters of recommendation from practitioners in the field. In addition, candidates must also be interviewed by the Social Justice and Criminology Graduate Committee to determine eligibility.

3. A satisfactory score on the GRE to be completed within the first semester of graduate study.

Degree Requirements: A candidate for the Master of Science Degree in Social Justice and Criminology is required to:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Candidates for admission must submit a written statement describing why they wish to enter the program and how the program can lead to career success. They must also submit three letters of recommendation from professors and/or employers, and a resume.
3. Complete a minimum of 36 semester hours of graduate work as specified. At least one half of major field courses must be at 600-level.
4. Earn a grade point average of at least 3.0 in the major field and overall.
5. In the first semester of graduate study, students are expected to choose a major professor/advisor from the graduate faculty teaching in criminal justice within the Division of Social Sciences and History. Prior to choosing the major professor/advisor, the Coordinator of the Master of Science in Social Justice and Criminology program will serve as the advisor for the student. With this major professor/advisor, the student will complete a Plan of Study (POS) wherein the student will outline exactly what courses are to be taken and when, over the course of their tenure as a graduate student.
6. Pass an oral and/or written examination in the candidate's major field administered by a committee determined by the student with the advisor's guidance. Note: Students who elect to complete a thesis as a requirement for graduation are exempt from the final comprehensive examination.

SOCIAL JUSTICE AND CRIMINOLOGY CURRICULUM

Master of Science Degree

Academic Program	Semester Hours		
	Option A	Option B	Option C
1. Required Core Courses	21	21	21
CRJ 630, 650, 655, 670, 675, SSC 570, 669			
2. Electives.....	9	9	15
Graduate CRJ, PSC, or SOC courses			
3. Option A: CRJ 690 Thesis	6		
Option B: CRJ 680 Practicum.....		6	
Option C: Practitioners			
TOTAL HOURS	36	36	36

Students wanting to pursue Option A (thesis) or Option B (practicum) must have approval from the Graduate Coordinator and Chair of the Division of Social Sciences.

MASTER OF SCIENCE IN NATURAL SCIENCES DEGREE

Purpose. This program of study provides specialized training in the biological or physical sciences beyond the baccalaureate level.

Areas of Emphasis: Biological Sciences or Physical Sciences

Admission. An applicant will apply for admission to either the Biological Sciences or Physical Sciences program.

Full Admission and Non-degree Admission. Admission requirements differ for each area of emphasis. Application does not guarantee admission to a graduate program. Admissions are selective and decision to admit or not admit an applicant is by division committee based on holistic evaluation of all required and other application materials as they relate to potential for successful completion of requirements of the graduate program. An applicant who is denied admission will be informed as to the reasons for denial and under what circumstances reapplication is advisable. It is strongly advised that an applicant consult with the division graduate coordinator concerning his/her qualifications for admission prior to initiating the formal application process.

BIOLOGICAL SCIENCES EMPHASIS

Full Admission. This emphasis provides specialized training for science teachers. Full admission status to the Master of Science in Natural Sciences degree program with a Biological Sciences Emphasis may be granted to an applicant who:

1. Holds a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies, and
2. Has completed, as a minimum, coursework equivalent to general biology, general botany, and general zoology along with a minimum of one course from each of the following subdiscipline areas: taxonomy/ecology; cytology/microbiology/genetics; anatomy/developmental biology/physiology, and
3. Has earned a minimum acceptable overall undergraduate grade point average of 2.75 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64 undergraduate hours, and
4. Holds or qualifies to hold a Class A teaching certificate, or its equivalent based on a baccalaureate degree in biology. An applicant lacking a teaching certificate must sign a waiver stating that he/she realizes that the M.S.N.S. does not constitute certification.

A student must verify satisfaction of requirements 1-4 for full admission as described above through submission of appropriate documentation by completion of the first 9 semester hours of graduate level work. A student who fails to do this will be moved to Non-degree status for the next term of enrollment and prevented from enrolling in additional coursework applicable to the degree program. Requirements must be satisfied during that term of enrollment or the student will be dropped from the program. Furthermore, the student must complete the following tasks prior to completion of the first 9 hours of major subject coursework:

1. Establish a graduate advisory committee, and
2. File a tentative program of study approved by the advisory committee, the Division Chair, and the Dean of Arts and Sciences.

(A student who fails to complete #1 and #2 as specified will be moved to Non-degree status for the next term of enrollment and prohibited from enrolling in additional major coursework applicable to the degree program. Requirements must be satisfied during that term of enrollment or the student will be dropped from the program.)

Non-degree Admission. An applicant who is unable to satisfy requirements for full admission may be admitted on a non-degree, watch-care status to improve undergraduate credentials and to meet full admission requirements. No more than 9 graduate level semester hours earned while enrolled under non-degree status may be applied to the emphasis in Biological Sciences. Only credits earned with a grade of B or better may be applied to the emphasis in Biological Sciences.

Degree Requirements. A candidate for the Master of Science in Natural Sciences with a Biological Sciences Emphasis is required to:

1. Fulfill the general requirements for a graduate degree at Delta State University, and
2. Complete a minimum of 33 semester hours of graduate credit, one-half of which must be 600-level, and
3. Earn a minimum overall GPA of 3.0 in all coursework listed on the approved program of study and separately in all major courses in biology listed on the program of study, and
4. Pass a final oral comprehensive examination formulated and administered in part by the Division of Biological and Physical Sciences Graduate Program Committee and in part by the student's graduate advisory committee and covering the broad discipline of biology and the student's specific area of interest, and
5. Prepare a teaching portfolio to be presented during the oral comprehensive examination.

Student Responsibility. The graduate student must accept full responsibility of knowing and following the policies, regulations, and time lines of the College of Arts and Sciences and the Division of Biological and Physical Sciences requirements relevant to the M.S.N.S. degree program.

PHYSICAL SCIENCES EMPHASIS

Full Admission. Full admission status to the Master of Science in Natural Sciences degree program with a Physical Sciences Emphasis may be granted to an applicant with a satisfactory score on a nationally recognized, standardized test of verbal skills AND who

1. Holds a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies, and,
2. Has completed, as a minimum, coursework equivalent to two semesters general chemistry, two semesters of organic chemistry, one semester of quantitative analysis, and one semester of physical chemistry, and

3. Has earned a minimum acceptable overall undergraduate grade point average of 2.75 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64 undergraduate hours, and
4. Has submitted a score on the verbal and quantitative sections of the Graduate Record Examination which is supportive of the applicant's potential to successfully complete the graduate program, and
5. Holds or qualifies to hold a Class A teaching certificate, or its equivalent based on a baccalaureate degree in chemistry (for the option A applicants only). An option A applicant who does not yet qualify for an A certificate may be admitted, but with the stipulation that the requirements of the State of Mississippi for an A certificate in physical science teaching must be met before the degree will be awarded. This requirement is not subject to waiver.

A student must verify satisfaction of all requirements for full admission as described above (except #5) through submission of appropriate documentation to the Graduate Studies Office by completion of the first 9 semester hours of graduate level work. A student who fails to do this will be moved to Non-degree status for the next term of enrollment and prevented from enrolling in additional coursework applicable to the degree program. Requirements must be satisfied during that term of enrollment or the student will be dropped from the program. Furthermore, the student must complete the following tasks prior to completion of the first 9 hours of major subject coursework:

1. Establish a graduate advisory committee, and
2. File a program of study approved by the advisory committee, the Division Chair, and the Dean of Arts and Sciences, and

(A student who fails to complete #1 and #2 as specified will be moved to Non-degree status for the next term of enrollment and prohibited from enrolling in additional major coursework applicable to the degree program. Requirements must be satisfied during that term of enrollment or the student will be dropped from the program.)

3. Be accepted by a major advisor for research direction (for the option B - research applicants only). An applicant seeking a research focus should consult with appropriate faculty who have compatible interests prior to application. There can be no guarantee that the research option will be available unless it has been negotiated between the student and a graduate faculty member willing to serve as the research director. The faculty member must provide a written statement of acceptance for research direction to the student and the division Chair. Acceptance of a student for research direction by a given faculty member is made only when the student is considered to have the potential to successfully complete an independent research program and with the knowledge that the faculty member and division have sufficient and appropriate resources available to support the needs of the student. Because of time and resource constraints, more applications for research direction are received than can be accepted. Thus, research option positions are very selective and competitive.

Non-degree Admission. An applicant who is unable to satisfy requirements for full admission may be admitted on a non-degree, watch-care status to improve undergraduate credentials and to meet full admission requirements. No more

than 9 graduate level semester hours earned while enrolled under non-degree status may be applied to the emphasis in Physical Sciences. Only credits earned with a grade of B or better may be applied to the emphasis in Physical Sciences.

Degree Requirements. A candidate for the Master of Science in Natural Sciences with a Physical Science Emphasis is required to:

1. Fulfill the general requirements for a graduate degree at Delta State University, and
2. Complete a minimum of 33 semester hours of graduate credit, one-half of which must be 600-level, and
3. Earn a minimum overall GPA of 3.0 in all coursework listed on the approved program of study and separately in all major courses in chemistry listed on the program of study, and
4. Pass oral and written components of a final comprehensive examination formulated and administered in part by the Division of Biological and Physical Sciences Graduate Program Committee and in part by the student's graduate advisory committee and covering the broad discipline of chemistry and the student's specific area of interest, and
5. Complete an approved research project in the field of chemistry and defend the research during the oral component of the final comprehensive examination for the option B research oriented student only. An option B student may substitute additional approved coursework in lieu of the research element.

Student Responsibility. The graduate student must accept full responsibility of knowing and following the policies, regulations, and time lines of the College of Arts and Sciences and the Division of Biological and Physical Sciences requirements relevant to the M.S.N.S. degree program.

NATURAL SCIENCES CURRICULUM

Master of Science in Natural Sciences Degree

BIOLOGICAL SCIENCES EMPHASIS

	Semester Hours
1. Required Core Education Courses.....	9
EPY 601	3
ELR 605	3
CUR 608.....	3
2. Required Biological Sciences Courses	6
BIO 601	3
BIO 540	3

3. Electives in Biological Sciences **	18
Elect one graduate course from each of the following areas:	
Ecology	4
Cell/Molecular Biology	4
Structure/Function course	4
Elect two other graduate courses in biology	6
**A maximum of three semester hours of credit earned in biology courses taught in a workshop format may be applied toward fulfilling the 15 hours of biology electives. Enrollment in the workshop must be approved by the student's advisor.	
Total	33
(N.C.A.T.E. approved program)	

PHYSICAL SCIENCES EMPHASIS

OPTION A PROGRAM

1. Required Courses	15
EPY 601	3
ELR 605	3
CUR 608.....	3
CHE 504.....	3
(If not taken in undergraduate program)	
CHE 601	3
2. Electives in Physical Sciences	12
3. Recommended Electives	<u>6</u>
Total	33
(N.C.A.T.E. approved program)	

OPTION B PROGRAM

1. Required Courses	18-21
CHE 504, 541	6
(If not taken in undergraduate program)	
CHE 612	3
CHE 625	3
CHE 680	3
CHE 689 OR CHE 690 (Thesis)	3-6
2. Electives in Related Fields.....	<u>12-15</u>
Total	33

MASTER OF SCIENCE IN NURSING DEGREE

Purpose: The Master of Science in Nursing provides study beyond the baccalaureate in Nursing. The role specialties are administrator, educator, and practitioner. Clinical specialties are adult and family. The graduate student in the **administrator** role completes a minimum of 495 theory and 660 clinical clock hours. The graduate student in the **educator** role completes a minimum of 495 theory and 720 clinical practice clock hours. The graduate student in the **practitioner** role completes a minimum of 450 theory and 720 clinical practice clock hours.

Admission: Admission is competitive, based on an estimate of the ability of the applicant to complete the program of studies successfully and on the appropriateness of the requested program of studies to the applicant's stated goals. A limited number of applicants can be accommodated. In cases where there are more qualified applicants than slots available, the Robert E. Smith School of Nursing (RESSON) Graduate Program accepts the most qualified who apply. Specific role focus availability is dependent on sufficient enrollment in the specialty area. Full-time (four semesters) and part-time (six semesters) plans of study are an option for the nurse educator and nurse practitioner students. A full-time (four semesters) and part-time (eight semesters) plan of study is optional for the administrator student. MSN courses are online. All enrolled students must have access to a computer, Internet connection, and basic computer and Internet skills. Application deadline is February 1.

There are two types of admission available for the graduate program in nursing: Full Admission and Provisional Admission.

Students considered for Full Admission to the Graduate Program for both the MSN degree and Posts Master's Certificate in the RESSON must meet the following requirements:

- A. Apply to Delta State University Graduate School and meet admission requirements as outlined in the Delta State University Graduate Bulletin.
- B. Meet admission requirements to the Robert E. Smith School of Nursing Graduate Program as follows:
 1. Baccalaureate degree in Nursing with a minimum GPA of 3.00 overall (MSN degree requirement).
 2. Master of Science degree in Nursing with a minimum GPA of 3.0 overall (Post master's certificate requirement).
 3. Completion of RESSON Master of Science in Nursing Program Application.
 4. A combined verbal and quantitative score ≥ 800 (≥ 280 for new test) and analytic score of ≥ 3.5 on the Graduate Record Exam (score must have been obtained in the last 5 years).
 5. At least one year of continuous clinical nursing experience as a Registered Nurse for Nurse Administrator and Nurse Educator.
 6. At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
 7. Submission of a resume (further information included in application packet).

8. Completion of an advanced role in nursing statement as noted in the RESSON Master of Science in Nursing Program Application.
9. A copy of a current license or privileged to practice nursing as a Registered Nurse in Mississippi. Individuals who hold a restricted license may or may not be eligible for admission.
10. Three current (<1 year) letters of professional/academic reference. At least one reference must be academic in nature.
11. Completion of an interview conducted by RESSON faculty prior to admission with a score of 50 or better (application packet must be complete before an interview is scheduled).
12. A grade of "C" or better on a graduate level pathophysiology course (Applies only to Nurse Practitioner and Educator Tracks).
13. A grade of "C" or better on an introductory course in Statistics (MSN degree requirement).

*Exception to noted requirements may be considered by Graduate Nursing Program Committee.

C.

1. Complete a health and immunization form provided by the RESSON, evidence of personal health insurance and malpractice insurance, and current BLS certification (infant, child, adult) after being accepted for admission.
2. Comply with Mississippi legislative statues and regulations regarding criminal background checks by having fingerprints taken at an approved health care agency (not a police or sheriff's department) and a criminal background check completed. Any cost of this requirement will be the student's responsibility.

Provisional Admission: Students who are registered nurses with a Bachelors of Science degree in a health-related field may also be considered for provisional admission by the graduate faculty. Non-degree students seeking admission into the program who have earned a grade(s) of "C" in non-degree courses may be also considered for provisional admission.

Students with Provisional Admission will be granted Full Admission after completing at least 9 semester hours of course work with at least a grade of "B" on all courses and by meeting other requirements for progression. Students who are provisionally admitted and who do not make a grade of at least a "B" or better on all courses in the first 9 semester hours of work will be dismissed from the program.

In order to progress in the program, the student must maintain an overall GPA of 3.0. Students must demonstrate a safe level of practice at all times in order to remain and progress in the program. Clinical performance may be evaluated on a satisfactory/unsatisfactory basis.

Students must have all grades of "I" or "IP" removed on prerequisite courses before progressing into subsequent courses.

Degree Requirements: A candidate for the Master of Science in Nursing degree is required to meet the following:

1. Graduate students take all core courses, role specific courses, a research option, and electives to total 42-48 semester hours.
2. The student must also pass a written comprehensive exam during the last semester of the student's plan of study. The examination covers all major field courses including transfer and off-campus work. To take the comprehensive exam, the candidate must be enrolled in, or have completed, the final course work and have a 3.0 average.
3. A grade point average of at least 3.0 is required in the major field and overall.
4. The student may elect a thesis or project for degree completion.

Non-Degree Students. The non-degree student is a student enrolled in graduate courses and who has not been admitted to a degree program in the RESSON. Students wishing to enroll as non-degree students in selected RESSON courses must seek admission to Delta State University and obtain RESSON permission to enroll in the course. A non-degree seeking student may enroll in non-clinical courses: NUR 601 Advanced Theoretical Issues in Nursing and Ethics, NUR 603 Advanced Pathophysiology (pre-requisite for Educator and Practitioner students), NUR 604 Advanced Healthcare Policy and Politics, NUR 607 Instructional Methodologies, NUR 686 elective(s). Non-degree seeking students must earn at least a 3.0 GPA each semester. Failure to maintain a 3.0 or better GPA each semester will result in the inability to enroll in other non-degree seeking courses until advisement and permission has been obtained by the COAP.

Transfer of Nursing Courses. Applicants who want to receive credit for prior nursing course(s) taken at another institution must submit a written request with supporting documentation and credit be negotiated before admission to the RESSON and not after a student is enrolled.

NURSING CURRICULUM

Master of Science in Nursing

	Semester Hours
1. Required Core Courses	7
NUR 601, NUR 604, NUR 606	
2. Administrator Role	31
NUR 607, NUR 615, NUR 616, NUR 619, NUR 622, NUR 645, NUR 646, NUR 649, NUR 652 MBA 505, MGT 600, MGT 605, MGT 620	
3. Educator Role	35
NUR 602, NUR 605, NUR 607, NUR 612, NUR 613, NUR 614, NUR 617, NUR 618, NUR 621, NUR 623, NUR 625, NUR 642, NUR 643, NUR 644	
4. Practitioner Role	27-32
FNP - NUR 602, NUR 605, NUR 620, NUR 624, NUR 625, NUR 630, NUR 631, NUR 634, NUR 635, NUR 638, NUR 639, NUR 680, GNP - NUR 602, NUR 605, NUR 620, NUR 625, NUR 6271, NUR 6281, NUR 6272, NUR 6282, NUR 6273, NUR 6283	

PMHNP - (Adult) NUR 602, 605, 620, 625, 6871, 6864, 6872,
6865, 6873, 6863
PMHNP (Family) NUR 602, 605, 620, 625, 6871, 6861, 6872,
6862, 6873, 6863

5. Research Option.....	3-6
6. Electives	<u>0-6</u> 42-48

Post Master's (Fast Track) Nurse Educator Certificate

Students who already have a Master's degree in Nursing may be admitted to selected courses necessary for national certification as a nurse educator.

A certificate is awarded for satisfactory completion of the following courses:

	Semester Hours
NUR 607 Instructional Methodologies .....	.2
NUR 621 Role Synthesis (Nurse Educators) .....	.2
NUR 617 Curriculum Design and Evaluation .....	.3
NUR 618 Nurse Educator Practicum .....	.4
Total .....	.11

Post Master's Nurse Administrator Certificate

Students who already have a Master's degree in Nursing may be admitted to selected courses necessary as a nurse administrator.

A certificate is awarded to satisfactory completion of the following courses:

	Semester Hours
NUR 604 Advanced Healthcare Policy and Politics .....	.2
NUR 607 Instructional Methodologies .....	.2
NUR 615 Administrative Concepts .....	.2
NUR 616 Nursing Administration I .....	.1
NUR 619 Nursing Administration II .....	.1
NUR 622 Nursing Administration III-Role Synthesis .....	.2
NUR 645 Administrative Concepts Practicum .....	.1
NUR 646 Nursing Administration I Practicum .....	.3
NUR 649 Nursing Administration II Practicum .....	.3
NUR 652 Nursing Administration III-Role synthesis Practicum .....	.4
MGT 600 Management Problems .....	.3
MGT 605 Human Resource Management .....	.3
MGT 620 Recruitment, Selection and Performance Appraisal .....	.3
MBA 505 Productivity Software for Executives .....	.3
Total .....	.33

Family Nurse Practitioner Certification

A limited number of students who already have a master's degree in nursing may be admitted to selected courses necessary for national certification as a family nurse practitioner.

A certificate is awarded for satisfactory completion of the following courses:

	Semester Hours
NUR 602 Advanced Health Assessment . . . . .	.3
NUR 625 Advanced Health Assessment Practicum . . . . .	.2
NUR 624 Differential Diagnosis in Primary Care . . . . .	.2
NUR 604 Advanced Healthcare Policy and Politics . . . . .	.2
NUR 605 Advanced Pharmacology . . . . .	.3
NUR 630 Family Nurse Practice I . . . . .	.3
NUR 631 Family Nurse Practice I Practicum . . . . .	.3
NUR 634 Family Nurse Practice II . . . . .	.3
NUR 635 Family Nurse Practice II Practicum . . . . .	.3
NUR 638 Family Nurse Practice III . . . . .	.2
NUR 639 Family Nurse Practice III Practicum . . . . .	.4
NUR 620 Role Synthesis (Nurse Practitioners) . . . . .	.2
NUR 680 Family Nurse Practitioner Review Course . . . . .	.2
Total . . . . .	.34

The track options of Gerontological Nurse Practitioner (GNP), Psychiatric/Mental Health Nurse Practitioner (PMHNP) [Adult & Family] are offered as either an MSN degree or post-MSN through the Mississippi Education Consortium for Specialized Advanced Practice Nursing (MECSAPN). The mission of the MECSAPN is to serve the needs of the vulnerable populations for specialized health-care by: providing advanced practice nursing leaders to improve access to quality health care and reduce health disparities in vulnerable populations; and, optimize access to specialized education for advanced nursing practice leaders. Graduates of this program are prepared to take the exam and to function as an advanced practice nurse upon successful completion of the exam. The aim of the MECSAPN is to provide an innovative, collaborative model of advanced specialized nursing education in Mississippi.

Delta State University Robert E. Smith School of Nursing is accredited by the Commission on Collegiate Nursing Education. Information may be obtained from Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, Telephone: 202-887-8476.

EDUCATIONAL SPECIALIST DEGREE

Purpose. The Educational Specialist degree is designed to provide advanced training to students in three areas: Educational Administration and Supervision, Counseling and Elementary Education.

Admission. Requirements for admission are

1. A master’s degree from an institution fully accredited by one of the recognized accrediting agencies;
2. A Class AA teaching certificate, or its equivalent, and a Master’s degree in a related field;
3. A grade point average of 3.25 on coursework completed for the master’s degree.
4. A satisfactory score on a nationally recognized, standardized test of verbal skills.

5. Two years of school related work experience (for Educational Administration and Supervision).
6. Ed.S. in Elementary Education applicants must submit evidence of a passing score on PRAXIS II, Elementary Education: Curriculum, Instruction, & Assessment (K-5), or Elementary Education: Curriculum, Instruction, & Assessment (4-8); or passing score on test in Elementary Education approved by Mississippi State Department of Education (for Educational Specialist in Elementary Education).

Degree Requirements. A candidate for the Educational Specialist degree is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate work beyond the master’s degree, at least one-half of which must be 700-level courses, consisting of 6 hours of core courses and 24 to 30 hours in major subject area and electives as are required by the major field division (Educational Administration and Supervision, and Elementary Education). 500-level courses are not acceptable on the Educational Specialist degree program. Elective courses to complete a program of study in the concentration area will be determined in collaboration with the program coordinator;
3. Maintain a grade point average of at least 3.25 on all graduate work attempted toward the Educational Specialist degree in Educational Administration and Supervision. Candidates in the Educational Specialist degree in Elementary Education must earn at least a 3.0 on all graduate work attempted toward the Educational Specialist degree by the end of the first 12 hours of coursework, then earn and maintain at least 3.25 in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in the major field during the last term of course work.

CURRICULA

Educational Specialist Degree

Note: Students employed full-time will be allowed to take no more than six hours per semester without prior written approval from their advisor. All required coursework must be taken at Delta State University.

	Semester Hours
1. Core Education Courses.....	6
CUR 701, ELR 702 (ELR 701 is recommended for Elementary Education majors)	
2. Major Field and Electives	24, 30
Total	30, 36

3. Grade Point Average on all graduate work completed;
4. Portfolio. The student is to submit a portfolio to the Doctoral Program Coordinator according to the guidelines on the Doctoral Program website. A structured interview may be scheduled by the track coordinator as needed.

Refer to the doctoral handbook for an explanation of the criteria, weight assignments given to each criterion, procedures for scoring, and other admission procedures.

Grade Point Average. No more than two grades of “C” can be applied toward completion of doctoral coursework. If a student makes a third “C” or at any time makes a grade below a “C”, he or she will be dismissed from the program. A course can be repeated only one time to remove a deficiency. A minimum 3.25 GPA on all coursework taken is a requirement for completion of the doctoral program.

Comprehensive Examination. The comprehensive written examination is given in the fields of study for which the student is responsible. The examination will be given after the candidate has completed the courses and studies required in the program, with the exception of those in progress at the time of the examination. The comprehensive examination must be successfully completed before the student will be allowed to take Dissertation Seminar (ELR 888).

Coursework. A student is required to complete admission requirements during the first six hours of doctoral coursework. The student’s program of studies must be approved by his/her major committee, and courses taken prior to being admitted may or may not be applied toward degree requirements.

Termination From or Denial of Readmission to the Doctoral Degree Program. The candidate’s advisory committee will periodically review and evaluate the student’s progress in the program. If at any time the committee concludes that the student is not progressing satisfactorily, it may recommend to the program coordinator that the student be dropped from the program.

Student Responsibility. The graduate student must accept full responsibility for knowing the policies and regulations relevant to the degree program.

Dissertation

An acceptable dissertation is a requirement for the completion of the doctoral program. The dissertation must embody the results of an extended research effort which is an original contribution. It should reflect the candidate’s ability to conduct independent research and interpret in a logical manner the facts and phenomena revealed by the research. Each candidate must publicly defend the dissertation before an examining committee appointed by the division chair and approved by the Dean of the College of Education.

Detailed instruction concerning style, number of copies, fees and other matters relating to the dissertation, is available in the Office of the Coordinator of Doctoral Studies.

A handbook for doctoral students is available in the Office of the Coordinator of Doctoral Studies. Students employed full-time will be allowed to take no more than six hours per semester, unless approved by track coordinator.

CURRICULA

Professional Studies Degree

Note: All required coursework must be taken at Delta State University

Note: Prerequisite courses: EPY 601 and ELR 605 (or equivalent)

	Semester Hours
Doctoral Core (required for all tracks)	27
Research and Statistics.....	12
ELR 702, ELR 804, ELR 805, ELR 888	
Curricular Decision Making	6
CUR 812, and CUR 819	
Leadership	6
SUP 831 or CED 890 (for Counselor Education Track)	
AED 830	
CUR 834 Doctoral Seminar	3
Track specific requirements/elective	63-72
Tracks: Elementary, Higher Education, Educational Leadership, Counselor Education	
Dissertation (required for all tracks)	12
Total Hours for Degree	102-111

Educational Leadership Track

Doctoral Core	27
Dissertation	12
Approved Educational Leadership coursework from Master's and EdS degrees and electives to total 63	
Total Hours	102

Higher Education Track

Master's Degree	30
Doctoral Core	27
Dissertation	12
Higher Education Core.....	9
CAD 770, CUR 853, CUR 820	
Approved Electives in Curriculum or Leadership	6
Approved Cognate Area.....	18
Total Hours	102

Elementary Education Track

Doctoral Core	27
Dissertation	12
Major Emphasis	33
CEL 610, 611, 618, 705, 706, 810, 811, 812, CRD 624	
Approved Major Field and Related Courses	30
Total Hours	102

Courses must be from an approved planned program at the M.Ed. and/or Ed.S. level.

Counselor Education Track

Master's Degree (prerequisites)	33
Approved Counselor Education Core.....	42
CED 703, 705, 707, 711, 712, 713, 714, 715, 801, 809, 810, 870, 890 (In place of SUP 831 in doctoral core.)	
Doctoral Core*	24
*(this includes CED 890 in place of SUP 831)	
Dissertation	12
Total Hours	111

- Master's Degree (Prerequisites)
- CED 600: Introduction to Counseling
- CED 601: Counseling Theory
- CED 602: Assessment Techniques in Counseling
- CED 604: Pre-Practicum
- CED 610: Clinical Mental Health Counseling Internship
- CED 619: School Counseling Internship
- CED 605: Group Counseling
- CED 606: Career Development and Information Services
- CED 616: Social and Cultural Counseling
- ELR 605: Methods of Educational Research and Statistics
- CED 620: Human Growth and Development or
- EPY 601: Psychology of Learning

COURSES OF INSTRUCTION

Both graduate and undergraduate students are allowed to enroll in 400/500 level courses. To receive graduate credit towards the master's degree for a 500-level course the graduate student must do special work in addition to that required of undergraduate students. 500-level course descriptions are found in the General Catalog under the corresponding 400-level course.

Courses numbered 600 and above are for graduate students only. For the master's degree a minimum of fifty per cent of the courses in the major field must be 600-level courses. For the Educational Specialist degree a minimum of fifty percent of the courses must be in 700-level courses; no 500-level courses are acceptable for the Educational Specialist degree.

College of Arts and Sciences

LIBERAL STUDIES

GLS. 600. SEMINAR IN LIBERAL STUDIES. Interdisciplinary seminar in Liberal Studies that provides a broad background in the literature and ideas of the MA-LS degree's disciplines and tracks. Required for MA-LS degree. Prerequisite: Graduate standing. 3

INTERDISCIPLINARY PROGRAM

HUM 500. SEMINAR IN _____. 3

RURAL AND REGIONAL STUDIES

RRS 532. THE RIVER AS MYTH, METAPHOR, AND REALITY. 3

RRS 542. MISSISSIPPI DELTA HERITAGE STUDIES 3

RRS 552. SENSE OF PLACE AND IDENTITY. 3

RRS 562. MISSISSIPPI DELTA BLUES AND AMERICAN CULTURE. 3

RRS 582. WOMEN IN THE MISSISSIPPI DELTA. 3

RRS 592. SPECIAL TOPICS IN RURAL AND REGIONAL STUDIES. 1-6

GREAT BOOKS PROGRAM

GBK 501. THE CLASSICAL TRADITION. 3

GBK 502. THE JUDEO-CHRISTIAN TRADITION. 3

GBK 503. THE BEGINNINGS OF THE MODERN WORLD. 3

GBK 504. THE MODERN WORLD. 3

DEPARTMENT OF ART

- ART 501. ART HISTORY. 3
- ART 503. MODERN ART IN EUROPE AND AMERICA. 3
- ART 504. FIELD STUDY IN ART. 3 or 6
- ART 506. FIBER DESIGN I. 3
- ART 507. FIBER DESIGN II. 3
- ART 508. FIBER DESIGN III. 3
- ART 509. FIBER DESIGN IV. 3
- ART 510. DIGITAL PHOTOGRAPHY. 3
- ART 520. GREEK AND ROMAN ART. 3
- ART 521. RENAISSANCE ART. 3
- ART 522. AMERICAN ART. 3
- ART 523. ISSUES IN ART HISTORY. 3
- ART 525. PHOTOGRAPHY CHEMISTRY AND MATERIALS. 3
- ART 530, 531. CERAMICS. 3, 3
- ART 533. POTTERY WORKSHOP. 3
- ART 534. ART INSTITUTE. 1-6
- ART 540. INTAGLIO. 3
- ART 541. LITHOGRAPHY. 3
- ART 542. PRINTMAKING. 3
- ART 545. SOUTHERN FOLK ART AND CULTURE. 3
- ART 550. DRAWING. 3
- ART 551. DRAWING. 3
- ART 554. NATIVE AMERICAN LITERATURE AND ART. 3
- ART 562. ART EDUCATION WORKSHOP. 3
- ART 565. PAINTING I. 3
- ART 566. PAINTING II. 3
- ART 567. PAINTING III. 3
- ART 568. PAINTING IV. 3
- ART 569. PAINTING V. 3
- ART 570. PAINTING VI. 3

ART 575. SCULPTURE III. 3

ART 576. SCULPTURE IV. 3

ART 592. SPECIAL TOPICS IN ART. 1-6

ART 660. HISTORY AND FOUNDATION OF ART EDUCATION. A study of the influences that have shaped art education theory and practice. 3

ART 664. CURRENT ISSUES AND THEORIES IN ART EDUCATION. A study of current trends in art education and theory that enables students to analyze teaching as it relates to contemporary issues. 3

DIVISION OF BIOLOGICAL AND PHYSICAL SCIENCES

BIOLOGY

BIO 502. MICROBIAL GENETICS. 4

BIO 503. PLANT PROPAGATION AND CULTURE. 4

BIO 504. ECONOMIC BOTANY. 3

BIO 505. PLANT PHYSIOLOGY. 4

BIO 506. PLANT PATHOLOGY. 4

BIO 508. BIOLOGY OF NONVASCULAR PLANTS. 4

BIO 510. PLANT ANATOMY. 4

BIO 511. FIELD BOTANY. 3

BIO 512. MEDICAL BOTANY. 3

BIO 514. ENVIRONMENTAL GEOLOGY. 3

BIO 516. SOIL SCIENCE AND BIOLOGY. 4

BIO 521. LIMNOLOGY. 4

BIO 522. WATER POLLUTION BIOLOGY. 4

BIO 523. HISTOLOGY. 4

BIO 524. DEVELOPMENTAL BIOLOGY. 4

BIO 525. MEDICAL ENTOMOLOGY. 3

BIO 527. IMMUNOLOGY. 4

BIO 535. METHODS AND MATERIALS IN THE BIOLOGICAL SCIENCES. 3

BIO 538. FIELD ICHTHYOLOGY. 4

BIO 539. FIELD HERPETOLOGY. 4

BIO 540. EVOLUTION AND SYSTEMATICS. 3

BIO 545. ANIMAL BEHAVIOR. 3

BIO 546. AQUATIC ENTOMOLOGY. 3

BIO 547. PARASITOLOGY. 4
BIO 549. LANDSCAPE ECOLOGY. 4
BIO 559. CONSERVATION BIOLOGY. 4
BIO 561. MAMMALOLOGY. 4
BIO 562. ORNITHOLOGY. 4
BIO 563. WILDLIFE HABITAT MANAGEMENT. 4
BIO 564. HUMAN PHYSIOLOGY. 4
BIO 565. PATHOPHYSIOLOGY. 3
BIO 570. INTERNSHIP. 1-4
BIO 571. ECONOMIC ENTOMOLOGY. 3
BIO 577. WETLAND ECOLOGY. 4
BIO 592. SPECIAL TOPICS: _____. 1-4.

BIO 601. PROBLEMS IN TEACHING BIOLOGY IN THE SECONDARY SCHOOLS. Methods of teaching biology and trends and recent concepts in biology education as they relate to teaching in the junior and senior high schools. 3

BIO 614. PROBLEMS IN TEACHING SCIENCE IN ELEMENTARY SCHOOLS. Practical problems handled on an individual basis, while potential problems are being analyzed through research and discussion. Scientific methods of instruction used as foundation techniques for all instruction at elementary school level. 3

BIO 615. TOPICS IN ECOLOGY: _____. Survey and discussion of a specific area of ecology. May be repeated for credit. 3

BIO 618. DNA SCIENCE. Methods to isolate, amplify, manipulate, and analyze DNA sequences. Societal implications of DNA technology are considered. Each student must design and perform an independent laboratory experiment supported by a scholarly paper. Prerequisites: One semester of organic chemistry and cell biology or biochemistry. Lecture 3 hours. Laboratory 3 hours. 4

Chemistry

CHE 504. INORGANIC CHEMISTRY. 3
CHE 531. MODERN METHODS OF ORGANIC ANALYSIS. 4
CHE 532. INTRODUCTION TO POLYMER SCIENCE. 3
CHE 534. ENVIRONMENTAL CHEMISTRY. 4
CHE 540. BIOCHEMISTRY. 4
CHE 541. BIOCHEMICAL METHODS. 3
CHE 546. PRINCIPLES OF PHARMACOLOGY. 3
CHE 560. INSTRUMENTAL ANALYSIS. 4
CHE 564. SCIENCE SEMINAR. 1

CHE 575. THEORETICAL CHEMISTRY. 3

CHE 581. INDEPENDENT RESEARCH IN CHEMISTRY. 1-3

CHE 592. SPECIAL TOPICS IN CHEMISTRY. 1-3

CHE 601. PRINCIPLES AND TECHNIQUES IN THE PHYSICAL SCIENCES. History, theory, trends, and recent concepts. Emphasis on demonstrations, testing, planning and laboratory procedures. 3

CHE 612. TOPICS IN ANALYTICAL CHEMISTRY. Specialized areas in analytical chemistry including AA, IR, NMR, GC/MS, X-Ray diffraction. 3

CHE 618. DNA SCIENCE. Methods to isolate, amplify, manipulate, and analyze DNA sequences. Societal implications of DNA technology are considered. Each student must design and perform an independent laboratory experiment supported by a scholarly paper. Prerequisites: One semester of organic chemistry and cell biology or biochemistry. 4

CHE 625. TOPICS IN ORGANIC CHEMISTRY. A continuation of the study of organic chemistry with emphasis on mechanism, theory, and modern synthetic techniques. Special attention will be focused on topics of current interest. 3

CHE 630. TOPICS IN INORGANIC CHEMISTRY. Special topics including ligand field theory, x-ray diffraction, and x-ray fluorescence. 3

CHE 640. FORENSIC SCIENCE METHODS. Specific instrumental methods and techniques utilized in forensic science to examine physical evidence. Prerequisite: General chemistry and survey of organic chemistry. 3

CHE 660. BIOCHEMISTRY. Specialized topics and current trends in biochemistry. Prerequisite: Consent of instructor. 3

CHE 674. CHEMICAL AND PHYSICAL THERMODYNAMICS. Advanced treatment of fundamental principles of thermodynamics, including classical and statistical thermodynamics. Prerequisite: Consent of instructor. 3

CHE 680. TOPICS IN PHYSICAL CHEMISTRY. Special topics including, theoretical chemistry, quantum chemistry, spectroscopy, kinetics, electrochemistry, and chemical physics. Prerequisite: Consent of instructor. 3

CHE 689. CHEMICAL RESEARCH. Special problems in chemical research. Prerequisite: Consent of instructor. 3

CHE 690. THESIS. 6

Physics

PHY 500. BIOPHYSICS. 3

PHY 501. ELECTRONICS AND INSTRUMENTATION. 3

PHY 533. NUCLEAR METHODS. 3

PHY 563. PROBLEMS IN PHYSICS. 1-4

PHY 592. SPECIAL TOPICS IN PHYSICS. 1-6 (may not be used for major field credit in the master's degree program)

PHY 601. DIGITAL AND COMPUTER ELECTRONICS. Digital circuitry and instruments; conversions between analog and digital signals; computer organization and components. Prerequisite: PHY 501 or permission of instructor. Lecture 2 hours, laboratory 2 hours. 3

PHY 630. EARTH AND SPACE SCIENCES FOR SECONDARY SCHOOLS. Stresses methods of scientific reasoning rather than results, an appreciation of limitation, as well as the extraordinary power of the scientific method. Selected topics from both geology and astronomy. Prerequisites: Two semesters of general physics. 3

PHY 632. APPLICATIONS OF NUCLEAR AND ATOMIC PHYSICS. Progress of modern theoretical physics interlinked with a long chain of experiments. Recent studies and research in the areas of power, health, and medicine. Prerequisites: two semesters of general physics. 3

CENTER FOR INTERDISCIPLINARY GEOSPATIAL INFORMATION TECHNOLOGIES

Talbot J. Brooks, Director
tbrooks@deltastate.edu
662-846-4520

The Center for Interdisciplinary Geospatial Information Technologies is an independent unit of the College of Arts and Sciences. The mission of the Center is to provide geospatial services, accessible education and training, and institutional knowledge for geospatial information technologies to the widest possible audience, and particularly, the mid-Delta region. The Center is organized around three core areas: Education and Training, Business and Community Development, and Institutional Knowledge and we encourage the participation of all members of the University community, novices and experts alike.

GIS 500. COMPUTER MAPPING/CARTOGRAPHY. 3

GIS 520. GIS AND COMMUNITY. 3

GIS 530. SPATIAL SOLUTIONS TO NATURAL RESOURCE ISSUES. 3

GIS 541. ARTIFICIAL INTELLIGENCE AND GEOPROCESSING. 3

GIS 551. BUSINESS GEOGRAPHICS. 3

GIS 570. PROGRAMMING GIS WITH VISUAL BASIC AND PYTHON. 3

GIS 580. GIS FOR THE INTERNET AND SPATIAL DATABASES. 3

GIS 602. INTRODUCTION TO GEOSPATIAL SCIENCE AND GIS (GIS I). This course provides students with an introduction to the theory and practice of spatial science. Fundamental concepts include geodesy, coordinate systems and projections, basic computer science, the scientific methods. Students will gain basic competency in the use of GIS, GPS, remote sensing hardware and software packages and learn to apply these skills in coordination with the scientific method to solve problems/answer questions. 3

GIS 610. ADVANCED GIS (GIS II). Students will gain advanced concepts about GIS techniques and the underlying spatial data structures used by geographic information systems (GIS). Prerequisite: GIS 602. 3

GIS 631. PHOTOGRAMMETRY. Advanced photogrammetric systems for production of highly accurate digital map products and three-dimensional representations for use and modeling. 3

GIS 661. GEOSPATIAL MATHEMATICS, ALGORITHMS, AND STATISTICS. This is a geo-statistics and geo-mathematics course, presenting the underlying principles and theory of GIS operations (raster, vector or other data models), such as surface analysis, interpolation, network analysis, path optimization, topology, etc. Prerequisite: GIS 610. 3

GIS 681. COMMUNITY GROWTH. The use of remote sensing and GIS technologies to facilitate urban planning and infrastructure development for community growth. Topics include: urban growth, the effect of urbanization on local and regional environments, the impact of urbanization on the biophysical characteristics that influence human health, urban growth and economic development, public health and safety, traffic and transportation infrastructure, and quality of the life. 3

GIS 690. GIS CAPSTONE. Students will learn how to give a technical presentation, manage GIS projects, and perform deadline-sensitive work through a GIS project in partnership with the Center and local/national businesses/government. Prerequisites: REM 616, GIS 661. 6

Remote Sensing

REM 501. ORBITAL MECHANICS. Uses elementary principles of mathematics, physics, and mechanics to introduce traditional science required to place a spacecraft into orbit, keep it there, determine its position, and maneuver it. Course provides a basic understanding of orbital mechanics. Prerequisite: MAT 205 and 206, PHY 231 and 232 or equivalents.

REM 511. REMOTE SENSING OF THE ENVIRONMENT. 3

REM 521. INFORMATION EXTRACTION USING MICROWAVE DATA. 3

REM 551. APPLICATIONS OF REMOTE SENSING TO ECOLOGICAL MODELING. 3

REM 561. FORESTRY MONITORING AND MANAGEMENT.3

REM 571. AGRICULTURAL APPLICATIONS IN REMOTE SENSING. 3

REM 581. LAND USE AND LAND COVER APPLICATIONS. 3

REM 591. REMOTE SENSING OF WATER. 3

REM 611. DIGITAL IMAGE PROCESSING. This is an advanced remote sensing course about technology and skills for quantitative analysis of remote sensing data to solve real-world problems. The class focuses on a wide range of concepts and techniques key to understanding remote sensing data acquisition, display, restoration, processing, enhancement, and data interpretation. Student will learn digital remote sensing image manipulation and analysis for Earth study. 3

REM 616. REMOTE SENSING. This course covers basic concepts, terminology, and theories of remote sensing science as well as remote sensing applications. Student will acquire hands-on experience in interpreting and implementing remote sensing data acquired from various sensor systems. Lab components are designed to lead students through key steps in processing satellite and aerial images and extracting quantitative information about the Earth's surface. 3

REM 631. INFORMATION EXTRACTION FROM MULTI-, HYPER-SPECTRAL AND LIDAR. 3

REM 641. ADVANCED SENSOR SYSTEMS AND DATA COLLECTION. 3

DIVISION OF LANGUAGES AND LITERATURE

English

ENG 500. ENGLISH AS A SECOND LANGUAGE. Skills of language acquisition, including listening, reading, speaking, and writing. Emphasis on verbal and written communication. Does not meet any degree requirements. 3

ENG 502. POETRY WRITING WORKSHOP. 3

ENG 504. CREATIVE NONFICTION. 3

ENG 506. HISTORY AND GRAMMARS OF THE ENGLISH LANGUAGE. 3

ENG 508. ENGLISH WORDS: THEIR MEANINGS AND ORIGINS. 3

ENG 510. CREATIVE DRAMA. 3

ENG 511. CONTEMPORARY LITERATURE. 3

ENG 512. FICTION WRITING WORKSHOP. 3

ENG 514. MODERN POETRY. 3

ENG 515. SOUTHERN LITERATURE. 3

ENG 516. UNDERSTANDING FILM. 4

ENG 526. THE ENGLISH NOVEL. 3

ENG 532. CHAUCER. 3

ENG 535, 536. SHAKESPEARE. 3,3

ENG 537. GREAT ENGLISH DRAMA. 3

ENG 539. RENAISSANCE. 3

ENG 540. MILTON. 3

ENG 541. RESTORATION AND EIGHTEENTH CENTURY. 3

ENG 542. JANE AUSTEN. 3

ENG 543. EARLY NINETEENTH CENTURY. 3

ENG 544. LATER NINETEENTH CENTURY. 3

- ENG 545. TONI MORRISON AND HER CONTEMPORARIES.** 3
- ENG 546. THE AMERICAN NOVEL.** 3
- ENG 547. MODERN DRAMA.** 3
- ENG 548. THE MODERN NOVEL.** 3
- ENG 550. MYTHOLOGY.** 3
- ENG 551. ENGLISH SEMINAR IN _____.** 3
- ENG 552. LITERATURE BY WOMEN.** 3
- ENG 553. AFRICAN-AMERICAN LITERATURE.** 3
- ENG 554. NATIVE AMERICAN LITERATURE AND ART.** 3
- ENG 555. YOUNG ADULT LITERATURE.** 3
- ENG 556. GRAMMAR FOR TEACHERS.** 3
- ENG 560. DETECTIVE FICTION.** 3
- ENG 561. BLUES LITERATURE.** 3
- ENG 570. WRITERS OF THE MISSISSIPPI DELTA.** 3
- ENG 581. SPORTS LITERATURE.** 3
- ENG 592. SPECIAL TOPICS IN ENGLISH.** 1-6
- ENG 593. INTERNSHIP IN PUBLISHING.** Prerequisite: permission of instructor. 1-3
- ENG 595. APPROACHES TO TUTORING WRITERS.** Prerequisite: permission of instructor. 1-6
- ENG 599. THEATRE TOUR OF LONDON.** 3
- ENG 601. BACKGROUNDS FOR THE STUDY OF LITERATURE.** Seminal texts for the study of literature. 3
- ENG 603. SEMINAR IN ENGLISH LITERATURE.** A survey of major English writers. 3
- ENG 604. SEMINAR IN AMERICAN LITERATURE.** A survey of major American writers. 3
- ENG 605. LANGUAGE DEVELOPMENT AND COMPOSITION.** Theories of composition and methods of teaching it. 3
- ENG 606. TECHNICAL WRITING.** Theory of and practice in the presentation of technical information for various disciplines. 3
- ENG 610. PROBLEMS IN TEACHING ENGLISH.** Varied solutions to problems in teaching composition, language, grammar, and literature. Research and reports on problems in teaching composition, including various solutions to them. 3
- ENG 642. NEO-CLASSICISM.** Criticism, satire, essay, and poetry of the English Restoration and Eighteenth Century. 3

ENG 651. ENGLISH SEMINAR IN _____. Concentration on specified author(s), genre(s), literary currents, or topics. 3

ENG 655. AMERICAN RENAISSANCE. Major writers of American romanticism: Poe, Emerson, Thoreau, Hawthorne, and Melville. 3

ENG 657. MAJOR AMERICAN POETS. Representative writers in the American tradition of poetry, colonial through modern. 3

ENG 680. WRITING IN CONTENT AREAS. Theoretical and practical approaches to writing in various disciplines. Admission by permission of instructor. 6

ENG 689. INDIVIDUAL STUDIES. 1-6

ENG 690. THESIS. 6

ENG 692. SPECIAL TOPICS IN ENGLISH. Current developments or independent study in English. 3

French

FRE 501, 502. FRENCH LITERATURE. 3,3

FRE 503. FRENCH CONVERSATION. 3

FRE 504. CONTEMPORARY FRENCH SOCIETY. 3

FRE 510. FRENCH WOMEN WRITERS. 3

FRE 530. FRENCH POETRY. 3

FRE 540. FRENCH THEATRE. 3

FRE 542. CONTEMPORARY LITERARY THEORY. 3

FRE 551. FRENCH SEMINAR IN _____. 3

FRE 592. SPECIAL TOPICS IN FRENCH. 1-6

FRE 689. INDIVIDUAL STUDIES. 1-6

German

GER 501, 502. SURVEY OF GERMAN-LANGUAGE LITERATURE. 3,3

GER 503, 504. CONTEMPORARY GERMAN SOCIETY. 3,3

GER 530. EIGHTEENTH-CENTURY GERMAN-LANGUAGE LITERATURE. 3

GER 540. NINETEENTH-CENTURY GERMAN-LANGUAGE LITERATURE. 3

GER 542. TWENTIETH-CENTURY GERMAN-LANGUAGE LITERATURE. 3

GER 551. GERMAN SEMINAR IN _____. 3

GER 592. SPECIAL TOPICS IN GERMAN. 1-6

GER 689. INDIVIDUAL STUDIES. 1-6.

Spanish

SPA 501, 502. LITERATURE OF SPAIN. 3,3

SPA 503. SPANISH CONVERSATION. 3

- SPA 530, 531. LATIN AMERICAN LITERATURE.** 3,3
SPA 540. SPANISH DRAMA OF THE GOLDEN AGE. 3
SPA 542. CERVANTES. 3
SPA 551. SPANISH SEMINAR IN _____. 3
SPA 592. SPECIAL TOPICS IN SPANISH. 1-6
SPA 689. INDIVIDUAL STUDIES. 1-6

Journalism

- JOU 501. INVESTIGATIVE REPORTING.** 3
JOU 592. SPECIAL TOPICS IN JOURNALISM. 1-6
JOU 593. INTERNSHIP IN JOURNALISM. 3-6

Communication Studies

- COM 500. RHETORIC OF SOCIAL MOVEMENTS.** 3
COM 540. RHETORICAL CRITICISM. 3
COM 592. SPECIAL TOPICS IN SPEECH. 1-6
COM 593. INTERNSHIP IN COMMUNICATION. 3-6

Philosophy

- PHI 505. CREATIVE AND CRITICAL THINKING.** 3
PHI 506. ETHICS. 3
PHI 510, 511. HISTORY OF WESTERN PHILOSOPHY. 3,3
PHI. 512 A HISTORY OF WOMEN PHILOSOPHERS. 3
PHI 541. PHILOSOPHY OF RELIGION. 3
PHI 542, 543. RELIGIONS OF THE WORLD. 3,3
PHI 570. PHILOSOPHY AND LITERATURE. 3
PHI 592. SPECIAL TOPICS IN PHILOSOPHY. 1-6
PHI 601. PHILOSOPHY: AN ADVANCED INTRODUCTION. A graduate-level introduction to the discipline of philosophy: epistemology, metaphysics, ethics, politics, and religion including an overview of the history of philosophy. 3
PHI 605. PHILOSOPHY AND SCIENCE. This course explores how natural philosophy broke away from philosophy and eventually became the separate study of science. Special attention is given to the empirical observations of Copernicus, Galileo, Newton and others who challenged the Aristotelian view of the natural world. 3
PHI 608. PHILOSOPHY IN THE MODERN ERA. The study of philosophy from the 19th and 20th century including an in depth examination of the rise of American philosophy and the impact of Continental philosophy including the new horizons of such figures as William James, the Vienna Circle, Ludwig

Wittgenstein, and Jean Paul Sartre as well as contemporary figures as Daniel Dennett and John Searle. New theories in language and consciousness will also be explored. 3

PHI 610. PHILOSOPHY AND FAITH. A focus on the complex questions that the "faith versus reason" debate has raised during the history of philosophy. 3

PHI 689. INDIVIDUAL STUDIES. 3

Theology

THL 601. INTRODUCTION TO THEOLOGY. A review of Biblical, Moral, Ecclesial, Systematic and Liturgical Theology with emphasis on Biblical, including both Hebrew and Christian Scriptures. 3

THL 602. HISTORICAL THEOLOGY AND SPIRITUALITY. A study of major thinkers and interpreters of Scripture and Traditions including Origin, Augustine, Aquinas, Luther, Ignatius Loyola, Saint John of the Cross, and Karl Barth. 3

THL 690. THESIS. 6

DEPARTMENT OF MATHEMATICS

MAT 505. HISTORY OF MATHEMATICS. 3

MAT 511. GEOMETRY. 3

MAT 515. DISCRETE MATHEMATICS. 3

MAT 525. MODERN ALGEBRA I. 3

MAT 526. MODERN ALGEBRA II. 3

MAT 532. SPECIAL TOPICS IN MATHEMATICS. 1-6

MAT 533. SPECIAL TOPICS IN MATHEMATICS. 1-6

MAT 541. PROBABILITY AND STATISTICS. 3

MAT 542. LINEAR ALGEBRA. 3

MAT 543. NUMBER THEORY. 3

MAT 544. NUMERICAL ANALYSIS. 3

MAT 577. MATHEMATICS FOR TEACHERS OF MIDDLE GRADES. 3

MAT 592. SPECIAL TOPICS IN MATHEMATICS. 1-6

DEPARTMENT OF MUSIC

MUS 521. ORFF-SCHULWERK. 3

MUS 592. SPECIAL TOPICS IN MUSIC: (Topic). 1-6

MUS 602. SCIENTIFIC FOUNDATIONS OF MUSIC AND MUSIC EDUCATION. Review, interpretation, and application of experimental research in music and music education. 3

MUS 603. CURRENT TOPICS IN MUSIC EDUCATION. Investigation of crucial issues in the teaching of music. 3

MUS 608. THEORETICAL PROCEDURES. Harmonic structures and formal design in music from the Common Practice Period to the present. 3

MUS 609. STUDIES IN MUSIC LITERATURE. Content, media, and techniques of the stylistic periods of music history. Historical period chosen by evaluation of the student's needs. Reports, extensive listening. 3

MUS 610. INSTRUMENTAL CONDUCTING. Techniques of baton, score analysis, identifying and solving instrumental problems, organization of rehearsals, development of instrumental timbres and styles. 3

MUS 611. CHORAL CONDUCTING. Techniques of baton, development of choral tone, score analysis, interpretation, organization of rehearsals, identification and solutions for choral problems. 3

MUS 621. INSTRUMENTAL METHODS. Instructional materials and administrative procedures for public school instrumental music programs. Includes advanced band arranging. 3

MUS 639, 640. CHORUS. Open to all graduate students. Required of all vocal and keyboard graduate students. 1,1

MUS 641. SECONDARY CHORAL METHODS AND LITERATURE. Philosophy, pedagogy and literature appropriate to the choral art. Special emphasis on conducting problems, rehearsal techniques, and performance practice. 3

MUS 643. SCHOOL MUSIC METHODS. Methods and materials used by music teachers in grades 1-12. Special emphasis on problems arising from teachers' needs. Prerequisite: School Music Methods Course. 3

MUS 645, 646. BAND. Open to all graduate students who play band instruments. Required of all instrumental graduate students. 1,1

MUS 651. PIANO LITERATURE AND PEDAGOGY. Principles of piano playing and application of these principles to an extensive selection of important compositions. Teachers' needs emphasized. 3

MUS 689. INDIVIDUAL STUDIES. 3

MUS 690. THESIS. 6

AMU 601. WOODWINDS. 1-3

AMU 611. BRASS. 1-3

AMU 621. PERCUSSION. 1-3

AMU 631. KEYBOARD. 1-3

AMU 651. VOICE. 1-3

DIVISION OF SOCIAL SCIENCES AND HISTORY

Anthropology

ANT 570. CULTURAL ANTHROPOLOGY. 3

Community Development

COD 521. SUSTAINABLE DEVELOPMENT. This course introduces students to the field of sustainable development in theory and practice. Attention is given to the social, economic and ecological dimensions of social change and development. Local, national and international development strategies are investigated. 3

COD 522. ENVIRONMENT AND SOCIETY. Introduces students to the sub-disciplines of environmental and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory. 3

COD 523. EDUCATION AND PARTICIPATORY COMMUNITY DEVELOPMENT. The purpose of this course is to critically examine various aspects of community education and development, both in the U.S. and internationally. The course covers theoretical and practical aspects of educational policy and practice, and the implications of different approaches on community and national development, and on educators. 3

COD 526. THE DELTA IN GLOBAL CONTEXT. Globalization is reshaping our world. This course examines mainstream and critical positions on processes of global social change, and relates community development in the Mississippi Delta to macro-level changes in national and emerging global institutions. 3

COD 532. SOCIOLOGY OF GENDER: SOUTH ASIAN PERSPECTIVES. This course examines gender identity and gender relations in South Asia from sociological vantage points. The course also focuses on a comparative perspective in analyzing the changes and continuity in gender relations and gender roles in South Asia and U.S. 3

COD 554. SOCIOLOGY OF THE MASS MEDIA. 3

COD 568. GENDER AND DEVELOPMENT. This course engages in sociological analyses of central issues and processes surrounding the social, political and economic transformation of societies from gender-sensitive perspectives. It is based on the premise that development affects women and men, rural and urban people, rich and poor, differently. It adopts a comparative, historical, and global perspective in attempting to decipher a changing world and changing gendered views of the world. 3

COD 574. APPLIED RURAL SOCIOLOGY. 3

COD 575. SOCIOLOGY OF COMMUNITY. This course will address the major theories of community structures and interactions. 3

COD 580. SOCIAL ORGANIZATION AND CHANGE. This course investigates theories of social, economic and cultural change. 3

COD 585. POPULATION. 3

COD 600. COMMUNITY DEVELOPMENT. This seminar approaches community development from a multi-disciplinary perspective, examining intervention strategies. Needs assessment, self-help, technical assistance, participation, cooperation and conflict for change may be some of the strategies addressed. 3

COD 620. COMMUNITY DEVELOPMENT AND POLITICAL DYNAMICS. The focus of the course is to develop an understanding of the role and function of local, regional, state, and national government in the community development process. 3

COD 624. LEADERSHIP DEVELOPMENT. Approaches leadership development from a multi-disciplinary perspective and focuses on theory and practical concepts derived from the symbolic interactionism approach to understanding and changing human behavior. 3

COD 630. FINANCING COMMUNITY DEVELOPMENT PROJECTS. An examination of ways in which community development efforts are funded. 3

COD 635. COMMUNITY DEVELOPMENT PLANNING, IMPLEMENTATION AND EVALUATION. This course will address various techniques for planning community development projects and programs, goal and objective development, facilitating implementation, and community evaluation. Strategic, comprehensive and participatory planning techniques will be discussed. 3

COD 670. THE SOCIOLOGY OF RURAL POVERTY. This course will focus on the political, economic, social, and historical forces that have facilitated the development and maintenance of rural poverty in the United States. 3

COD 680. COMMUNITY DEVELOPMENT RESEARCH METHODS. Research techniques in a community development context. Prerequisite: 3 hours in statistics. 3

COD 685. SEMINAR. This final seminar will address current issues in Community Development, particularly those of interest to the students and faculty involved. Topics such as Community Health, Housing, Enterprise Development, Politics, Diversity, Administration, are examples of such issues. 3

COD 689. INDIVIDUAL STUDIES. 3

COD 695. SPECIAL TOPICS IN COMMUNITY DEVELOPMENT. 3-6

COD 698. PRACTICUM IN COMMUNITY DEVELOPMENT. The purpose of the field experience is to enable students to develop a contextualized understanding of community development profession. Prerequisite COD 600. 3-6

COD 699. THESIS. 3-6

Social Justice and Criminology

CRJ 502. HOMELAND SECURITY. 3

CRJ 505. INTRODUCTION TO CRIMINAL JUSTICE THEORY. 3

CRJ 506. CRIMINAL PROCEDURE. 3

CRJ 507. CRIMINAL LAW. 3

CRJ 510. APPLIED CRIMINAL INVESTIGATIONS. 3

CRJ 512. LEGAL LIABILITIES FOR CRIMINAL JUSTICE PERSONNEL. 3

CRJ 515. DRUG IDENTIFICATION AND ENFORCEMENT. 3

CRJ 520. SEMINAR IN CORRECTIONAL CRIMINOLOGY. 3

CRJ 525. JUVENILE JUSTICE. A study of case law pertaining to juvenile offenders, the investigation, custody and adjudication process, and the disposition of offenders. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 530. CORRECTIONAL CRIMINOLOGY AND THE PRISON COMMUNITY. The interdisciplinary application of criminological knowledge and research to correctional interests and issues in changing criminal behavior, including an analysis of the formal and informal processes in emergence, stabilization, and continuity of human relationships constituting the prison community. 3

CRJ 534. GLOBAL TERRORISM. 3

CRJ 535. APPLIED CRIMINALISTICS. An applied approach to the recognition, preservation, collection and identification of physical evidence. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 537. SPECIAL POPULATIONS IN CRIMINAL JUSTICE. An examination of legal and ethical issues surrounding the incarceration and treatment of special populations within the US criminal justice system, including (but not limited to) the mentally ill, the elderly, and the disabled. A graduate research project is inclusive, resulting in a written composition and presentation. 3

CRJ 540. COMMUNITY-BASED CORRECTIONS. An examination of probation and parole and other alternatives to incarceration; theoretical study of correctional casework with emphasis upon the psychological study, case assessment, objectives and procedures in the selection of therapeutic methods and the management of correctional delivery systems. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 541. ORGANIZED CRIME. 3

CRJ 542. AGE-BASED CORRECTIONS. An age-based (juvenile vs. adult) presentation and analysis of corrections programs and institutions in the US, incorporating community-based corrections (probation and parole), treatment and rehabilitation programs, and institutionalized treatment, as well as an analysis of the effectiveness of each type of program. A graduate research project is inclusive, resulting in a written composition and presentation.

CRJ 545. CIVIL LIBERTIES. A comprehensive study of individual rights and the criminal justice system. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 550. JUVENILE CORRECTIONS. A study of the various treatment modalities currently employed in the rehabilitation of juvenile offenders; role and function of juvenile justice in American society; role of the juvenile court; problems in juvenile corrections; community as a correctional resource; institutional and probationary treatment; aftercare services following release. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 560. SURVEY OF TECHNOLOGY AND CRIME. An examination of the role of technology in the commission of criminal activities. Topics will include what types of criminal acts employ technology and how to investigate criminal activities involving technology. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 575. FAMILY VIOLENCE. A study of child maltreatment and spouse abuse within the family emphasizing detection, investigation and deterrence; and examination of the legal, medical and social perspectives necessary to the understanding of, and structured inquiry into, domestic violence. A graduate research project is inclusive resulting in a written composition and presentation. 3

CRJ 590. SPECIAL TOPICS IN LAW ENFORCEMENT. Current issues and developments in law enforcement. A graduate research project is inclusive resulting in a written composition and presentation. 1-6

CRJ 591. SPECIAL TOPICS IN CORRECTIONS. Current issues and developments in corrections. A graduate research project is inclusive resulting in a written composition and presentation. 1-6

CRJ 592. SPECIAL TOPICS IN CRIMINAL JUSTICE. Current issues and developments in criminal justice. A graduate research project is inclusive resulting in a written composition and presentation. 1-6

CRJ 630. THEORIES OF CRIMINAL BEHAVIOR. A comprehensive study of contemporary research, theory, and practice concerning the psychology of crime; the behavioral, emotional, and cognitive aspects of crime are examined, and the causes, classification, prediction, prevention, intervention, and treatment of criminal behavior are also addressed. 3

CRJ 635. RESEARCH METHODS IN CRIMINAL JUSTICE. An examination of behavioral science research and its application in the field of criminal justice. 3

CRJ 640. STATISTICS IN CRIMINAL JUSTICE. An examination of the use of descriptive and inferential statistics in the analysis of criminal justice data. 3

CRJ 650. ORGANIZATION AND PHILOSOPHY OF CRIMINAL JUSTICE. An analysis of the administrative and management foundations of the American criminal justice system, with emphasis on the application of organizational theory to criminal justice goals, structures, and processes. 3

CRJ 655. PROFESSIONAL AND INSTITUTIONAL ETHICS. An examination of ethical issues that confront the criminal justice practitioner; a comprehensive study of situational ethics and moral dilemmas within the criminal justice profession. 3

CRJ 665. SPECIAL TOPICS IN CRIMINAL JUSTICE. 1-6

CRJ 670. HISTORICAL ANALYSIS OF THE AMERICAN CRIMINAL JUSTICE SYSTEM. An examination of the history, philosophy, and contemporary functions of the separate institutions which contribute to the American criminal justice system; concepts of crime and justice are addressed and the evolution of substantive and procedural law is studied. 3

CRJ 675. SEMINAR: ISSUES IN CRIMINAL JUSTICE. This seminar will address controversial issues in Criminal Justice, including recent legal decisions reflecting upon the field. Topics will include those in the areas of law enforcement, corrections, juvenile justice, and courts. 3

CRJ 680. PRACTICUM IN CRIMINAL JUSTICE. Field experience with an approved agency for a minimum of 300 hours. Approval of advisor required prior to registration. 6

CRJ 689. INDEPENDENT STUDY. Study of selected topics relative to criminal justice. Approval of advisor required prior to registration. 3

CRJ 690. THESIS. The supervised writing and defense of a professional research project. Approval of advisor required prior to registration. 6

Geography

GEO 504. GEOGRAPHY OF TOURISM. 3

GEO 505. CULTURAL GEOGRAPHY. 3

GEO 506. POLITICAL GEOGRAPHY. 3

GEO 507. ECONOMIC GEOGRAPHY. 3

GEO 516. CONSERVATION OF NATURAL RESOURCES. 3

GEO 530. GEOGRAPHY OF TERRORISM.

GEO 535. GEOGRAPHY OF RELIGIONS.

GEO 540. GEOGRAPHY OF THE AMERICAN SOUTH. 3

GEO 541. HISTORICAL GEOGRAPHY OF THE DEEP SOUTH. 3

GEO 542. CULTURAL-HISTORICAL GEOGRAPHY OF THE YAZOO-MISSISSIPPI DELTA. 3

GEO 543. MILITARY GEOGRAPHY. 3

GEO 545. GEOGRAPHY OF THE UNITED STATES. 3

GEO 546. GEOGRAPHY OF LATIN AMERICA. 3

GEO 547. GEOGRAPHY OF EUROPE. 3

GEO 548. GEOGRAPHY OF AFRICA. 3

GEO 549. GEOGRAPHY OF ASIA AND THE PACIFIC. 3

GEO 562. CHINA AND JAPAN. 3

GEO 592. SPECIAL TOPICS IN GEOGRAPHY. 1-6

GEO 680. PROFESSIONAL GEOGRAPHY. Advanced seminar that provides grounding in the scope, history, and literature of the academic discipline of geography. Explores the major research questions addressed by human and physical geographic sub-disciplines, and provides a thorough grounding in professional teaching methods and journal-based research. 3

GEO 685. ADVANCED INTERNATIONAL STUDY. 1-9

GEO 689. INDIVIDUAL STUDIES. 1-6

GEO 690. ADVANCED RESEARCH METHODS IN GEOGRAPHY. Advanced seminar that provides grounding in qualitative and quantitative methods for professional human and physical geography. Areas emphasized include: major contemporary theoretical frameworks; research design and implementation; field techniques in human geography; field techniques in physical geography; archival interpretation. 3

GEO 698. PRACTICUM IN GEOGRAPHY. Supervised field experience in approved community settings. Prerequisites: nine hours of graduate level GEO. 6

GEO 699. THESIS. Prerequisite: SSC 570. 6

GEO 704. GEOGRAPHY OF TOURISM. 3

GEO 705. CULTURAL GEOGRAPHY. Examination of interaction of cultural systems and the physical environment. 3

GEO 706. POLITICAL GEOGRAPHY. Geographic dimensions of U.S. and global political issues. Topics include electoral geography, geopolitics, nationalisms, international political systems, state formation, and boundary disputes. 3

GEO 707. ECONOMIC GEOGRAPHY. The contemporary and historical spatial dimensions of economic activities. Topics include subsistence systems, agricultural location theory, trade, international development, transportation, manufacturing, and economic planning. 3

GEO 716. CONSERVATION OF NATURAL RESOURCES. Spatial arrangement of abiotic and biotic resources as well as ways in which humans can ensure the continued availability and utility of them. 3

GEO 730. CULTURAL ECOLOGY. Examination of the interaction of cultural systems and the physical environment. 3

GEO 740. GEOGRAPHY OF THE AMERICAN SOUTH. A spatial-regional examination of the United States South. Particular attention is given to the cultural, historical, and physical patterns of the southern landscapes. 3

GEO 745. GEOGRAPHY OF THE UNITED STATES. Study of physical and human diversity, economic resources and activities, historic settlement patterns, and cultural landscapes of the U.S. 3

GEO 746. GEOGRAPHY OF LATIN AMERICA. Interrelated physical, social-cultural, economic, political, and historical characteristics of Latin America and its sub-regions. 3

GEO 747. GEOGRAPHY OF EUROPE. A regional overview of the major contemporary and historical geographic aspects of the continent of Europe. Includes the internal spatial dimensions of European reality as well as the geographic role of Europe in the world. Covers Western Europe, Eastern Europe, and the Former Soviet Republics west of the Urals (including Russia-in-Europe). 3

GEO 748. GEOGRAPHY OF AFRICA. 3

GEO 749. GEOGRAPHY OF ASIA AND THE PACIFIC. Human (cultural, economic, and political) and physical aspects of North and sub-Saharan Africa. Particular emphasis is placed on the geographical background of: human origins, slavery, colonialism, the nation-state, cultural diversity, human-nature interactions, and current conflicts. 3

GEO 780. PROFESSIONAL GEOGRAPHY. An advanced seminar that provides grounding in the scope, history, and literature of the academic discipline of geography. Explores the major research questions addressed by human and physical geographic sub-disciplines, and provides a thorough grounding in professional teaching methods and journal-based research. 3

GEO 785. ADVANCED INTERNATIONAL STUDY Supervised study abroad involving original field research. Prerequisites: Satisfactory completion of 9 graduate hours of GEO. 1-9

GEO 790. ADVANCED RESEARCH METHODS IN GEOGRAPHY. An advanced seminar that provides grounding in qualitative and quantitative methods for professional human and physical geography. Areas emphasized include: major contemporary theoretical frameworks; research design and implementation; field techniques in human geography; field techniques in physical geography; archival interpretation.

GEO 799. RESEARCH/THESIS. 6

HISTORY

HIS 500. HISTORIOGRAPHY AND THE PHILOSOPHY OF HISTORY. 3

HIS 506. THE AMERICAN MILITARY EXPERIENCE, 1775-Present. 3

HIS 509. MODERN ARCHIVAL MANAGEMENT. 3

HIS 510. AMERICAN INTELLECTUAL HISTORY. 3

HIS 511. MISSISSIPPI HISTORY. 3

HIS 516. THE ANCIENT WORLD TO 500 A.D. 3

HIS 518. HISTORY OF CHRISTIANITY. 3

HIS 520. MEDIEVAL HISTORY, 500-1500. 3

HIS 522. RENAISSANCE AND REFORMATION, 1300-1648. 3

HIS 523. EUROPE, 1648-1815, ABSOLUTISM, ENLIGHTENMENT, FRENCH REVOLUTION, AND NAPOLEON. 3

HIS 524. EUROPE, 1815-1914. 3

HIS 526. EUROPE, 1914-Present. 3

HIS 529. THE HOLOCAUST. 3

HIS 530. THE HISTORY OF TERRORISM. 3

HIS 533. AFRO-AMERICAN HISTORY. 3

HIS 534. COLONIAL AMERICA TO 1763. 3

HIS 535. THE AMERICAN REVOLUTIONARY ERA, 1763-1789. 3

HIS 536. FEDERAL AND MIDDLE PERIOD, 1789-1850. 3

HIS 537. THE CIVIL WAR AND RECONSTRUCTION, 1850-1877. 3

- HIS 538. UNITED STATES HISTORY, 1877-1917.** 3
- HIS 539. UNITED STATES HISTORY, 1917-1945.** 3
- HIS 540. UNITED STATES HISTORY, 1945-PRESENT.** 3
- HIS 543. AMERICAN CIVIL WAR MILITARY OPERATIONS I: SHILOH.** 3
- HIS 544. AMERICAN CIVIL WAR MILITARY OPERATIONS II: VICKSBURG.** 3
- HIS 545. SPORTS IN AMERICAN CULTURE AND SOCIETY.** 3
- HIS 555. WOMEN AND THE FAMILY: ANCIENT WORLD TO EARLY MODERN PERIOD.** 3
- HIS 556. THE OLD SOUTH.** 3
- HIS 557. THE NEW SOUTH.** 3
- HIS 558. HISTORY OF THE UNITED STATES PRESIDENCY.** 3
- HIS 560. ENGLISH HISTORY TO 1688.** 3
- HIS 561. ENGLISH HISTORY, 1688-Present.** 3
- HIS 562. CHINA AND JAPAN.** 3
- HIS 566. HISTORY OF RUSSIA.** 3
- HIS 568. LATIN AMERICAN HISTORY, PRE-EUROPEAN TO COLONIAL PERIOD.** 3
- HIS 569. LATIN AMERICAN HISTORY INDEPENDENCE TO MODERN PERIOD.** 3
- HIS 570. UNITED STATES DIPLOMATIC HISTORY.** 3
- HIS 571. THE ABC POWERS: HISTORY OF ARGENTINA, BRAZIL, AND CHILE.** 3
- HIS 572. HISTORY OF MEXICO TO THE PRESENT.** 3
- HIS 580. CONTEMPORARY WORLD, 1945-Present.** 3
- HIS 592. SPECIAL TOPICS IN HISTORY.** 1-6
- HIS 609. SEMINAR IN EUROPEAN HISTORY, ANCIENT WORLD TO 1300.**
Selected problems and historical sources of the period. 3
- HIS 611. SEMINAR IN EUROPEAN HISTORY, 1300-1648.** Selected problems and historical sources of the period. 3
- HIS 613. SEMINAR IN EUROPEAN HISTORY IN THE AGE OF ABSOLUTISM.**
Selected problems and historical sources of the period. 3
- HIS 617. SEMINAR IN EUROPEAN HISTORY IN THE NINETEENTH CENTURY.**
Selected problems and historical sources of the period. 3
- HIS 619. SEMINAR IN RECENT EUROPEAN HISTORY.** Selected problems and historical sources of the period. 3

- HIS 621. SEMINAR IN AMERICAN COLONIAL HISTORY.** Selected problems and historical sources of the period. 3
- HIS 623. SEMINAR IN UNITED STATES HISTORY, 1789-1850.** Selected problems and historical sources of the period. 3
- HIS 625. SEMINAR IN UNITED STATES HISTORY, 1850-1877.** Selected problems and historical sources of the period. 3
- HIS 627. SEMINAR IN UNITED STATES HISTORY, 1877-1917.** Selected problems and historical sources of the period. 3
- HIS 629. SEMINAR IN UNITED STATES HISTORY, 1917-1945.** Selected problems and historical sources of the period. 3
- HIS 630. SEMINAR IN UNITED STATES HISTORY, 1945-PRESENT.** Selected problems and historical sources of the period. 3
- HIS 631. SEMINAR IN MISSISSIPPI HISTORY.** Selected problems and historical sources. 3
- HIS 632. SEMINAR IN THE HISTORY OF THE MISSISSIPPI DELTA.** Examination of key historical developments in the Mississippi Delta through primary and secondary literature. 3
- HIS 633. SEMINAR IN LATIN AMERICAN HISTORY, NINETEENTH AND TWENTIETH CENTURIES.** Selected problems and historical sources of the period. 3
- HIS 689. INDIVIDUAL STUDIES.** 3
- HIS 690. THESIS.** 6
- HIS 710. ADVANCED STUDIES IN PRE-MODERN EUROPE.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 712. ADVANCED STUDIES IN EARLY MODERN EUROPE.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 718. ADVANCED STUDIES IN MODERN EUROPE.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 722. ADVANCED STUDIES IN U.S. HISTORY TO 1800.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 725. ADVANCED STUDIES IN NINETEENTH CENTURY U.S. HISTORY.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 728. ADVANCED STUDIES IN TWENTIETH CENTURY U.S. HISTORY.** Review and advanced study of content of the period and pedagogy for classroom teachers. 3
- HIS 799. ADVANCED INDEPENDENT STUDIES IN HISTORY.** Research and independent study in history and pedagogy for classroom teachers. 3 or 6.

Paralegal Studies

PLS 520. WORKERS' COMPENSATION. 3

Political Science

PSC 506. STATE AND LOCAL GOVERNMENT. 3

PSC 507. CRIMINAL LAW. A survey of applied substantive law evaluated within the canon of American legal thought. The course evaluates the most common criminal offenses, their application, and enforcement of local, state, and federal statutory law, and the relevant court decisions that sustain or modify statutory construction. 3

PSC 508. LEGISLATION. 3

PSC 514. GENDER IN A CROSS-CULTURAL PERSPECTIVE.

PSC 520. THE AMERICAN PRESIDENCY. 3

PSC 522. GOVERNMENT REGULATION OF BUSINESS. 3

PSC 526. PUBLIC OPINION AND PARTICIPATION. 3

PSC 531. CLASSICAL TO MEDIEVAL POLITICAL THEORY. 3

PSC 532. RENAISSANCE TO MODERN POLITICAL THOUGHT. 3

PSC 535. AMERICAN POLITICAL PARTIES AND POLITICS. 3

PSC 540. THE JUDICIAL PROCESS. 3

PSC 542. CIVIL RIGHTS LAW. 3

PSC 543. MEDIA LAW AND POLITICS. 3

PSC 544. CIVIL LIBERTIES AND CIVIL RIGHTS. 3

PSC 546. CONSTITUTIONAL LAW. 3

PSC 550. COMPARATIVE POLITICS. 3

PSC 551. POLITICS AND CHANGE. 3

PSC 552. DEMOCRATIC POLITICAL THOUGHT. 3

PSC 559. AGRICULTURAL LAW. 3

PSC 560. PRINCIPLES OF PUBLIC ADMINISTRATION. 3

PSC 562. AMERICAN POLITICAL THOUGHT. 3

PSC 563. ECONOMIC AND POLITICAL RATIONALITY. 3

PSC 570. INTERNATIONAL RELATIONS. 3

PSC 580. UNITED STATES FOREIGN POLICY. 3

PSC 592. SPECIAL TOPICS IN POLITICAL SCIENCE. 1-6

PSC 689. INDIVIDUAL STUDIES. 3

PSC 698. PRACTICUM IN POLITICAL SCIENCE. Supervised practicum in approved governmental or non-governmental agency. 3-6

PSC 699. THESIS. Prerequisite: **SSC 570.** 6

PSC 701. THE POLITICAL TRADITION IN THE ANCIENT WORLD. 3

PSC 707. EARLY MODERN POLITICAL THEORY. 3

PSC 711. MODERN POLITICAL THEORY. 3

PSC 715. THE CONSTITUTIONAL REPUBLIC. 3

PSC 717. THE CONSTITUTIONAL LAW. The study of the structures and relationships of federal and state governments, including federalism, interstate commerce, and taxation and spending. Emphasis is placed on the historical development of constitutional law in this area and the legal and political nature of the U.S. Supreme Court.

PSC 721. Survey of case law at the Supreme Court level beginning with a discussion of the law of slavery from the colonial era through the Civil War period. Special attention is paid to the civil rights struggle in Mississippi and the Delta 3

PSC 725. DEMOCRATIC THEORY, THE CITIZEN AND THE STATE. 3

PSC 729. PUBLIC POLICY. 3

PSC 731. CLASSICAL TO MEDIEVAL POLITICAL THEORY. A seminar in the major philosophical traditions from Anaxagoras to Aquinas with an emphasis on Greek and Roman thought. 3

PSC 732. RENAISSANCE TO MODERN POLITICAL THEORY. A seminar in the major philosophical traditions from Machiavelli to Rousseau with an emphasis on the British empirical tradition. 3

PSC 733. PUBLIC OPINION AND POLITICAL PARTICIPATION. An examination of the political role of the public's beliefs and preferences in theory and in practice. Among the topics covered are how public opinion is measured, its uses, conditioning effects of socio-economic factors, the manipulation of opinion and its effect on community development and voting. A semester project and written report is required. 3

PSC 737. RESEARCH DESIGN. 3

PSC 741. ADVANCED NATIONAL SEMINAR. 1-9

PSC 742. CIVIL RIGHTS LAW. A survey of U.S. Supreme Court rulings on civil rights law from the early republic to the present. Prerequisites: **PSC 731** or **732.** 3

PSC 744. CIVIL RIGHTS AND CIVIL LIBERTIES. The study of the constitutional law of civil liberties and civil rights. Emphasis will be placed on the Supreme Court's role in redefining constitutional interpretation with special focus on the origins and development of the Fourteenth Amendment. 3

PSC 746. CONSTITUTIONAL LAW. The study of the structure and relationship of federal and state governments, including federalism, interstate commerce, and taxation and spending. Emphasis is placed on the historical development of constitutional law and the legal and political nature of the U.S. Supreme Court. 3

PSC 763. ECONOMIC AND POLITICAL RATIONALITY. Students use both historical and analytical frameworks to explain the social intelligence that constitutes American liberal democracy. Emphasis is placed on the relationship between political and economic rationality, politics and markets, the tension between the public and private sectors, and the trade-offs between equality and efficiency. Prerequisites: PSC 731 or PSC 732. 3

PSC 764. SELECTED TOPICS IN PUBLIC POLICY. The theoretical and empirical dimensions of selected public policies, introduced through models of policy development with an examination of the relationships among policy makers, institutional actors, and their client groups. Prerequisites: PSC 431 or PSC 432. 3

PSC 778. INTERNATIONAL HUMAN RIGHTS. This course will examine the theoretical foundations of human rights, the evolution of legal instruments designed for their protection, and the significance of human rights in contemporary world events. Prerequisites: PSC 731 or PSC 732. 3

PSC 779. ADVANCED INTERNATIONAL RESEARCH. A seminar with extensive field experience in foreign travel. Study involves the political traditions, institutions, and behaviors of a selected foreign government, including interviews and meetings with governmental officials and indigenous scholars. Extensive daily journal entries and research papers are expected for this course. Prerequisites: PSC 731 or PSC 732. 3

PSC 780. TUTORIAL IN POLITICAL SCIENCE. 1-6

PSC 786. METHODS OF POLITICAL SCIENCE RESEARCH. Techniques of political research with emphasis on problem formulation, research designs, data collections, measurement, and analysis and interpretation of data. Prerequisites: PSC 431 and PSC 432. 3

PSC 789. DIRECTED INDIVIDUAL STUDY. 1-6

PSC 790. SPECIAL TOPICS IN POLITICAL SCIENCE. Current developments in Political Science. 1-9.

PSC 792. DIRECTED INDIVIDUAL STUDY IN POLITICAL SCIENCE. Current developments in political science. Prerequisites: PSC 731 and PSC 732. 3

PSC 793. DIRECTED INDIVIDUAL STUDY IN POLITICAL SCIENCE. Selected readings and field work in a specific problem in political science research. Prerequisites: PSC 731 or PSC 732. 3

PSC 797. SPECIAL PROBLEMS IN POLITICAL SCIENCE. Research in selected problems in political science. Prerequisites: PSC 731 or PSC 732. 3

PSC 799. RESEARCH/THESIS. 6

Social Science

SSC 569. QUANTITATIVE METHODS FOR THE SOCIAL SCIENCES. Prerequisite: Statistics course or permission of instructor. 3

SSC 570. METHODS OF SOCIAL RESEARCH Prerequisite: Statistics course or permission of instructor. 3

SSC 571. PHILOSOPHY OF THE SOCIAL SCIENCES. 3

SSC 592. SPECIAL TOPICS IN THE SOCIAL SCIENCES. 1-6

SSC 602. TRENDS IN THE TEACHING OF SOCIAL SCIENCES. Various methodological approaches to the teaching of social sciences. 3

SSC 669. QUANTITATIVE RESEARCH AND STATISTICS. Covers the use of quantitative methods of data collection and analysis for research in the social sciences. Includes descriptive and inferential statistics at the intermediate and advanced levels, and utilizes computer processing in research. 3

SSC 689. INDIVIDUAL STUDIES. 3

Sociology

SOC 500. CULTURAL DIVERSITY. 3

SOC 501. SOCIOLOGY OF THE FAMILY INSTITUTION. 3

SOC 503. SOCIAL PROBLEMS. 3

SOC 504. SCIENCE, TECHNOLOGY, AND SOCIETY. 3

SOC 509. AGING AND THE COMMUNITY. 3

SOC 510. SOCIAL PSYCHOLOGY. 3

SOC 511. SOCIAL ISSUES IN CONTEMPORARY CHINA. 3

SOC 514. GENDER IN A CROSS-CULTURAL PERSPECTIVE. 3

SOC 518. GROUP DYNAMICS. 3

SOC 520. SOCIOLOGY OF EDUCATION. 3

SOC 521. SUSTAINABLE DEVELOPMENT. 3

SOC 522. ENVIRONMENT AND SOCIETY. 3

SOC 523. EDUCATION AND PARTICIPATORY COMMUNITY DEVELOPMENT

SOC 526. THE DELTA IN GLOBAL CONTEXT. 3

SOC 527. SOCIOLOGY OF SPORT. 3

SOC 530. HUMAN ECOLOGY. 3

SOC 532. SOCIOLOGY OF GENDER: SOUTH ASIAN PERSPECTIVES. This course examines gender identity and gender relations in South Asia from sociological vantage points. The course also focuses on a comparative perspective in analyzing the changes and continuity in gender relations and gender roles in South Asia and U.S. 3

SOC 535. CRIMINOLOGY. 3

SOC 536. JUVENILE DELINQUENCY. 3

SOC 540. SOCIAL THEORY. 3

SOC 541. ORGANIZED CRIME. 3

SOC 546. ALCOHOL AND DRUG USE STUDIES. 3

SOC 550. RACIAL & CULTURAL MINORITIES. 3

SOC 553. MEDICAL SOCIOLOGY. 3

SOC 554. SOCIOLOGY OF THE MASS MEDIA. 3

SOC 556. RACE, CLASS AND GENDER. This course introduces students to the social constructs of class, race, and gender in everyday life. The course examines the ways in which opportunities, experiences, and social power within various institutions differ at the intersection of class, race and gender in the U.S. 3

SOC 560. SOCIAL STRATIFICATION. 3

SOC 565. SOCIOLOGY OF WORK. 3

SOC 567. SOCIOLOGY OF DEVELOPMENT. 3

SOC 568. GENDER AND DEVELOPMENT. This course engages in sociological analyses of central issues and processes surrounding the social, political and economic transformation of societies from gender-sensitive perspectives. It is based on the premise that development affects women and men, rural and urban people, rich and poor, differently. It adopts a comparative, historical, and global perspective in attempting to decipher a changing world and changing gendered views of the world. 3

SOC 570. CULTURAL ANTHROPOLOGY. 3

SOC 574. APPLIED RURAL SOCIOLOGY. 3

SOC 575. SOCIOLOGY OF COMMUNITY. 3

SOC 576. SOCIOLOGY OF RELIGION. 3

SOC 580. SOCIAL ORGANIZATION AND CHANGE. 3

SOC 582. WOMEN AND WORK. This course explores the changing nature and patterns of women's work in a variety of settings. Using sociological perspectives on gender and work, the course examines work experiences in formal as well as informal labor market. The course looks at both structural and interpersonal factors affecting economic inequality by gender. 3

SOC 585. POPULATION. 3

SOC 592. SPECIAL TOPICS IN SOCIOLOGY. 1-6

SOC 600. COMMUNITY DEVELOPMENT. An approach to community development from a multi-disciplinary perspective, examining intervention strategies. Needs assessment, self-help, technical assistance, participation, cooperation and conflict for change may be some of the strategies addressed. 3

SOC 601. ADVANCED GENERAL SOCIOLOGY. Expanded treatment of basic sociology concepts. 3

SOC 624. LEADERSHIP DEVELOPMENT. Approaches leadership development from a multi-disciplinary perspective and focuses on theory and practical concepts derived from the symbolic interactionism approach to understanding and changing human behavior. 3

SOC 670. THE SOCIOLOGY OF RURAL POVERTY. This seminar focuses on the history and current existence of poverty in the United States. Examines structural, economic, social, and political contributions to poverty. 3

SOC 689. INDIVIDUAL STUDIES. 3 or 6

SOC 698. PRACTICUM IN SOCIOLOGY. Supervised internship in an approved organization. 3-6

SOC 699. THESIS. Prerequisite: **SSC 570.** 6

SOC 700. COMMUNITY DEVELOPMENT. Approaches community development from a multi-disciplinary perspective using intervention strategies such as self-help of process approach, the technical assistant approach and instigating conflict to create change in a community. 3

SOC 701. SOCIOLOGY OF THE FAMILY. 3

SOC 703. SOCIAL PROBLEMS. Social problems in American society in light of conditions which have produced these problems. Particular emphasis placed on the study of sociological theories of social problems and remedial measure dealing with social problems. 3

SOC 705. HEALTH AND SOCIETY. 3

SOC 709. AGING AND THE COMMUNITY. Society's provisions for meeting the economic, physical, sociological, and psychological needs of aging persons. Limited volunteer experience. 3

SOC 710. SOCIAL PSYCHOLOGY. The ways in which individuals are influenced by others; self-esteem, attitudes, impression management, communication, and groups. 3

SOC 720. SOCIOLOGY OF EDUCATION. Sociological theory and research in education including the school as a social system, professionalization and career patterns of teacher, community value conflicts regarding education, social stratification and the schools, and education problems. 3

SOC 721. SUSTAINABLE DEVELOPMENT. This course introduces students to the field of sustainable development in theory and practice. Attention is given to the social, economic and ecological dimensions of social change and development. Local, national and international development strategies are investigated. 3

SOC 722. ENVIRONMENT AND SOCIETY. Introduces students to the sub-disciplines of environmental and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory. 3

SOC 724. LEADERSHIP DEVELOPMENT. Approaches leadership behavior from the multi-disciplinary perspective and focuses on theory and practical concepts derived from the symbolic interactionism approach to understanding and changing human behavior. 3

SOC 727. SOCIOLOGY OF SPORT. The examination of sport as a social institution that will include an analysis from the functionalist, conflict, and interactionist perspectives. 3

SOC 745. RESEARCH DESIGN. 3

SOC 750. RACIAL AND CULTURAL MINORITIES. Historical background of minority groups and their adjustment and function in society. 3

SOC 760. SOCIAL STRATIFICATION. Social class and its effect on human behavior. Emphasis on political change as a response to class consciousness. 3

SOC 785. METHODS IN POPULATION. 3

SOC 789. DIRECTED INDIVIDUAL STUDY. 1-6

SOC 790. SPECIAL TOPICS IN SOCIOLOGY. Research in selected problems. 1-9

DEPARTMENT OF SOCIAL WORK

SWO 500. HUMAN DIVERSITY. 3

SWO 503. THE CHILD AND THE COMMUNITY. Society's provisions for meeting the economic, physical, sociological, and psychological needs of children. Limited volunteer experience3

SWO 505. INTEGRATED HEALTH AND MENTAL HEALTH FOR THE HELPING PROFESSIONS. This course is an elective open to all disciplines. Major theories, strategies, and methods for integrating holistic practices into Western traditions in health and mental health will be examined. The focus will be on the promotion of wellness and the role of the helper in rural settings in health and mental health. 3

SWO 509. AGING AND THE COMMUNITY. 3

SWO 530. SOCIAL WELFARE POLICY ANALYSIS. 3

SWO 592. SPECIAL TOPICS IN SOCIAL WORK. 1-6

DEPARTMENT OF SPEECH AND HEARING SCIENCES

SHS 500. SPEECH AND HEARING SCIENCES. Recognition and management of children and adults with speech, language, and hearing disorders. 3

SHS 592. SPECIAL TOPICS IN AUDIOLOGY AND SPEECH PATHOLOGY. 1-6

SHS 551. SPEECH, LANGUAGE AND HEARING DISORDERS FOR TEACHERS. 3

College of Business

DIVISION OF ACCOUNTANCY, COMPUTER INFORMATION SYSTEMS AND FINANCE

Accountancy

ACC 600. MANAGERIAL ACCOUNTING. Analysis and interpretation of financial data; use of accounting information in managerial planning and decision making. 3

ACC 610. FINANCIAL ACCOUNTING—THEORY AND ANALYSIS. Pronouncements and concepts of financial accounting with emphasis on presentation and interpretation of financial statements. 3

ACC 620. FINANCIAL STATEMENTS—THEORY AND ANALYSIS. Corporate reporting concepts, auditors' report, financial statement analysis for managerial and external use, special reporting and analysis problems. 3

ACC 630. ADVANCED ACCOUNTING INFORMATION SYSTEMS. Analysis and design of information systems for management, including the distribution of economic information and the study of relationships among the design of internal controls, assessment of internal control effectiveness, and audit of internal controls in a computerized environment. 3

ACC 640. ADVANCED MANAGERIAL ACCOUNTING. An advanced study of approaches to management accounting, decision and control models, and planning and control under conditions of uncertainty. The analysis of conceptual and current issues, and the impact on development and practice of managerial and cost accounting. 3

ACC 650. FEDERAL TAXATION THEORY AND RESEARCH. Basics of tax theory and research, tax planning, locating and interpreting definitive tax authorities, mastering computer-assisted tax research, and communication of tax research findings. 3

ACC 655. FEDERAL ESTATE AND GIFT TAXATION. Unified estate and gift taxation, inclusions in the gross estates, lifetime transfers, emphasis on estate planning methods to minimize federal and state taxation. 3

ACC 676. ADVANCED AUDITING. Auditing standards for profit, government, and not-for-profit entities; Computer controls and computer use to enhance audit efficiency; Internal and operational audits. 3

ACC 677. FRAUD EXAMINATION. The study of risk and internal controls regarding deterrence, prevention and detection of fraud. Ethics, use of professional judgment and forensic investigation will also be discussed. Includes case studies and current events in accounting fraud. 3

ACC 688. ADVANCED HEALTHCARE ACCOUNTING. Advanced study of the principles and procedures used to account for hospitals, extended-care facilities, nursing homes, and other healthcare providers; current accounting-related issues applicable to the healthcare industry. 3

ACC 690. SPECIAL TOPICS IN ACCOUNTING. The study and research of principles and methods of accounting including topics in financial, managerial, governmental, not-for-profit, tax, and auditing. Prerequisite: Permission of the Instructor. 1-6

ACC 692. FIELD EXPERIENCE IN INTERNATIONAL BUSINESS. This course is a specially arranged, study-abroad field experience which provides intensive business exposure to a target country or region. Students will conduct hands-on research, visit and interact with the business community in the target country, and/or prepare written reports on international business topics. Course can be repeated for maximum of 6 semester hours credit. Prerequisite: Instructor's Permission Required. 3

ACC 693. COMMERCIAL LAW. Topics in law related to accountants and auditors; Federal regulation of business; State statutes affecting accounting for business activities; accountants risk and liability. 3

ACC 694. PROFESSIONAL ACCOUNTING EXAMINATION REVIEW I. An individually tailored course to review selected topics on two parts of the Certified Public Accountants (CPA) Examination, the Certified Management Accountants (CMA) Examination, or the Certified Internal Auditor (CIA) Examination. 3

ACC 695. PROFESSIONAL ACCOUNTING EXAMINATION REVIEW II. An individual tailored course to review selected topics on two parts of the Certified Public Accountants (CPA) Examination, the Certified Management Accountants (CMA) Examination, or the Certified Internal Auditor (CIA) Examination. 3

ACC 696. CPA REVIEW I. Audit and Taxation, Managerial, and Government/Not-For-Profit Accounting and Reporting. Selected topics on the Uniform Certified Public Accountants' Examination. 3

ACC 697. CPA REVIEW II. Law and professional responsibility and financial accounting and reporting. Selected topics on the Uniform Certified Public Accountants' Examination. 3

Computer Information Systems

CIS 544. INTERNET APPLICATIONS DEVELOPMENT. 3

CIS 550. DATABASE MANAGEMENT SYSTEMS. 3

CIS 551. PROGRAMMING PROJECT MANAGEMENT. 3

CIS 555. DATABASE PROJECT. 3

CIS 560. DATA COMMUNICATIONS. 3

CIS 567. LOCAL AREA NETWORK ADMINISTRATION. 3

CIS 592. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS. 1-6

CIS 595. SOFTWARE TOPICS. 1-3

CIS 600. MANAGEMENT INFORMATION SYSTEMS. The role of computers and communications technology as resources in the managerial planning and control process including personal, workgroup, and organizational information systems; TPS, MIS, and DSS; productivity software. 3

CIS 601. APPLIED DECISION SCIENCE. An MBA core course designed to help students understand and apply management science and statistical models in a dynamic, competitive decision making environment using microcomputer technology. Emphasis is on the use of information technology and formal models in support of managerial decision making. Models are developed and used in the functional areas of marketing, production and finance. These models are based upon principles from microeconomics, accounting/finance/control, operations, marketing and strategic planning/business policy. Prerequisites: MGT 555 or equivalent. 3

CIS 605. END-USER SYSTEM DEVELOPMENT. Developing software systems which can be used, tailored, and modified by end users; developing decision support systems; advanced techniques in microcomputer-based application software. 3

CIS 606. ENTERPRISE DATA WAREHOUSING. Development of knowledge and skills in data warehousing and data mining technologies required for solving complex problems of data and information management, information retrieval, and knowledge discovery facing modern organizations. 3

CIS 612. GLOBAL SUPPLY CHAIN MANAGEMENT. The conceptualization, design, and implementation of supply chains in dynamic global markets that strategically utilize information technologies to improve decision making regarding resources, logistics, procurement and supply contracting, product and process design, and revenue management, inventory and risk management. 3

CIS 615. MULTIMEDIA APPLICATIONS. Using multimedia technology and techniques for more effective presentations and organizational communication; computer mediated research and communication via the Internet. 3

CIS 618. BUSINESS INTELLIGENCE. The concepts, analysis techniques, data cubes, mining of corporate data warehouses, and manipulation of extracted information to enable effective data driven decision making for the formulation and execution of business strategies. 3

CIS 624 ENTERPRISE RESOSURCE MANAGEMENT. Introduction to enterprise resource planning (ERP) concepts, software, and practices; Data integration and redesign of processes in organizations including managing supply chains and customer relationships. 3

CIS 655. INFORMATION SYSTEMS DEVELOPMENT. Comprehensive information system development project, including evaluation of alternatives and design, development, and implementation of systems software. 3

CIS 690. SPECIAL PROBLEMS IN COMPUTER APPLICATIONS. Guided individual study in a computer applications area selected to meet the particular needs and interests of the student. Approval of Division Chair.

CIS 692. FIELD EXPERIENCE IN INTERNATIONAL BUSINESS. This course is a specially arranged, study-abroad field experience which provides intensive business exposure to a target country or region. Students will conduct hands-on research, visit and interact with the business community in the target country, and/or prepare written reports on international business topics. Course can be repeated for maximum of 6 semester hours credit. Prerequisite: Instructor's Permission Required. 3

Economics

ECO 507. U.S. ECONOMIC HISTORY. (See HIS 507). 3

ECO 550. INTERNATIONAL TRADE AND FINANCE. 3

ECO 560. ECONOMIC DEVELOPMENT. 3

ECO 611. INTERMEDIATE MICROECONOMIC THEORY. 3

ECO 612. MANAGERIAL ECONOMICS. Application of micro- and macro-economic theory to managerial policy decisions. Use of tools of economic analysis in optimizing the allocation of resources available to a firm. 3

ECO 623. PUBLIC FINANCE. 3

ECO 625. HEALTH CARE ECONOMICS. This course studies the demand and supply for health care and the allocation of health care resources. 3

ECO 650. MANAGING IN A GLOBAL ENVIRONMENT. An analysis of the global environment and its implications for managerial decision-making with an emphasis on gaining an understanding of the factors that lead to changes in the pattern of world production and trade, technology, the political-legal environment, exchange rates and trade policy; analyzing problems in a global sense. 3

ECO 652. BUSINESS CONDITIONS ANALYSIS. . 3

ECO 690. SPECIAL PROBLEMS IN ECONOMICS. Guided research of an important economic problem selected to meet the student's academic needs and professional interest. A written report is required. Prerequisite: ECO 612, approval of Division Chair. 1-6

ECO 692. FIELD EXPERIENCE IN INTERNATIONAL BUSINESS. This course is a specially arranged, study-abroad field experience which provides intensive business exposure to a target country or region. Students will conduct hands-on research, visit and interact with the business community in the target country, and/or prepare written reports on international business topics. Course can be repeated for maximum of 6 semester hours credit. Prerequisite: Instructor's Permission Required. 3

Finance

FIN 560. PERSONAL FINANCIAL PLANNING. 3

FIN 600. FINANCIAL MANAGEMENT. Financial principles and cases dealing with decision making at various levels in the financial line organization. 3

FIN 601. APPLIED DECISION SCIENCE. An MBA core course designed to help students understand and apply management science and statistical models in a dynamic, competitive decision making environment using microcomputer technology. Emphasis is on the use of information technology and formal models in support of managerial decision making. Models are developed and used in the functional areas of marketing, production and finance. These models are based upon principles from microeconomics, accounting/finance/control, operations, marketing and strategic planning/business policy. Prerequisites: MGT 555 or equivalent. 3

FIN 605. PROBLEMS IN CORPORATE FINANCE. Applications of financial theory to complex financial problems with emphasis on: the concept of financial market efficiency, financial analysis, financial forecasting, cost of capital, financial tactics and instruments. 3

FIN 621. FINANCIAL STATEMENT ANALYSIS. Financial statement analysis: Liquidity, profitability, financial stability, and utilization, interfirm comparisons, pros and cons of financial ratio analysis. 3

FIN 622. RISK MANAGEMENT. A study of utility functions to ascertain an individual's tolerance to risk and how the individual decisions might impact the firm; including analysis of catastrophic risk futures as issued by the CBOT and their function and efficiency in managing catastrophic losses faced by the insurance industry. 3

FIN 623. PUBLIC FINANCE. Federal budgeting practices and policies, intergovernmental fiscal relations, cost-benefit studies, economics of state and local governments. 3

FIN 625. TREASURY AND CREDIT MANAGEMENT. The issues and problems that pertain to the treasury function of a corporation, and the recognition and application of financial concepts and quantitative techniques to short-term financial problems. Students earning an "A" or "B" in this course will be eligible to sit for Certified Cash Manager (CCM) exam. 3

FIN 650. INVESTMENT ANALYSIS. Portfolio theory and techniques of managing risk using derivatives. 3

FIN 652. BUSINESS CONDITIONS ANALYSIS. The macroeconomic environment in which business firms must operate and foundations of governmental policy; the interpretation of economic trends and forecasting business conditions. 3

FIN 690. FINANCE: SPECIAL PROBLEMS. Guided individual research in current financial management problems selected to meet particular needs and interests of each student. Prerequisite: FIN 600. 1-6

FIN. 692. FIELD EXPERIENCE IN INTERNATIONAL BUSINESS. This course is a specially arranged, study-abroad field experience which provides intensive business exposure to a target country or region. Students will conduct hands-on research, visit and interact with the business community in the target country, and/or prepare written reports on international business topics. Course can be repeated for maximum of 6 semester hours credit. Prerequisite: Instructor's Permission Required. 3

Insurance and Real Estate

IRR 520. PROPERTY INSURANCE. 3

IRR 521. LIABILITY INSURANCE. 3

IRR 540. LIFE AND HEALTH INSURANCE. 3

IRR 551. REAL ESTATE BROKERAGE. 3

IRR 552. REAL ESTATE FINANCE. 3

IRR 553. REAL ESTATE APPRAISAL. 3

IRR 554. REAL ESTATE LAW. 3

IRR 622. RISK MANAGEMENT. A study of utility functions to ascertain an individual's tolerance to risk and how the individual decisions might impact the firm; including analysis of catastrophic risk futures as issued by the CBOT and their function and efficiency in managing catastrophic losses faced by the insurance industry. 3

DEPARTMENT OF COMMERCIAL AVIATION

CAV 592. SPECIAL TOPICS IN COMMERCIAL AVIATION. 1-6

CAV 605. METHODS OF RESEARCH AND STATISTICS. Development of library skills, analysis of types of research, investigation of research design, introduction to descriptive and inferential statistics. 3

CAV 610. ADVANCED HUMAN FACTORS IN AVIATION AND THE AEROSPACE INDUSTRY. The study of individual and group behavior and interaction in the aviation and aerospace industry. 3

CAV 620. AIRLINE MANAGEMENT. The study and research of principles and practices in airline management in a post de-regulation environment. 3

CAV 630. AVIATION'S REGULATORY ENVIRONMENT. Examination of federal, state, local, industry, and self-imposed regulations pertaining to the operation of general and commercial aviation. 3

CAV 640. AIRPORT PLANNING, DEVELOPMENT, AND OPERATION. Study of processes used in planning and design, development, operation, and funding of multiple classifications of airports. The relationship and interaction between owners, management, and tenants. Security, emergency services, and environmental concerns in daily operations. 3

CAV 650. FIXED BASE OPERATIONS. Examination of the aviation and nonaviation skills required for the successful operation of a fixed base operation in today's aviation environment. 3

CAV 660. ADVANCED AVIATION SAFETY. Safety considerations in the design and operation of aircraft and airports. The safety record of the aerospace industry, and the industry's response to public opinion. Understanding the cost of safety. 3

CAV 670. AIR CARGO AND LOGISTICS MANAGEMENT. Business practices of air cargo carriers and shippers, including economic and marketing aspects. 3

CAV 680. ADVANCED TRANSPORTATION SYSTEMS. A study of surface and air transportation modes and how they interact to enhance economic growth worldwide. 3

CAV 690. SPECIAL TOPICS IN AVIATION BUSINESS ADMINISTRATION. The election to perform a special, directed analysis and/or independent study in an area of particular interest. 3

CAV 698. INTERNSHIP. Supervised internship with an aviation/aerospace industry company, association or government agency. 3-6

DIVISION OF MANAGEMENT, MARKETING, AND BUSINESS ADMINISTRATION

Management

MGT 555. BUSINESS QUANTITATIVE SKILLS. Basic mathematic background in linear algebra and calculus necessary for an understanding of various quantitative aspects of organization planning, problem solving, and decision making. This prerequisite course does not count toward degree requirement. 3

MGT 600. MANAGEMENT PROBLEMS. Micro and macro examination of factors affecting behavior within organizations: motivation, leadership, interpersonal and group interaction, human resources, goal setting, communication, conflict management. 3

MGT 601. APPLIED DECISION SCIENCE. An MBA core course designed to help students understand and apply management science and statistical models in a dynamic, competitive decision making environment using microcomputer technology. Emphasis is on the use of information technology and formal models in support of managerial decision making. Models are developed and used in the functional areas of marketing, production and finance. These models are based upon principles from microeconomics; accounting/finance/control, operations, marketing and strategic planning/business policy. Prerequisites: MGT 555 or equivalent. 3

MGT 605. HUMAN RESOURCE MANAGEMENT. A survey course of the technical and legal aspects of human resources management and employment relations. Topics include human resources planning, recruitment, selection, job design, performance evaluation, training and development, compensation, labor relations, occupational safety and health, and evaluation of personnel. 3

MGT 610. ORGANIZATIONAL THEORY. Organizational design and structure and their relationship to organizational performance; innovation and change, corporate culture. Organization examined from a multiple paradigm perspective. 3

MGT 615. RESEARCH METHODS. Study of research process to include problem formulation, information sources, research design, design of data collection forms, sampling, data collection, analysis and interpretation of data, report writing and presentation of findings. 3

MGT 620. RECRUITMENT, SELECTION AND PERFORMANCE APPRAISAL. This course examines the characteristics and design of performance appraisal systems and development of effective systems for selecting, classifying and placing personnel. Topics include recruitment, job analysis, job design, validation, interviewing, placement, the design of performance appraisal systems, the strengths and weaknesses of different appraisal systems, understanding different appraisal techniques, guidelines for effective practice of performance appraisal in organizations, and program administration are covered. Legal impact on selection, placement, testing, appraisal, diversity, equal opportunity and affirmative action programs, and reporting requirements are examined. 3

MGT 625. PRODUCTION/OPERATIONS MANAGEMENT. Examination of the design, operation, and control of the operations function in business enterprises. Topics include forecasting, production planning and control, materials management, and quality control of the operations functions, applications of management science tools to analyze and control production methods and processes. 3

MGT 630. BUSINESS MODELING. Emphasis is on the use of information technology and formal models in support of managerial decision making. The use of decision support by formulating and developing a decision model, evaluating the effectiveness of computerized decision model of the business environment, and performing cost/benefit analysis on a microcomputer. 3

MGT 640. MANAGING IN A GLOBAL ENVIRONMENT. An analysis of the global environment and its implications for managerial decision making with an emphasis on gaining an understanding of the factors that lead to changes in the pattern of world production and trade, technology, the political-legal environment, exchange rates and trade policy; analyzing problems in a global sense. 3

MGT 650. HEALTH CARE LAW AND ETHICS. A study of the legal and regulatory environment related to healthcare law, including an introduction to the legal system, tort law, and liability of healthcare institutions for administrators or executives. Covers additional reimbursement programs, medical records, and confidentiality relevant topics such as fraud, antitrust, consent, federal reimbursement programs, medical records, and confidentiality with an analysis of relevant case law. 3

MGT 653. SURVEY OF LABOR MANAGEMENT RELATIONS. The origin, development, and growth of unions in the private and public sectors in the U.S.; the development of current labor law; the collective bargaining process and contract administration in private and public organizations. 3

MGT 655. WAGE AND SALARY ADMINISTRATION. This course examines the theory and practice compensation management and the effect of alternative wage and salary systems on employee performance. Topics include job analysis, job evaluation, determination of wage and salary structure, different systems of pay delivery, executive compensation, and the effective administration of compensation. 3

MGT 660. HUMAN RESOURCES LEGISLATION AND CURRENT ISSUES. Current legislation and issues in Human Resources Management. 3

MGT 670. HEALTH CARE MANAGEMENT AND POLICIES. This course provides students with an overview of concepts and issues related to healthcare management and policies which impact the health care industry. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, and the complexity of policy problems and the policy making process. 3

MGT 680. MANAGEMENT SCIENCE. A study of Management Science emphasizing deterministic and stochastic (uncertainty) models from applied management sciences: decision theory, simplex, transportation, and assignment models of linear programming models, waiting line models, PERT-CPM, inventory control, forecasting, game theory, integer programming, breakeven analysis, simulation, and network models. Prerequisite: Consent of Division Chair. 3

MGT 690. MANAGEMENT SPECIAL PROBLEMS. Application of management principles and research methods to the study of a special problem in management selected to meet the particular needs and interest of each individual student. Prerequisite: MGT 600 and consent of Division Chair. 1-6

MGT 692. FIELD EXPERIENCE IN INTERNATIONAL BUSINESS. This course is a specially arranged, study-abroad field experience which provides intensive business exposure to a target country or region. Students will conduct hands-on research, visit and interact with the business community in the target country, and/or prepare written reports on international business topics. Course can be repeated for maximum of 6 semester hours credit. Prerequisite: Instructor's Permission Required. 3

MGT 695. STRATEGIC PROJECT MANAGEMENT. An integrative approach to strategy formulation and decision making to achieve organizational objectives using cases analysis and projects. 3

Marketing

MKT 525. SERVICES MARKETING. 3

MKT 540. SPORTS MARKETING. 3

MKT 580. BUSINESS COUNSELING. 3

MKT 600. STRATEGIC MARKETING. Analytical approach to strategy formulation as it relates to marketing management and decision-making activities of business enterprises. Emphasis on product, price, distribution, promotional activities, and research approaches to improve marketing practice. 3

MKT 601. APPLIED DECISION SCIENCE. An MBA core course designed to help students understand and apply management science and statistical models in a dynamic, competitive decision making environment using microcomputer technology. Emphasis is on the use of information technology and formal models in support of managerial decision making. Models are developed and used in the functional areas of marketing, production and finance. These models are based upon principles from microeconomics, accounting/finance/control, operations, marketing and strategic planning/business policy. 3

MKT 615. RESEARCH METHODS. Study of research process to include problem formulation, information sources, research design, design of data collection forms, sampling, data collection, analysis and interpretation of data, report writing and presentation of findings. 3

MKT 620. ADVANCED CONSUMER BEHAVIOR. An analysis of Macro and Micro consumer behavior. Particular emphasis is placed on the consumer decision process in the market place. 3

MKT 690. MARKETING SPECIAL PROBLEMS. Individual study to involve an in depth analysis of the written report on a particular area of marketing selected to meet the needs and interest of each individual student. Prerequisite: MKT 600 or consent of the Division Chair. 1-6

General Business

GBA. 600. MANAGERIAL COMMUNICATIONS. Strengthening business management through effective written and nonwritten communication; emphasis on using appropriate form and content when composing a variety of business correspondents, reports, and presentations; developing and reinforcing domestic and multicultural verbal and nonverbal communication skills.

GBA 690. SPECIAL PROBLEMS IN BUSINESS. Guided individual study in an area of business selected to meet the particular needs and interest of the student. Prerequisite: consent of Division Chair. 1-6

INTEGRATED MASTER OF BUSINESS ADMINISTRATION PROGRAM

MBA 500. FINANCIAL ACCOUNTING AND MANAGERIAL FINANCE. Analysis of core concepts and tools of accounting and finance needed by managers. Topics are presented from a user perspective and include accumulating, reporting, interpreting financial accounting information for internal and external uses and techniques of financial analysis. 3

MBA 505. PRODUCTIVITY SOFTWARE FOR EXECUTIVES. Survey of micro-computer applications used by executives to facilitate management, control, and operations of organizations; emphasis on commonly used productivity software packages. 3

MBA 515. MANAGERIAL ACCOUNTING/FINANCE. Fundamentals of accumulating, reporting, and interpreting financial accounting information for internal and external uses. Principles of managerial finance designed to broaden the understanding and application of the theories and techniques of financial analysis. 3

MBA 525. MANAGEMENT THEORY/BUSINESS LAW. An analysis of managerial functions, concepts and practices within organizations directed toward an understanding of basic functions, concepts, practices, theories, principles, terminology, and methodology of management to learn skills and competencies and to apply these through the use of case analysis. An awareness of the interrelationship of law and business with emphasis on administrative procedures, antitrust analysis, consumer protection, securities law, and business ethics; to develop creative and strategic thinking in the rapidly changing business environment; a survey of the major legal considerations affecting managerial decision making. 3

MBA 535. ECONOMICS/MARKETING THEORY. An analysis of major concepts such as national income, monetary-fiscal policies, operations of the free-market economy marketing functions, concepts, and practices in managerial decision-making. 3

MBA 540. THEORY OF MANAGEMENT/STATISTICS FOR MANAGERS. An analysis of managerial functions, concepts, and practices within organizations, directed toward an understanding of basic functions, concepts, practices, theories, principles, terminology, and statistical concepts and techniques as applied to managerial decision making. 3

MBA 545. STATISTICS/INFORMATION SYSTEMS. Survey of microcomputer applications used by executives to facilitate management, control, and operations of organizations; emphasis on commonly used productivity software packages. An examination of statistical techniques as applied to managerial decision-making; data gathering, appropriate statistical terminology, and interpretation of results using computer programs. 3

MBA 550. THEORY OF ECONOMICS AND MARKETING. Major topics include national income, monetary-fiscal policies, operations of the free-market economy, and an analysis of marketing functions, concepts, and practices in managerial decision making. 3

MBA 570. LEGAL ENVIRONMENT OF BUSINESS. An awareness of the interrelationship of law and business with emphasis on administrative procedures, antitrust analysis, consumer protection, securities law, and business ethics; to develop creative and strategic thinking in the rapidly changing business environment; a survey of the major legal considerations affecting managerial decision making. Prerequisite: Undergraduate degree. 3

MBA 620. BUSINESS AND SOCIETY ETHICAL ISSUES/LEGAL ENVIRONMENT. The course objective is to develop an awareness of the appreciation for ethical values, human dignity, and social responsibility in business decision making with emphasis on the development of creative and strategic thinking in the rapidly changing business environment; a survey of the major legal considerations affecting managerial decision making. 3

College of Education

DIVISION OF COUNSELOR EDUCATION AND PSYCHOLOGY

Counselor Education

CED 570. CAREER EDUCATION. 3

CED 580. HUMAN RELATIONS TRAINING. 3 hours per semester not to exceed 6 hours.

CED 600. INTRODUCTION TO COUNSELING. An overview of historical foundations, the role and function of counselors, the counseling relationship, problems and issues, and specialty areas in counseling. Ethical standards, principals, theories, decision making models, and legal issues relevant to counseling will also be emphasized. Prerequisite or corequisite to every other counseling course. 3

CED 601. COUNSELING THEORY. An overview of major theoretical approaches. Attention is given to philosophical assumptions, key theoretical concepts and major techniques of each. 3

CED 602. ASSESSMENT TECHNIQUES IN COUNSELING. Principles of psychological assessment, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. Lab Fee required. 3

CED 604. PRE-PRACTICUM. Provides for the development of counseling skills under the supervision of faculty members. Course must be taken within the first 21 hours of the program. Students must pass this course and demonstrate minimum level of clinical counseling competency. Professional liability insurance is required prior to enrollment. Grade reported as Credit, No Credit, or In Progress. Prerequisites: CED 600, CED 601, CED 630, and corequisites CED 602 and CED 605. Lab fee required. 3

CED 605. GROUP COUNSELING. Introduction to the theory and practice of group counseling. Opportunities provided for participation in the facilitation of groups under supervision. 3

CED 606. CAREER DEVELOPMENT AND PLACEMENT. An introduction to the theories of career development and processes by which occupational/educational and personal/social information may be integrated for career placement and life planning. 3

CED 609. COUNSELING PRACTICUM. Supervised practicum experience in selected clinical mental health or school settings. Proof of professional liability insurance is required prior to enrollment. Prerequisite: CED 604. 3

CED 610. CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP. Supervised 600 hour internship in selected community settings. Students may register for 3 hours each of two consecutive semesters or for 6 hours in one semester. Professional liability insurance is required prior to enrollment. Prerequisite: CED 609 and permission of advisor. 3-6.

CED 616. SOCIAL AND CULTURAL FOUNDATIONS. A study of societal changes and trends in human roles, societal subgroups, and societal interaction patterns. 3

CED 617. FOUNDATIONS OF SCHOOL COUNSELING. Procedures and techniques of organizing and administering counseling services in elementary/secondary schools and in vocational education programs and the study and application of collaboration skills with the various individuals and subsystems encountered by the school counselor. 3

CED 619. SCHOOL COUNSELING INTERNSHIP. Supervised internship for one academic year in select educational settings. Students must register for 3 hours for two consecutive semesters. Professional liability insurance is required prior to enrollment. Prerequisite: CED 609 and permission of advisor. 3-6

CED 620. HUMAN GROWTH AND DEVELOPMENT. Advanced study of individual's development throughout the lifespan. Particular emphasis will be placed on current issues, multicultural comparisons and the typical and atypical sequence of development, and practical applications of developmental theory in work as a counselor. 3

CED 622. PLAY THERAPY. Study of play therapy as a counseling intervention for children in schools and community settings. Covers the history and theories of play therapy, play as it relates to child development, and techniques of play therapy. Prerequisites: CED 612. 3

CED 627. FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING. Overview of the history, philosophy, procedures and techniques of organizing and providing counseling services in clinical mental health settings. Course includes models, methods, ethical and professional issues, and challenges specific to the practice of clinical mental health counseling with diverse populations. 3

CED 630. COUNSELING SKILLS. Basic counseling skill development and conceptualization process. Attention given to establishing therapeutic relationships and prioritizing client problems/issues. Students will be expected to demonstrate proficiency in basic counseling competencies. 3

CED 635. METHODS OF COUNSELING RESEARCH AND STATISTICS. Orientation to research methods, statistical analysis, needs assessment, and program evaluation of counseling and counseling-related programs. Incorporates research design and relevant statistical methods used in conducting research and program evaluation. Addresses the use of research to inform evidence-based practice. Incorporates ethical and culturally relevant strategies for interpreting and reporting results of research. 3

CED 689. INDIVIDUAL STUDIES. 1-6

CED 690. THESIS. 6

CED 703. PSYCHODIAGNOSTICS IN COUNSELING. Psychological classification using DSM IV, developing treatment plans, working as a counselor in a managed care environment, and the use of psychotropic drugs in treatment of psychological disorders. 3

CED 705. ADVANCED GROUP. Advanced study of group theories and recent innovations in group counseling and group dynamics. Supervised experiences in selected settings. Prerequisite: CED 605 and permission of instructor. 3

CED 707. CONSULTATION AND COUNSELING OF DIVERSE POPULATIONS. Study and application of consultation theory. Attention given to the handicapped, substance abusers, juvenile delinquents, the culturally different, and other special populations. 3

CED 711. CRISIS INTERVENTION TECHNIQUES. Techniques for the application of counseling in crisis situations. 3

CED 712. COUNSELING CHILDREN AND ADOLESCENTS. Techniques for counseling children and adolescents in school and community settings. 3

CED 713. SEXUALITY ISSUES IN COUNSELING. Examines sexual development across the lifespan including physiological, psychological and sociocultural variables associated with various stages of development. Special emphasis will be placed on counseling issues related to sex and sexuality including sexual abuse, sexual development, sexual dysfunction, sexual orientation and sexual addictions. Prerequisite: Permission from course instructor. 3

CED 714. SUBSTANCE ABUSE COUNSELING. Study and application of theory and techniques of substance abuse and addictions counseling including assessment and treatment from an individual and systemic perspective. 3

CED 715. MARRIAGE AND FAMILY COUNSELING. Examination of theoretical approaches, assessment of family functioning, and intervention techniques in working with couples and families. Prerequisites: CED 600, 601, 604, and 605. 3

CED 716. INTRODUCTION TO COUNSELING FOR TEACHERS. Overview of the history, philosophy, procedures and techniques of organizing and providing counseling services in school settings. Course includes models, methods, ethical and professional issues, basic skills, and challenges specific to the practice of school counseling with a diverse population. Effective collaboration and positive systemic impact on the school climate is emphasized. 3

CED 717. ADVANCED SCHOOL COUNSELING. Design and implementation of effective, comprehensive school counseling programs in elementary and secondary settings; current research and theory; accountability, leadership, and collaboration; use of data in program development and evaluation; and best practice models in school counseling. Prerequisites: CED 617, 619. 3

CED 718. COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of spirituality, religiosity, and counseling, focusing on the impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: Full admission to CED program. 3

CED 758. ADVANCED COUNSELING PRACTICUM. Intensive supervised experiences with individuals and groups in an educational or clinical setting. Prerequisite: CED 604. 3-6

CED 770. SPECIAL TOPICS IN COUNSELING. Research and applied analysis of special topics related to counseling. 1-6 (May be repeated for a maximum of 6 hours credit)

CED 790/890. THEORIES OF COUNSELING SUPERVISION. Introduction to major models of clinical supervision of counselors; review of the supervisory relationship process; study of specific techniques and methods of supervision, and the procedural, ethical and legal responsibilities, and multicultural issues associated with supervision. Supervision of Pre-Practicum and/or Practicum students is required. Prerequisite: Permission of course instructor. 3

CED 801. ADVANCED COUNSELING THEORY. Overview of advanced theoretical models of counseling including techniques and interventions in school and community settings. Opportunities provided for demonstration and evaluation of students' counseling skills. Prerequisite: Must be admitted in the doctoral program. 3

CED 809. DOCTORAL PRACTICUM. 300 hour supervised advanced practice in a mental health or school setting incorporating new experience, conceptual knowledge, advanced counseling skills into the practice of training and supervising counselors. Prerequisites: Must be enrolled in the doctoral program, counselor education track; pre or co requisite CED 790. 3

CED 810. DOCTORAL INTERNSHIP. 600 hour supervised internship practice in clinical, teaching and supervision settings consonant with the functioning of a counselor educator and supervisor. Prerequisites: Successful completion of CED 790 and 809. 6

CED 870. ADVANCED SPECIAL TOPICS IN COUNSELING. Research and applied analysis of special topics related to counselor education. 3

Psychology

PSY 502. LEARNING AND COGNITION. 3

PSY 503. THEORIES OF PERSONALITY. 3

PSY 504. PSYCHOLOGY OF TESTS AND MEASUREMENTS. 3

PSY 505. PSYCHOLOGY OF ADOLESCENCE. 3

PSY 506. HISTORY OF PSYCHOLOGY. 3

PSY 515. CLINICAL PSYCHOLOGY. 3

PSY 592. SPECIAL TOPICS IN PSYCHOLOGY. 1-6

PSY 601. ADVANCED EXPERIMENTAL DESIGN. Design, analysis, and interpretation of research. Matching statistical analysis to experimental procedures. Prerequisites: 6 hours of statistics. 3

PSY 602. ADVANCED ABNORMAL PSYCHOLOGY. Advanced techniques and practice in differential diagnosis using the current system of classification. Understanding the person and identifying viable therapy plans within the various theoretical positions. 3

PSY 607. ADVANCED DEVELOPMENTAL PSYCHOLOGY. Life-span development emphasizing current issues, multicultural comparisons, and research methodology. Prerequisite: Developmental Psychology. 3

Educational Psychology

EPY 601. PSYCHOLOGY OF LEARNING. Study of the application of psychological principles to learning environments with special emphasis on the classroom.3

DIVISION OF TEACHER EDUCATION, LEADERSHIP, AND RESEARCH

EDUCATIONAL LEADERSHIP AND RESEARCH

Administration

AED 610. BASIC LEADERSHIP/MANAGEMENT SKILLS (TECHNOLOGY). A study of the skills and competencies required for effective leadership behavior and the basic organizational/technological management skills necessary for attaining specified organizational goals and outcomes. 3

AED 618. CURRICULUM THEORY DEVELOPMENT AND REVISION IN ELEMENTARY EDUCATION. Formation and revision of curriculum from early childhood through the eighth grade level with supporting theories. 3

AED 629. ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS. Secondary school with special emphasis on experimentation and research in the area of organization and administration. 3

AED 630. ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS. Elementary school with special emphasis on experimentation and research in area of organization and administration. 3

AED 632. SECONDARY SCHOOL CURRICULUM THEORY AND DEVELOPMENT. Modern procedures for curriculum development in grades 9-12. 3

AED 633. BASICS OF SCHOOL FINANCE AND FISCAL CONTROL I. Funding sources, distributions, and accounting for revenue, with emphasis on foundation programs and practical applications at the school level. 3

AED 634. THE PRINCIPALSHIP. The roles and responsibilities of the principalship in the P-12 school. 3

AED 636. PRACTICUM I IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The initial practicum experience focuses on supervision, instructional leadership, the assistant principalship, and principalship at the building level. Prerequisite: required administration courses in the master's level program (12 hours). Fee required. 3

AED 637. LEGAL STRUCTURES AND ISSUES IN SCHOOL ADMINISTRATION. A study of the interrelationships among federal, state and local governing structures that effect the decision and judgement parameters of operating a school district and the impact of emerging legal issues on future educational policies. 3

AED 638. BASIC PRINCIPLES OF EDUCATIONAL ADMINISTRATION. Administrative roles in educational organization at local, state, and federal levels. Educational administrative policies, purposes, legal framework, boards of control, and structure of organization, for the total school program. 3

AED 689. INDIVIDUAL STUDIES. 3

AED 690. THESIS. 6

AED 701. INTRODUCTION TO EDUCATIONAL LEADERSHIP. An overview of Leadership theories, models, and applications at the local, state, and federal levels. Among the included topics are organizational structure, policies, culture, and climate. 3

AED 702. THE ROLE OF THE PRINCIPAL. An in-depth study of the roles and responsibilities of the school building level leader in P-12 schools. 3

AED 704. RESOURCE MANAGEMENT. An in-depth study of personnel management, finance, and facilities at the local, state, and federal levels for the P-12 school leader. 3

AED 721. LEADERSHIP OF CONTINUOUS IMPROVEMENT. A comprehensive study of the change process and strategic planning required to facilitate an effective school community relationship that promotes a culture of continuous school improvement. 3

AED 725. DISTRICT LEVEL LEADERSHIP ROLES AND FUNCTIONS. A study of the various programs and roles, functions, and organizational structures of the school district office staff and the interrelating leadership skills employed in implementing instructional programs, state and federal programs, and the operational programs of the school district. 3

AED 730. EDUCATIONAL LEADERSHIP MODELS AND APPLICATIONS. An in-depth study of modern participative leadership models and their applications for change in leadership roles and organizational climate as trends for future leadership effectiveness in educational organizations. 3

AED 736. PRACTICUM II IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The second practicum experience focuses on the legal, financial, and regulatory aspects of the school district operation. Prerequisite: AED 636 and 6 hours of administration at the Specialist level. Fee required. 3

AED 737. PRACTICUM III IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The third practicum experience focuses on the assistant superintendency, the superintendency, school board relations, and community and public relation aspects of the school district operation. Fee required. 3

AED 739. SEMINAR IN EDUCATIONAL ADMINISTRATION. In-depth study of current administrative policies and procedures with interaction of advanced graduate students at the top management level of decision-making and policy formation. 3

AED 740. ISSUES AND CONCEPTS OF PERSONNEL MANAGEMENT. An in-depth study of personnel management areas to include policies, organizational structures, recruitment, selection, compensation, development, evaluation, reward structures, and termination. 3

AED 746. FACILITIES MANAGEMENT. Problems of building, maintenance, and daily operation of schools. 3

AED 750. ROLES AND FUNCTIONS OF THE SUPERINTENDENCY. A study of the techniques, leadership skills, and attitudes required for effective executive function. 3

AED 751. SCHOOL BUSINESS MANAGEMENT. Local, state and federal issues in school finance with emphasis on fiscal management at the district level. 3

AED 752. SUPERINTENDENTS' ACADEMY. Intensive preparation for individuals aspiring to the superintendency. District level administrative practices and procedures are examined. Students interact with noted professionals in the field. Admission by permission of the instructor. 3

AED 830. LEADERSHIP THEORY AND APPLICATION. An in-depth study of current leadership theory, models, and practices and their relationship to leadership roles and responsibilities. 3

Educational Administration and Supervision

EDL 601. FOUNDATIONS I: INSTRUCTIONAL LEADERSHIP. This course establishes the foundation for the program participant's vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the *Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning* program anchors are presented. 3

EDL 602. FOUNDATIONS II: INSTRUCTIONAL LEADERSHIP. This course develops the program candidate's instructional leadership skills for (1) understanding and analyzing effective teaching/learning behavior as applied in a specific teaching situation, (2) using and interpreting data to improve teaching and learning, (3) demonstrating knowledge of school law, district policy and procedures, and its relationship to educational decisions, and (4) understanding the diversity issues in a multicultural school and community. 3

EDL 603. FOUNDATIONS III: INSTRUCTIONAL LEADERSHIP. This course furthers the development of the instructional leadership knowledge and skills in the areas of: 1) using the clinical supervision cycle to assess teaching and learning; 2) the ability to collect, analyze, interpret, apply, and evaluate data for continuous improvement; and 3) assessing, planning, and understanding the principles of quality professional development and systems that promote efficient practices in the management of people, processes, and resources to improve student achievement. 3

EDL 620. LEADERSHIP PRACTICES I. Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. 3

EDL 624. LEADERSHIP PRACTICES II. Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. 3

EDL 628. LEADERSHIP PRACTICES III. Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. 3

EDL 640. ORGANIZATIONAL AND SCHOOL ISSUES I. This course is intended to provide the candidates with the opportunity to develop and conduct a capstone project that effectively expands the knowledge and understanding of one or more complex issues facing educational leaders. Through the capstone project experience, each candidate will tie together the major leadership program development areas: curriculum, instruction, and assessment; continuous improvement and culture for learning; and leading operations for learning. An exit portfolio will provide clear and convincing evidence of growth in meeting program standards supported by narratives, artifacts, and other assessment measures. 3

EDL 650. ELEMENTARY SCHOOL LEADERSHIP FIELD EXPERIENCE. Supervised administrative internship for twelve weeks (full-time) in an assigned elementary school with a trained principal-mentor. 3

EDL 652. MIDDLE SCHOOL LEADERSHIP FIELD EXPERIENCE. Supervised administrative internship for twelve weeks (full-time) in an assigned middle school with a trained principal-mentor. Fee required. 4

EDL 654. HIGH SCHOOL LEADERSHIP FIELD EXPERIENCE. Supervised administrative internship for twelve weeks (full time) in an assigned high school with a trained principal-mentor. 3

EDL 740. SCHOOL AND COMMUNITY ISSUES I. Exploration of legal issues, compliance, and regulatory controls relating to the school and community. Prerequisites: Must meet admission criteria for the Educational Specialist in Administration and Supervision program and be approved by the Cohort Program Coordinator and Educational Specialist Program Coordinator. 3

EDL 745. SCHOOL AND COMMUNITY ISSUES II. Integration of instructional, organizational, school improvement, and community elements in providing for a healthy and safe educational environment. Prerequisites: Must meet admission criteria for the Educational Specialist Program Coordinator. 3

EDL 755. DISTRICT LEVEL LEADERSHIP FIELD EXPERIENCE. Supervised administrative internship in an assigned school district central office with a trained mentor. A central office project is completed in the area of the superintendency, public relations, community relations, curriculum, personnel, school board relations, or other aspects of the district office. Prerequisites: Must meet admission criteria for the Educational Specialist in Administration and Supervision program and be approved by the Cohort Program Coordinator and Educational Specialist Program Coordinator. 3

Adult Education

CAD 502. METHODS AND TECHNIQUES OF VOCATIONAL EDUCATION. 3

CAD 592. SPECIAL TOPICS. 1-6

CAD 601. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. Review of historical foundations of vocational education and a study of the philosophical background. 3

CAD 770. INTRODUCTION TO ADULT EDUCATION. Emphasis on history, philosophy, objectives, program development, trends, and societal characteristics for the adult learner. 3

CAD 771. PSYCHOLOGY OF THE ADULT LEARNER. Characteristics of adult learners; social, economic, emotional, and physical factors that influence learning; theories of learning and of teaching. 3

CAD 772. METHODOLOGY IN ADULT EDUCATION. Course objectives, methods, materials, and evaluation procedures appropriate for adult students; demonstration and observation of adult teaching. 3

CAD 775. ADMINISTRATION OF CONTINUING EDUCATION. Duties and responsibilities of director of continuing education; competencies necessary for leadership in organizing, administering, supervising, and evaluating continuing education. Prerequisites: AED 638. 3

Research

ELR 605. METHODS OF EDUCATIONAL RESEARCH AND STATISTICS. Development of library skills, analysis of types of research, investigation of research design; introduction to descriptive and inferential statistics. 3

ELR 701. EDUCATIONAL RESEARCH FOR THE ELEMENTARY EDUCATOR. This course provides an examination of research methodology, research designs and related data analysis procedures, research evaluation, and planning for research investigations. Prerequisite: ELR 605. 3

ELR 702. EDUCATIONAL RESEARCH DESIGN. This course will provide detailed examination of types of research design as well as the statistical procedures associated with each. It will be a continuation of ELR 605. 3

ELR 789. ACTION OR FIELD RESEARCH IN MAJOR DISCIPLINE. Investigation and reporting of some significant problem encountered by the individual using professional research and reporting skills. Prerequisite: ELR 702. 3

ELR 804. STATISTICS FOR EDUCATIONAL RESEARCH. Application, computation and interpretation of correlation and test of significance techniques. 3

ELR 805. EDUCATIONAL RESEARCH WRITING. This course focuses on advanced analysis and evaluation of current research studies and writing research proposals. Prerequisites: ELR 702 and full admission to the doctoral program. Corequisite or prerequisite: ELR 804. 3

ELR 888. DISSERTATION SEMINAR. Discussion of dissertation topics and designs; problems occurring during the dissertation process. 3

ELR 890. DISSERTATION. 3-9

Supervision

SUP 631. SUPERVISION OF INSTRUCTION. Theories, principles, and practice of school supervision in grades K-12. Prerequisite: AED 610. 3

SUP 633. PERSONNEL APPRAISAL/EVALUATION SYSTEMS. Analysis of the integral components necessary for achieving the outcomes desired from an appraisal and or personnel evaluation system, with the learner emphasis directed toward the effective leadership behaviors and skills required to effectively manage such systems. Prerequisite: AED 638. 3

SUP 634. SUPERVISION OF STUDENT TEACHING. Demands upon student teachers and supervisors with a formal analysis of research and varied programs. 3

SUP 635. SUPERVISION OF SCHOOL SERVICES AND SPECIAL ACTIVITIES. Problems as related to the principal in supervising guidance programs, media services and other co-curricular activities. 3

SUP 636. PRACTICUM IN SUPERVISION. An advanced seminar in supervisory services and current problems from a central office viewpoint. Prerequisite: 12 hours of administration or supervision courses at the master's level. 3

SUP 689. INDIVIDUAL STUDIES. 3

SUP 690. THESIS. 6

SUP 731. SUPERVISION ROLES IN INSTRUCTION. A study of the roles and functions of the educational leader in the development and implementation of curriculum and instruction programs. 3

SUP 831. SUPERVISORY TECHNIQUES. Analysis and application of techniques for guiding instructional delivery and improvement, including supervising the teaching processes, planning for student outcomes and evaluating observed teaching. 3

TEACHER EDUCATION

Curriculum

CUR/CEL 550. WHOLE SCHOOLS INSTITUTE: INTEGRATING FINE ARTS INTO THE CURRICULUM. 3

CUR 558. DELTA AREA WRITING PROJECT: TEACHING WRITING ACROSS THE CURRICULUM. Theoretical base, strategies, and approaches for incorporating the teaching of writing in all disciplines. Development of participants' own writing and hands on practice with teaching strategies. Admission by permission of instructor. 6

CUR 592. SPECIAL TOPICS IN CURRICULUM. 1-6

CUR 608. HISTORICAL FOUNDATIONS OF EDUCATIONAL THOUGHT AND CURRICULUM METHODOLOGY. Cultural, historical and philosophical background in educational thought to include curriculum methods. 3

CUR 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. 3

CUR/CEL 612. DEVELOPMENT, ASSESSMENT AND EVALUATION. A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. 3

CUR/CEL 649. TEACH MISSISSIPPI INSTITUTE INTERNSHIP: DIMENSIONS OF LEARNING. Supervised internship. Emphases will include applying educational principles and theories to field experiences; understanding the link between theory and practice; and exploring current issues in education. Prerequisites: CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. 3

CUR/CEL 650. DIMENSIONS OF LEARNING/INTERNSHIP. Supervised Internship. Emphases will include applying educational principles and theories to field experiences, understanding the link between theory and practice, and exploring current issues in education. Prerequisites: CUR 611; CEL/CUR 612; CSP 546; CEL/CSD 614. 3

CUR 682. TEACHING ART IN SECONDARY SCHOOLS. Issues related primarily to comprehensive curriculum design and assessment for the art teacher; also advocacy and professionalism. 3

CUR 701. PHILOSOPHY OF EDUCATION. Various education philosophies and their application to modern practice. 3

CUR 703. DYNAMIC LEADERSHIP FOR CURRICULUM AND ASSESSMENT. This course will include current research and theory of effective teaching and learning as they relate to curriculum and instruction in P-12 schools. Also included will be effective analysis of student assessment and other types of data as related to decision making for P-12 school leaders. 3

CUR 712. ASSESSMENT AND DATA ANALYSIS. In-depth study of appropriate assessment procedures for measuring learning and interpretation of assessment results. 3

CUR 812. COMPREHENSIVE ASSESSMENT AND DATA ANALYSIS. Advanced in-depth study of appropriate assessment procedures for measuring learning, interpretation of assessment results, and decision making based on data interpretation. 3

CUR 819. CURRICULUM CONSTRUCTION AND COORDINATION. The development, analysis and evaluation of curriculum elements and processes with emphasis on the implications for individuals, the schools, and the community. 3

CUR 820. PRACTICUM IN HIGHER EDUCATION. Practical field experiences involving personnel in community or senior colleges and business/industry. 3

CUR 832. TAXONOMY, IMPLEMENTATION AND MEASUREMENT OF EDUCATIONAL OBJECTIVES. Skills essential for curriculum implementation, evaluation and revision. 3

CUR 833. PRACTICUM IN CURRICULUM AND SUPERVISION. Field experiences in curriculum design and supervision.

CUR 834. DOCTORAL SEMINAR. Professional seminar focusing on technology; professional ethics; presentation and publication; communication; and analysis of political and cultural environments. 3

CUR 853. TEACHING IN HIGHER EDUCATION. Theory and practice relevant to the teaching of traditional and nontraditional college students. 3

Elementary Education

CEL/CUR 550. WHOLE SCHOOLS INSTITUTE: INTEGRATING FINE ARTS INTO THE CURRICULUM. Exploration of theory and practice for integrating the fine arts in the whole school curriculum. Hands on experiences. Admission by permission of instructor. 3

CEL 565. PROBLEM AREAS IN ELEMENTARY EDUCATION. 1-6

CEL 610. EFFECTIVE INSTRUCTION IN THE ELEMENTARY SCHOOL. A study of the characteristics of effective teaching in the elementary school with emphasis on research and literature in the field. 3

CEL 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. 3

CEL/CUR 612. DEVELOPMENT, ASSESSMENT AND EVALUATION. A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. 3

CEL 613. COMMUNICATIVE ARTS. Enlargement of basic language arts instruction with emphasis on all communicative media. Linguistics and creative language expression stressed as essentials to rhetoric. 3

CEL 614. METHODS OF INSTRUCTION IN ELEMENTARY SCHOOLS. A study of the characteristics of effective teaching in the elementary school with emphasis on current research and literature in the field. 3

CEL 617. SOCIAL STUDIES IN ELEMENTARY EDUCATION. Current practices and procedures for teaching social studies in the elementary school. Emphasis placed on unit organization as a basic instructional procedure. 3

CEL 618. CURRICULUM THEORY DEVELOPMENT AND REVISION IN ELEMENTARY EDUCATION. Formation and revision of curriculum from early childhood through the eighth grade level with supporting theories. 3

CEL 620. FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION. Identification and analysis of various aspects of early childhood education including theories, instructional practices and developmental stages. Major emphasis on current research. 3

CEL 621. EDUCATION IN THE INTERMEDIATE GRADES. Analysis of various aspects of education for children in grades four through eight. Discussed will be theories, instructional strategies, and developmental stages. 3

CEL 625. ISSUES IN ELEMENTARY EDUCATION. Analysis of various current topics in elementary education. Emphasis on current research in field. 3

CEL 630. PRACTICUM IN ELEMENTARY EDUCATION. Analysis of problems in elementary education from a classroom perspective. 3

CEL/CUR 649. TEACH MISSISSIPPI INSTITUTE INTERNSHIP: DIMENSIONS OF LEARNING. Supervised internship. Emphases will include applying educational principles and theories to field experiences; understanding the link between theory and practice; and exploring current issues in education. Prerequisites: CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. 3

CEL/CUR 650. DIMENSIONS OF LEARNING/INTERNSHIP. Supervised Internship. Emphases will include applying educational principles and theories to field experiences, understanding the link between theory and practice, and exploring current issues in education. Prerequisites: CEL/CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. 3

CEL 665. SPECIAL TOPICS IN ELEMENTARY EDUCATION. Study of selected topics central to the needs of majors in elementary education. Prerequisite for major field elective; consent of advisor and division chairman. May be taken for a maximum of 6 hours credit. 1-6

CEL 689. INDIVIDUAL STUDIES. 3

CEL 690. THESIS. 6

CEL 705. PRACTICUM IN EARLY CHILDHOOD EDUCATION (K-3). Emphasis on dealing with children in an early childhood setting. Development of inservice activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6

CEL 706. PRACTICUM IN UPPER ELEMENTARY/MIDDLE SCHOOL (4-8). Emphasis on dealing with children in an upper elementary/middle school setting. Development of inservice activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6

CEL 711/811. INSTRUCTIONAL STRATEGIES IN ELEMENTARY EDUCATION. In depth study of major instructional approaches and operational demands. 3

CEL 712/812. LEADERSHIP ROLES IN ELEMENTARY EDUCATION. Study and identification of leadership roles in elementary education for teachers, supervisors, administrators and special personnel. 3

CEL 789. ACTION OR FIELD RESEARCH. Investigation and reporting of some significant problem encountered by the individual using professional research and reporting skills. 3

CEL 790. THESIS. 6

CEL 810. INNOVATIONS IN ELEMENTARY SCHOOLS. Vital trends and issues affecting elementary school programs. 3

Media-Library Science

CML 509. TECHNOLOGY IN EDUCATION. Utilization of the computer and other media services in instruction. Techniques and methods of application in school settings are emphasized. 3

CML 532. CHILDREN'S LITERATURE. Emphasis on the importance of books, electronic text, and reading in the life of young children. This course will address how children's literature, including multicultural works, should be incorporated into the 4-8 reading program. 3

CML 801. EDUCATIONAL TECHNOLOGY: THE COMPUTER AND MEDIA SERVICE. Utilization of the computer and other media services in instruction and supervision. Techniques and methods of coordinating these services in the school district. 3

Reading

CRD 505. ISSUES AND TRENDS IN TEACHING READING. 3

CRD 622. FUNDAMENTALS OF TEACHING READING. Basic skills in teaching reading from grades 1-12; techniques, methods, and materials in a complete reading program. 3

CRD 624. LITERACY INSTRUCTION IN THE ELEMENTARY SCHOOL. Selection and use of materials and teaching strategies for systematic reading and writing instruction utilizing the essential elements of reading, specific to phonemic awareness, phonics, vocabulary, fluency, and comprehension in grades 1-6; study of appropriate instructional strategies for diverse learners; selection and use of materials and instructional strategies for teaching reading and writing in the content areas. 3

CRD 626. ANALYSIS AND CORRECTION OF READING DIFFICULTIES. Examination of a variety of diagnostic instruments useful for planning remedial instruction; practice in administration of instruments and interpretation of results; study of appropriate remediation procedures based upon diagnosis. Prerequisites: CRD 622; CRD 624; CRD 625 or consent of instructor. 3

CRD 627. READING PRACTICUM. Laboratory experience with students under supervision. Prerequisites: CRD 622; CRD 624 or CRD 625; CRD 626 or permission of instructor. 3

CRD 628. READING AND WRITING ACROSS THE CURRICULUM. Study of current theory and knowledge about reading and written communication. The course will integrate knowledge and practice to increase understanding of various methods for the use of reading and writing skills across the curriculum. 3

CRD 630. PSYCHOLOGY OF READING. Psychological bases for reading abilities and difficulties; selection of methods according to the nature of the individual child. 3

CRD 632. ADVANCED DIAGNOSIS. Examination and evaluation of assessment instruments used in the area of diagnosis; study of levels of diagnosis appropriate for classroom and clinic. Prerequisites: CRD 626; CRD 627 or permission of instructor. 3

CRD 689. INDIVIDUAL STUDIES. 3

Secondary Education

CSD 527. TRENDS IN SECONDARY CURRICULUM DEVELOPMENT. 1-6

CSD 614. METHODS OF INSTRUCTION IN SECONDARY SCHOOLS. A study of characteristics of effective teaching in the secondary school with emphasis on current research and literature in the field. 3

CSD 632. SECONDARY SCHOOL CURRICULUM THEORY, PLANNING, ORGANIZATION AND DEVELOPMENT. Utilization of current educational theory to develop and implement curriculum planning in grades 7-12. 3

CSD 689. INDIVIDUAL STUDIES. 3

CSD 711. STRATEGIES IN TEACHING SECONDARY EDUCATION. Intensive study and analysis of current major instructional approaches and operational demands used in secondary education. Emphasis on the development, advantages, limitations, and practical consideration of each strategy. 3

CSD 736. PRACTICUM IN SECONDARY EDUCATION. Supervised practical experiences designed to facilitate the development of teaching competencies. 3

CSD 790. THESIS IN MAJOR DISCIPLINE. 6

Special Education

CSP 545. SPECIAL EDUCATION ASSESSMENT. Assessment strategies and instruments, both formal and informal, used in special education. Requires a field-based component. 3

CSP 546. ADVANCED SURVEY OF EXCEPTIONAL CHILDREN. Discussion, study, and research of issues in special education: legislation, legal mandates, policies and procedures, characteristics and identification, and service delivery. For non-majors only; Special Education M.Ed. candidates are to take CSP 646. 3

CSP 547. INTERNSHIP IN SPECIAL EDUCATION. Supervised internship in special education for majors who do not hold an undergraduate degree in education with student teaching. Credit/noncredit course. 3

CSP 550. PROGRAMMING FOR INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES. Diagnosis and programming for individuals with severe multiple disabilities, as well as individuals with specialized health care needs, assistive technology needs, and/or special communication needs. 3

CSP 583. DEVELOPMENTAL DISABILITIES. Educational, community planning and service delivery for individuals with developmental disabilities including governmental, social service, mental health and educational services. 3

CSP 584. LEARNING DISABILITIES. Issues in the education of individuals with exceptional learning needs. 3

CSP 585. EMOTIONAL DISABILITIES. Educational and community based services for individuals with emotional/behavioral disorders. 3

CSP 616. BEHAVIORAL MANAGEMENT. Systems of behavior management for school and community. 3

CSP 640. EDUCATION OF YOUNG CHILDREN WITH EXCEPTIONAL LEARNING NEEDS. Assessment techniques, preparation of materials and development of individualized educational programs appropriate to the learning style of the preschool child with exceptional learning needs. 3

CSP 643. PROGRAMMING FOR ADOLESCENTS WITH MILD/MODERATE EXCEPTIONAL LEARNING NEEDS. A study of instructional strategies, service delivery systems, transition issues, and alternative procedures in programming for adolescent students with mild/moderate exceptional learning needs. Requires a field-based practicum. 3

CSP 647. ACTION RESEARCH IN SPECIAL EDUCATION. Supervised interaction with individuals with exceptional learning needs. Includes candidate self evaluation and research based field study. Prerequisite: Undergraduate degree in education with student teaching. 3

CSP 648. PARENT-TEACHER-STUDENT RELATIONSHIPS IN SPECIAL EDUCATION. A study of parent involvement in special education with emphasis on conferencing, counseling and training parents/guardians to meet their child's individual needs. 3

CSP 649. SPECIAL TOPICS IN THE STUDY OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. Special topics relevant to the study of individuals with exceptional learning needs. This course is used for specific special topics. The designated topic is listed in the course bulletin when offered. 3

CSP 651. FOUNDATIONS OF SPECIAL EDUCATION IN INCLUSIVE SETTINGS. Discussion, study, and research of issues in special education: legislation, legal mandates, policies and procedures, characteristics and identification, and service delivery. Provides overview of the field of special education for those seeking a Master of Education in Special Education. For M.Ed. candidates in special education only. 3

CSP 672. FUNDAMENTALS OF EFFECTIVE TEACHING IN SPECIAL EDUCATION. This course is designed for graduate candidates without undergraduate training in education. It will introduce the candidates to writing lesson plans, Bloom's taxonomy, stages of learning, knowledge forms, learning style and accommodation and modification of teaching for individuals with exceptional learning needs. 3

CSP 674. ADVANCED INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION. This course is designed for graduate candidates with undergraduate training in education. It will introduce candidates to advanced concepts on lesson planning, curriculum development, IEP development, taxonomies of learning, stages of learning, knowledge forms, learning style and accommodation and modification of teaching of individuals with exceptional learning needs. 3

CSP 686. EDUCATION OF INDIVIDUALS WITH MILD/MODERATE EXCEPTIONAL LEARNING NEEDS. Planning and implementation of effective instructional strategies for elementary aged students with mild/moderate exceptional learning needs. Requires a field-based practicum.. 3

CSP 689. INDIVIDUAL STUDIES. 3

CSP 690. THESIS. 6

DIVISION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Health Education Interest Area

HSE 539. SCHOOL HEALTH INSTRUCTION. 3

HSE 549. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. 3

HSE 560. DRUG USE AND ABUSE. 3

HSE 626. TRENDS AND ISSUES IN HEALTH EDUCATION. Recognition, discussion, systematic analysis and solutions of controversial issues and problems in health education. 3

HSE 636. ADVANCED PHYSIOLOGY OF EXERCISE. Physiological effects of activity on human body with special emphasis on research and practical applications to athletics and physical education. 3

HSE 637. MOTOR LEARNING AND HUMAN PERFORMANCE. Nature, problems, instruction, and guidance of motor learning. Application of mechanical principle to development of motor skills. 3

HSE 740. CONTEMPORARY PROBLEMS IN HEALTH. Current personal, community, and world health problems, through critical analysis of literature and research. 3

Physical Education and Recreation, and Sports Administration Interest Areas

PER 531. ADMINISTRATION OF RECREATION IN PRIVATE SECTORS. 3

PER 533. COMMUNITY CENTERS AND PLAYGROUNDS. 3

PER 535. RECREATION SEMINAR. 3

PER 542. PHILOSOPHY AND PSYCHOLOGY OF COACHING. 3

PER 544. SPORTS IN AMERICAN CULTURE AND SOCIETY. 3

PER 545. OUTDOOR EDUCATION IN RECREATION. 3

PER 550. PRINCIPLES OF BODY CONDITIONING. 2

PER 560. EXERCISE TESTING. 3

PER 561. EXERCISE PRESCRIPTION. 3

PER 566. STRENGTH AND CONDITIONING PROGRAM DESIGN. A study of the anatomical, physiological, biomechanical, musculoskeletal, and neuromuscular concepts and application of these concepts in the design of training programs for performance, rehabilitation, and fitness. 3

PER 570. SPORTS ADMINISTRATION. 3

PER 571. SPORTS MANAGEMENT. 3

PER 585. IMPROVEMENT OF ELEMENTARY SCHOOL PHYSICAL EDUCATION. 3

PER 601. ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION. Policies and procedures of administration on the secondary and collegiate levels. Special emphasis on construction and care of facilities, equipment, and personnel. 3

PER 602. RISK MANAGEMENT IN SPORTS. A study of the physical and financial risk strategies involved in the management of sports facilities and sporting events. Preparation of event management plans focusing on risk, liability, crowd and participant control and the fiscal considerations of sports facilities and sporting events. 3

PER 611. CURRENT LITERATURE AND TRENDS IN PHYSICAL EDUCATION. Literature in physical education, including all major periodicals and books, special emphasis on new trends, concepts, and direction of the profession. 3

PER 617. ORGANIZATION AND SUPERVISION OF RECREATIONAL SERVICES. Organization and supervision of recreational programs, marketing of recreational services, selection and supervision of staff, equipment, activities and preparation and administration of budgets. 3

PER 622. PHYSICAL EDUCATION FOR THE EXCEPTIONAL INDIVIDUAL. Physical diagnosis, adapted and corrective exercises. Nature of certain mental, emotional, and physical handicaps and physical education program best adapted to each type. 3

PER 638. BIOMECHANICS. Scientific principles of physics, mathematics, anatomy, and physiology as employed in the detailed analysis of sports skills. 3

PER 670. FACILITIES AND EVENT MANAGEMENT. A study of the principles and practices of planning, funding, managing, and maintaining facilities associated with sports participation. The material in this course includes but is not limited to professional sports, college sports, parks, recreational sports, and health/fitness clubs. 3

PER 680. ADVANCED TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. Administering, scoring, and developing tests; uses to be made of results obtained, evaluation of test materials and testing programs, and utilization of tests and measurements in research in physical education. 3

PER 684. METHODS IN CURRICULA AND PROGRAMS OF PHYSICAL EDUCATION. Foundations and source materials on which curriculums are built. Organizing curriculum offerings for sequence and continuity. 3

PER 685. PRACTICUM IN HEALTH EDUCATION, PHYSICAL EDUCATION, OR RECREATION. Practical experience in the areas of health or physical education or recreation. Experience will be in the area of the student's certification field. The practical experience will be under the direction of a field based supervisor in collaboration with a university instructor. 3

PER 689. SPECIAL TOPICS (Topic to be inserted). 1-6

PER 690. THESIS. 6

Traffic Safety Education Interest Area

TSE 550. SAFETY EDUCATION. 3

TSE 551. BASIC TRAFFIC SAFETY EDUCATION. 3

TSE 552. TRAFFIC SAFETY EDUCATION METHODS. 3

TSE 553. LABORATORY PROGRAMS IN DRIVER EDUCATION. 3

DIVISION OF FAMILY AND CONSUMER SCIENCES

FCS 533. METHODS AND MATERIALS IN CAREER DISCOVERY. 3

FCS 544. CHILD NUTRITION. 3

FCS 546. NUTRITION EDUCATION. 3

FCS 547. PROFESSIONAL DEVELOPMENT. 3

FCS 587. OCCUPATIONAL HOME ECONOMICS. 3

FCS 590. FIELD OR WORK EXPERIENCE. 6

FCS 592. SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES. 1-6

FCS 595. CONSUMERS AND THE LAW. 3

FCS 601. CURRENT TRENDS IN (area of Family and Consumer Sciences to be inserted). Intensive study of contemporary concerns. 3

FCS 689. INDIVIDUAL STUDIES. 3

SCHOOL OF NURSING

Semester hours are computed on the basis of one 50 minute class equals one semester hour of credit and four clinical hours are equal to one semester hour of credit.

NUR 601. ADVANCED THEORETICAL ISSUES IN NURSING AND ETHICS.

Focuses on synthesizing core concepts in the development of nursing knowledge. Theory 2 hours per week. 2

NUR 602. ADVANCED HEALTH ASSESSMENT. Focuses on theoretical components of advanced health assessment and health promotion for clients across the life span. Prerequisites: Official admission to nursing graduate program and NUR 603. Corequisite: NUR 625. Theory 3 hours per week. 3

NUR 603. ADVANCED PATHOPHYSIOLOGY. This course analyzes the bio-physical rationale for selecting and interpreting data used in planning and managing nursing care for clients throughout the lifespan. Prerequisite to program admission for educator and practitioner students. Theory 3 hours per week. 3

NUR 604. ADVANCED HEALTHCARE POLICY AND POLITICS. An in-depth analysis of trends and issues of concern to advanced nursing practice, with emphasis on health care delivery trends, socioeconomic issues, and cultural diversity. Theory 2 hours per week. 2

NUR 605. ADVANCED PHARMACOLOGY. Application of clinical pharmacotherapeutics in selecting appropriate therapeutic nursing interventions. Prerequisites: NUR 602, 606, 625. Corequisites: NUR 630, 631. Theory 3 hours per week. 3

NUR 606. ADVANCED NURSING RESEARCH AND EVIDENCE BASED PRACTICE. In depth examination of research methodologies. Analysis of research design appropriate for various research questions. Prerequisite or Corequisite: Official admission in the nursing graduate program and NUR 601. Theory 3 hours per week. 3

NUR 607. INSTRUCTIONAL METHODOLOGIES. Analysis and application of selected theories of learning and teaching maintenance across the life span, with emphasis on program development. Theory 2 hours per week. 2

NUR 612. ADULT EDUCATION I. Focuses on implementation of advanced teaching concepts. Prerequisites: NUR 601, 602, 606, 623, 625. Corequisite: NUR 642. Theory 3 hours per week. 3

NUR 613. ADULT EDUCATION II. Focus on the utilization of technology and course management methods in classroom, clinical, and distance learning. Prerequisite: NUR 604, 605, 612, 642. Corequisite: NUR 643. Theory 2 hours per week. 2

NUR 614. ADULT EDUCATION III. Focus on concepts of evaluation and remediation in varied teaching/learning environments. Prerequisite: NUR 613, 643. Corequisite: NUR 644. Theory 2 hours per week. 2

NUR 615. ADMINISTRATIVE CONCEPTS. Focuses on analysis of basic concepts related to administration and management of systems, including selected financial concepts. Prerequisites: Official admission to the nursing graduate program. Corequisite: NUR 645. Theory 2 hours per week. 2

NUR 616. NURSING ADMINISTRATION I. Focuses on evaluation of the administrative role in a selected system, including analysis of internal and external forces influencing the nursing administrative role. Prerequisites: NUR 601, 606, 615, 645. Corequisite: NUR 646. Theory 1 hour per week. 1

NUR 617. CURRICULUM DESIGN AND EVALUATION. A study of concepts and theories basic to content and curriculum development and evaluation in teaching in an academic or client centered setting. Theory 3 hours per week. 3

NUR 618. NURSE EDUCATOR PRACTICUM. Students function in the role of nurse educator with an approved preceptor in academic programs and/or health care settings; serves as the capstone course for nurse educator students. Prerequisites: NUR 613, 643, 617; Corequisite: NUR 614, 644. Clinical 16 hours per week. 4

NUR 619. NURSING ADMINISTRATION II. Focuses on innovations, emerging changes, and restructuring in nursing and health care systems. Analysis and design of innovations in nursing or health system delivery. Prerequisites: NUR 616, 646. Corequisite: NUR 649. Theory 1 hour per week. 1

NUR 620. ROLE SYNTHESIS (NURSE PRACTITIONERS). Focus on role synthesis in advanced nursing practice. Prerequisite: Official admission to the nursing graduate program. Theory 2 hours per week. 2

NUR 621. ROLE SYNTHESIS (NURSE EDUCATORS). Focuses on role synthesis in advance nursing education. Prerequisite: Official admission to the nursing graduate program. Theory 2 hours per week. 2

NUR 622. NURSING ADMINISTRATION III-ROLE SYNTHESIS. Focuses upon the analysis of health policy, legal, ethical, and community issues of particular concepts to the nurse administrator. Prerequisites: NUR 619, 649. Corequisite: NUR 652. Theory 2 hours per week. 2

NUR 623. TEACHING AND LEARNING THEORY. Focus on theories and processes of teaching and learning to facilitate learner development and socialization. Prerequisite: Official admission to the nursing graduate program. Theory 3 hours per week. 3

NUR 624. DIFFERENTIAL DIAGNOSIS IN PRIMARY CARE. This course focuses on increasing knowledge and skill in the diagnostic reasoning and critical thinking process for assessing individuals and families across the lifespan. The course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy that is relevant to understanding diagnostic and treatment decision-making in advanced practice nursing. Students use a systematic method of diagnostic reasoning and clinical decision making to establish differential diagnosis. Using a cost-effective approach, pertinent labs and diagnostic tests are also incorporated into the differentiation process. Prerequisites: Official admission to the nursing graduate program and NUR 603. Corequisite: NUR 602, 625. Theory 2 hours per week. 2

NUR 625. ADVANCED HEALTH ASSESSMENT PRACTICUM. Focuses on advanced health assessments and health promotion for clients across the life span in primary health care settings. Prerequisites: Official admission to the nursing graduate program and NUR 603. Corequisite: NUR 602. Lab/Clinical 8 hours per week. 2

NUR 630. FAMILY NURSE PRACTICE I. Focuses on theoretical components for the diagnosis, treatment, and management of acute and chronic illnesses and health promotion of adult and geriatric clients. Prerequisites: NUR 601, 602, 606, 625. Corequisites: NUR 605, 631. Theory 3 hours per week. 3

NUR 631. FAMILY NURSE PRACTICE I PRACTICUM. Focuses on diagnosis, treatment and management of acute and chronic illnesses and health promotion of adult and geriatric clients in primary health care and long-term care settings. Prerequisites: NUR 601, 602, 606, 625. Corequisites: NUR 605, 630. Clinical 12 hours per week. 3

NUR 634. FAMILY NURSE PRACTICE II. Focuses on theoretical components for the diagnosis, treatment, and management of acute and chronic illnesses and health promotion of women and children within the family nurse practitioner scope of practice. Prerequisites: NUR 604, 605, 630, 631. Corequisite: NUR 635. Theory 3 hours per week. 3

NUR 635. FAMILY NURSE PRACTICE II PRACTICUM. Focuses on diagnosis, treatment and management of acute and chronic illnesses and health promotion of women and children in primary health care and specialty care settings. Prerequisites: NUR 604, 605, 630, 631. Corequisite: NUR 634. Clinical 12 hours per week. 3

NUR 638. FAMILY NURSE PRACTICE III. Focuses on diagnosis, treatment, and management of acute and chronic illnesses and health promotion of clients across the lifespan. Prerequisites: NUR 634, 635. Corequisite: NUR 639. Theory 2 hour per week. 2

NUR 639. FAMILY NURSE PRACTICE III PRACTICUM. Focuses on diagnosis, treatment and management of acute and chronic illnesses and health promotion of clients across the lifespan in primary health care, specialty care, and community settings. Prerequisites: NUR 634, 635. Corequisite: NUR 638. Clinical 16 hours per week. 4

NUR 642. ADULT EDUCATION I PRACTICUM. Focuses on development of objectives, teaching plans, and evaluation techniques in various settings within nursing. Prerequisite: NUR 601, 602, 606, 623, 625. Corequisite: NUR 612. Clinical 8 hours per week. 2

NUR 643. ADULT EDUCATION II PRACTICUM. Focuses on technology utilization and course management methods in various settings within nursing. Prerequisites: NUR 604, 605, 612, 642. Corequisite: NUR 613. Clinical 8 hours per week. 2

NUR 644. ADULT EDUCATION III PRACTICUM. Focuses on evaluation and remediation methods in various settings within nursing. Prerequisites: NUR 613, 643. Corequisite: NUR 614. Clinical 8 hours per week. 2

NUR 645. ADMINISTRATIVE CONCEPTS PRACTICUM Focuses on implementation of basic concepts related to administration and management of healthcare systems. Prerequisite: Official admission to nursing graduate program. Corequisite: NUR 615. Clinical 4 hours per week. 1

NUR 646. NURSING ADMINISTRATION I PRACTICUM. Focuses on implementation of the administrative role in a healthcare system. Prerequisites: NUR

NUR 686. NURSING SEMINAR (ELECTIVE). Seminar regarding various topics currently related to the health care system. Theory 3 hours per week. 3

NUR 687. RESEARCH PROJECT. Directed research study of a topic selected to meet the particular needs and interests of the students. Students will earn either credit or no credit. One credit hour per semester for a maximum of 3 credit hours. Prerequisites: NUR 601, 606. Variable 1-3

NUR 689. INDIVIDUAL STUDIES. 1-6

NUR 690 THESIS. Supports autonomy in nursing practice by allowing the student to identify and analyze a health care issue that integrates concepts essential for quality advanced nursing practice. Students will earn either credit or no credit. 1-4 credit hours per semester for a maximum of 6 credit hours. Prerequisites: NUR 601, NUR 606. Variable 1-6

NUR 6271. CLINICAL MANAGEMENT OF OLDER ADULTS, I. This first didactic course is focused on the principles of aging and health, advanced clinical assessments of older adults with diverse cultures, and geriatric issues with emphasis on wellness, prevention, maintenance, and early health care interventions in rural settings (MECSAPN Course GNP 1.A). Two theory hours per week. Prerequisites: NUR 602, 603, 605, and 625; Corequisite: NUR 6281. 2

NUR 6281. PRACTICUM IN CLINICAL MANAGEMENT OF OLDER ADULTS, I. This first 180-hour practicum course is focused on advanced clinical assessments of older adults from diverse cultures, with emphasis on wellness, prevention, maintenance, and early interventions in rural health care settings (MECSAPN Course GNP 1.B) Twelve clinical hours per week. Prerequisites: NUR 602, 603, 605, and 625; Corequisite: NUR 6271. 3

NUR 6272. CLINICAL MANAGEMENT OF OLDER ADULTS, II. This second didactic course is focused on the diagnosis and treatment of common geriatric syndromes, acute and chronic illnesses, and complex health problems of older adults of diverse cultures, including frail and demented older adults in rural settings (MECSAPN Course GNP 2.A). Three theory hours per week. Prerequisites: NUR 6271, NUR 6281; Corequisite: NUR 6282. 3

NUR 6282. PRACTICUM IN CLINICAL MANAGEMENT OF OLDER ADULTS, II. This second 180-hour practicum course is focused on the diagnosis and treatment of common geriatric syndromes, acute and chronic illnesses, and complex health problems of older adults of diverse cultures, with emphasis on advanced health care interventions with frail and demented older adults in rural health care settings (MECSAPN Course GNP 2.B) Twelve clinical hours per week. Prerequisites: NUR 6271, NUR 6281; Corequisite: NUR 6272. 3

NUR 6273. CLINICAL MANAGEMENT OF OLDER ADULTS, III. This third didactic course is focused on synthesis of theory into evidence-based gerontological advanced nursing practice with older adults and their families of diverse cultures, integration of GNP roles, and professional practice in selected rural health care systems (MECSAPN Course GNP 3.A). Two theory hours per week. Prerequisites: NUR 6272, NUR 6282; Corequisite: NUR 6283. 2

NUR 6283. PRACTICUM IN CLINICAL MANAGEMENT OF OLDER ADULTS, III. This third 240-hour practicum course is focused on synthesis of theory into evidence-based advanced gerontological nursing practice with older adults and their families of diverse cultures, integration of GNP roles, and practice management in selected rural health care systems (MECSAPN Course GNP 3.B) Sixteen clinical hours per week. Prerequisites: NUR 6272, NUR 6282; Corequisite: NUR 6273. 4

NUR 6871. CLINICAL ASSESSMENT OF PERSONS WITH MENTAL HEALTH PROBLEMS, I-ADULT AND FAMILY. This first didactic course is focused on a theoretical basis for advanced psychiatric mental health nursing practice with persons of diverse cultures in rural settings experiencing or at risk for common mental health problems and major psychiatric disorders. Emphasis is on the mental health environment and advanced clinical processes, including communication strategies, psychiatric assessments, and diagnostic standards (MECSAPN Course PMHNP 1.A). Two theory hours per week. Prerequisites: NUR 602, 603, 605, and 625; Corequisite: NUR 6864 or NUR 6861. 2

NUR 6861. PRACTICUM IN CLINICAL ASSESSMENT OF PERSONS WITH MENTAL HEALTH PROBLEMS, I-FAMILY. This first family 180-hour practicum course is focused on the application of theoretical concepts and assessment skills with persons of diverse cultures in rural health care settings experiencing or at risk for common mental health problems and major psychiatric disorders. Clinical hours are focused on individuals across the life span (MECSAPN Course PMHNP .1.B.2) Twelve clinical hours per week. Prerequisites: NUR 602, 603, 605, and 625; Corequisite: NUR 6871. 3

NUR 6864. PRACTICUM IN CLINICAL ASSESSMENT OF PERSONS WITH MENTAL HEALTH PROBLEMS, I-ADULT . This first adult 180-hour practicum course is focused on the application of theoretical concepts and assessment skills with persons of diverse cultures in rural health care settings experiencing or at risk for common mental health problems and major psychiatric disorders. Clinical hours are focused on adolescent, adult, and older adult individuals (MECSAPN Course PMHNP .1.B.1). Twelve clinical hours per week. Prerequisites: NUR 602, 603, 605, and 625; Corequisite: NUR 6871. 3

NUR 6872. CLINICAL MANAGEMENT OF INDIVIDUALS WITH MENTAL HEALTH PROBLEMS, II-ADULT AND FAMILY. This second didactic course is focused on the advanced nursing practices of assessment, diagnosis, treatment planning, evaluation, and documentation of individuals of diverse cultures in rural settings experiencing common mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses (MECSAPN Course PMHNP .2.A) Three theory hours per week. Prerequisites: NUR 6871, NUR 6864 OR NUR 6861; Corequisite: NUR 6865 OR NUR 6862. 3

NUR 6862. PRACTICUM IN CLINICAL MANAGEMENT OF INDIVIDUALS WITH MENTAL HEALTH PROBLEMS, II-FAMILY. This second family 180-hour practicum course is focused on integration of theory and evidence-based practice in assessment, diagnosis, intervention, and documentation of individuals of diverse cultures in rural health care settings experiencing mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses. Clinical hours are focused on individuals across the lifespan (MECSAPN Course PMHNP .2.B.2). Twelve clinical hours per week. Prerequisites: NUR 6871, NUR 6861; Corequisite: NUR 6872. 3

NUR 6865. PRACTICUM IN CLINICAL MANAGEMENT OF INDIVIDUALS WITH MENTAL HEALTH PROBLEMS, II-ADULT. This second adult 180-hour practicum course is focused on integration of theory and evidence-based practice in assessment, diagnosis, intervention, and documentation of individuals of diverse cultures in rural health care settings experiencing mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses. Clinical hours are focused on adolescent, adult, and older adult individuals (MECSAPN Course PMHNP .2.B.1) Twelve clinical hours per week. Prerequisites: NUR 6871, NUR 6864; Corequisite: NUR 6872. 3

NUR 6873. CLINICAL MANAGEMENT OF FAMILIES AND GROUPS WITH MENTAL HEALTH PROBLEMS, III-ADULT AND FAMILY. This third didactic course is focused on evidence-based conceptual models, theories, and techniques for therapies with groups, couples, and families of diverse cultures across the lifespan. The clinical roles, professional practice activities, and strategies for complex mental health issues in rural settings also are evaluated (MECSAPN Course PMHNP .3.A) Two theory hours per week. Prerequisites: NUR 6872, NUR 6865 OR NUR 6862; Corequisite: NUR 6863. 2

NUR 6863. PRACTICUM IN CLINICAL MANAGEMENT OF FAMILIES AND GROUPS WITH MENTAL HEALTH PROBLEMS, III-ADULT AND FAMILY. This third 240-hour practicum course is focused on evidence-based psychoeducation, supportive therapy, and psychotherapy with groups, couples, and families of diverse cultures and on synthesis of clinical roles, professional practice activities, and strategies for complex mental health issues in rural health care settings. Clinical hours are focused on families and groups (MECSAPN Course PMHNP .3.B). Sixteen clinical hours per week. Prerequisites: NUR 6872, NUR 6865 OR NUR 6862; Corequisite: NUR 6873. 4

GRADUATE FACULTY

- JOSEPH SALEM ABIDE, M.F.A., *Associate Professor of Art*
B.S., B.F.A., Delta State University; M.F.A, University of Mississippi
- JOHN GERSHWIN ALVAREZ, Ph.D., *Associate Professor of Health, Physical Education and Recreation*
B.S., Arkansas State University; M.S., Radford University; Ph.D., University of Mississippi
- MARJON AMES, Ph.D., *Assistant Professor of History*
B.A., University of Missouri-Columbia; M.A., University of Missouri-Kansas City; M.A., University of Sussex; Ph.D., University of Mississippi
- NINA LUCILLE BAGHAI RIDING, Ph.D., *Professor of Biology and Environmental Sciences*
B.S., University of Wyoming; M.S., University of Idaho; M.S., University of Rochester; Ph.D., University of Texas
- MARION DUNCAN BAIRD, M.F.A., *Associate Professor of Art*
B.A., Delta State University; M.F.A., University of Wyoming
- MISTIE BARNES, M.Ed., *Instructor of Counselor Education*
B.A., M.Ed., University of Mississippi; Ed.D., Argosy University
- ALAN WILLIAM BARTON, Ph.D., *Associate Professor of Sociology and Community Development*
B.A., University of California, Berkeley; M.S., University of Washington (Seattle), Ph.D., Cornell University
- GEORGE BEALS, Ph.D., LPC, *Assistant Professor of Counselor Education*
B.A., Troy State University; M.A., University of Alabama at Birmingham; Ph.D., Mississippi State University
- BRIAN NATHANIEL BECKER, Ph.D., *Assistant Professor of Ancient/Medieval History*
B.A., University of Missouri-Columbia; M.A., Ph.D., Western Michigan University
- KAREN GEORGINA BELL, Ph.D., *Associate Professor of German*
B.A., University of Waterloo, Ontario; M.A., Ph.D., Queens University, Ontario
- JOSEPH ALLEN BENTLEY, Ph.D., *Professor of Chemistry*
B.S., M.A., University of Arkansas at Little Rock; Ph.D., University of Texas; Post-doctoral Studies: Emory University, Massachusetts Institute of Technology
- VICKI LYNNETTE BINGHAM, Ph.D., R.N., *Chair of the School of Nursing and Associate Professor of Nursing*
B.S.N., Delta State University; M.S.N., University of Mississippi Medical Center; Ph.D., University of Alabama, Birmingham
- ERIC ARDELL BLACKWELL, Ph.D., *Associate Professor of Biology*
B.S., M.S., Jacksonville State University; Ph.D., University of Alabama at Birmingham

- HARVEY WAYNE BLANSETT, Ed.D., *Vice President for Student Affairs and Associate Professor of Education*
B.S.E., M.Ed., Ed.D., Delta State University
- MARK BONTA, Ph.D., *Associate Professor of Geography & MED Coordinator*
B.A., Pennsylvania State University-University Park; M.A., University of Texas-Austin; Ph.D., Louisiana State University
- CHRISTOPHER W. BOUNDS, Ph.D., *Assistant Professor of Social Justice and Criminology*
B.A., University of Alabama; M.A., University of South Alabama; Ph.D., Mississippi State University
- LARRY BRADFORD, D.M.A., *Associate Professor of Music*
B.M.E., Delta State University; M.M., D.M.A., University of Alabama
- ANGELA W. BRIDGES, Ed.D., *Assistant Professor of Teacher Education and Coordinator of the Master of Arts in Teaching Program*
B.S.E., M.Ed., Ed.D., Delta State University
- TALBOT BROOKS, M.S., *Director and Instructor in Geospatial Information Technologies*
B.S., Rochester Institute of Technology; M.S., Arizona State University
- LUTHER PARK BROWN, Ph.D., *Associate Dean for Delta Regional Development, Director of Delta Center for Culture and Learning, and Professor of Biology*
B.A. Elmhurst College; M.S., Ph.D., The Ohio State University
- PATRICIA LORANCE BROWN, M.F.A., *Professor of Art*
B.S.E., Delta State University; M.F.A., University of Georgia
- MARY LENN BUCHANAN, D.M.A., *Professor of Music*
B.M., University of Southern Mississippi; M.M., D.M.A., Louisiana State University
- PHYLLIS CAROLYN BUNN, Ph.D., *Professor of Business Administration*
B.S. Campbell University; M.S.E., Ph.D., Virginia Polytechnic Institute and State University
- BENJAMIN BURGOS-AGUILAR, Ph.D., *Professor of Spanish*
B.S., Alma College; M.A., Michigan State University; Ph.D., University of New Mexico
- CHARLES MARK BUTLER, D.A., *Interim Chair, Department of Music and Professor of Music*
B.M., M.M., Arkansas State University; D.A., University of Mississippi
- BARRY GLENN CAMPBELL, Ph.D., *Associate Professor of Biology*
B.A., University of Tennessee; M.S.P.H., Ph.D., Tulane University
- LIZABETH CARLSON, D.N.S., R.N., B.C., *Dean, School of Nursing and Professor of Nursing*
B.S.N., Southwest Missouri State University; M.S.N., University of South Alabama; D.N.S., Louisiana State University
- NANCY GAIL CLARK, Ph.D., *Associate Professor of Speech and Theatre*
B.A., Mississippi University for Women; M.Ed., Ph.D., University of Mississippi

- SHELLEY COLLINS, D.M.A., *Assistant Professor of Music*
B.A., Seattle Pacific University; M.M., Arizona State University; D.M.A.,
University of Colorado
- CHERYL J. CUMMINS, Ed.D., *Coordinator of Undergraduate Programs in
Elementary Education and Associate Professor of Elementary Education*
B.S.E., M.Ed., Delta State University; Ed.D., University of Mississippi
- CHAD HOYT DENSON, D.B.A., *Professor of Economics and Finance*
B.S., Mississippi State University; M.B.A., Delta State University; D.B.A.,
Louisiana Tech University
- GREGORY SCOTT DRURY, Ph.D., *Assistant Professor of Psychology*
B.S., University of Dayton; M.A., Ph.D., University of Alabama
- LESLIE FADIGA-STEWART, Ph.D., *Assistant Professor of Political Science*
B.A., University of Colorado; M.A., West Virginia University; Ph.D., Texas
Tech University
- JEANNIE FALKNER, Ph.D., *Associate Professor of Social Work*
B.A.E., University of Mississippi; M.S.S.W., University of Texas at Arlington;
Ph.D., University of Mississippi
- SUSAN ALLEN FORD, Ph.D., *Professor of English*
B.A., Kenyon College; A.M., Ph.D., University of Michigan
- KAREN MARIE FOSHEIM, D.M.A., *Professor of Music*
B.M., Concordia College; M.M., D.M.A., University of Arizona
- ALINA MARIA GABRYSZEWSKA-KUKAWA, Ph.D., *Assistant Professor of Physics*
M.S., Adam Mickiewicz University, Pozan, Poland; Ph.D., Warsaw Technical
University, Warsaw, Poland
- RONALD JOSEPH GARRISON, Ph.D., *Professor of Elementary Education*
B.A.E., Fairmont State College; M.A., Marshall University; Ph.D., University of
Alabama
- DANIEL P. GLENN, Ph.D., *Assistant Professor of History*
B.A., Xavier University; M.A., Ph.D., University of Cincinnati
- LESLIE LITTLE GRIFFIN, Ed.D., *Dean, College of Education and Professor of
Elementary Education*
B.S.E., M.Ed., Delta State University; Ed.D., University of Mississippi
- PAUL HENRY HANKINS, D.M.A., *Interim Dean and Professor of Music*
B.M.E., West Texas State University, M.M.E., University of North Texas,
D.M.A., University of Illinois
- VICKI JEAN HARTLEY, Ed.D., *Associate Professor of Special Education and
Coordinator of the Special Education Program*
B.S.E., Georgia Southern College; M.Ed., Ed.D., University of Southern
Mississippi
- CATHERINE HAYES, Ed.D., *Associate Professor of Nursing*
B.A., B.S.N., University of Memphis; M.S.N., Ed.D., Delta State University
- JANICE BLOUGH HAYNES, Ph.D., *Chair, Division of Family and Consumer
Sciences and Professor of Family and Consumer Sciences*
B.A., Manchester College; M.S., Kansas State University; Ph.D., Texas
Woman's University

- WILLIAM SCOTT HAYS, D.A., *Professor of English*
B.A., M.A., Eastern Kentucky University; D.A., University of Mississippi
- DAVID JAY HEBERT, Ph.D., *Associate Professor of Mathematics*
B.S., Southeastern Louisiana University; M.S., Ph.D., University of Southern Mississippi
- JOHN HILPERT, Ph.D., *President and Professor of Higher Education*
B.A., Concordia Senior College; M.D., Exegetical Theology Concordia Seminary; Ph.D., University of Michigan (Ann Arbor)
- REBECCA F. HOCHRADEL, Ph.D., *Interim Chair, Division of Management, Marketing and Business Administration and Associate Professor of Marketing*
B.S., University of Louisville; M.S., Georgia State University; Ph.D., Old Dominion University
- JEANNE WILLIAMS HOLLAND, Ph.D., *Associate Professor of Teacher Education*
B.S.E. Delta State University; M.Ed., Jackson State University; Ph.D. Mississippi State University
- JAMES RICHARD HOUSTON, Ed.D., *Director of Counseling and Assistant Professor of Education*
B.S., University of West Florida; M.Div., Ed.D., New Orleans Baptist Seminary
- SCOTT ALAN HUTCHENS, Ph.D., *Chair, Division of Counselor Education and Psychology and Professor of Psychology*
B.A., M.A., Ph.D., Texas Tech University
- GARRY EOGHIN JENNINGS, Ph.D., *Professor of Political Science and Director of the Madison Center*
B.S., M.A., Ph.D., University of Maryland
- BENTON COOPER JOHNSON, Ph.D., *Chair, Entrepreneurship in Business Technology and Professor of Management*
M.B.A., University of Southern Mississippi; B.B.A., Ph.D., University of Mississippi
- BENJAMIN KYZAR JOHNSTON, M.F.A., *Assistant Professor of Art*
B.S.E., Mississippi College; M.F.A., University of Mississippi
- MARY L. JONES, Ph.D., ATC, *Associate Professor of Health, Physical Education, and Recreation and Director of Athletic Training*
B.S., M.S., Ph.D., The University of Southern Mississippi
- MONICA JONES, D.N.P., R.N., F.N.P., B.C., *Assistant Professor of Nursing*
B.S.N., California State University; M.S.N., Mississippi University for Women; D.N.P., University of Alabama, Birmingham
- JERRY THOMAS KANDIES, Ph.D., CCP, *Professor of Computer Information Systems*
B.S.E., M.A., University of Dayton, Ph.D., Virginia Polytechnic Institute and State University; CCP 1995, Institute for Certification of Computing Professionals
- GOKHAN KARAHAN, Ph.D., *Associate Professor of Economics*
B.B.A., University of Istanbul; M.B.A., M.A., Ph.D., University of Mississippi
- WILLIAM JIRA KATEMBE, Ph.D., *Assistant Professor of Biological Sciences*
B.Ed.Sc., Kenyatta University; M.S., Ph.D., Ohio University; Post-doctoral Study: Miami University

- STEPHEN ALAN KING, Ph.D., *Professor of Speech*
 B.A., Boise State University; M.A., University of New Mexico; Ph.D., Indiana University
- RONALD GENE KOEHLER, M.F.A., *Chair, Department of Art and Professor of Art*
 B.S.E., M.A.T., Southeast Missouri State University; M.F.A., University of Memphis
- MAUD ANDREWS MCMAHAN KUYKENDALL, Ed.D., *Assistant Professor of Special Education*
 B.A., Georgia State University; M.Ed., University of Mississippi; Ed.D., University of Northern Colorado
- THOMAS WAYNE LEE JR., Ed.D., *Visiting Professor of Health, Physical Education and Recreation*
 B.S., Delta State University; M.Ed., Mississippi College; Ed.D., University of Southern Mississippi
- JAMYE ESTELLE LONG, Ph.D., *Assistant Professor of Management*
 B.B.A., M.B.A., Delta State University; Ph.D., University of Southern Mississippi
- LAWRENCE LEE MAGEE, Ph.D., *Professor of Management*
 M.S., University of Wisconsin; B.S., M.S., Ph.D., Louisiana State University
- MICHELLE BELK MATTHEWS, Ph.D., *Associate Professor of Economics*
 B.B.A., Ph.D., University of Mississippi
- CHRISTINE D. McNICHOLS, Ph.D., *Assistant Professor of Counselor Education*
 B.A., University of Colorado; M.S., Ph.D., Texas A&M University-Corpus Christi
- ERNEST MEEK, Ph.D., *Associate Professor of Physics*
 B.S.E., M.S.N.S., Delta State University; Ph.D., Mississippi State University
- PAULETTE MEIKLE-YAW, Ph.D., *Associate Professor of Sociology and Community Development*
 B.A., M.Phil, University of West Indies, Ph.D., Mississippi State University
- ALLISON MIMS MELTON, M.F.A., *Associate Professor of Art*
 B.F.A., Delta State University; M.F.A., Memphis College of Art
- MICHAELA MERRYDAY, Ph.D., *Assistant Professor of Art*
 B.A., University of Vienna, Austria; Ph.D., Florida State University
- D. ALLAN MITHCELL, M.F.A., *Assistant Professor of English*
 B.A., University of Virginia; M.F.A., University of Mississippi
- DEBARASHMI MITRA, Ph.D., *Assistant Professor of Community Development and Sociology*
 B.A., Ravenshaw College; M.A., University of Delhi; M.A., University of Surrey; Ph.D., University of Connecticut
- DANIEL CAMERON MONTGOMERY, Ph.D., *Associate Professor of Marketing and Tims Distinguished Professor of Free Enterprise*
 B.B.A., Delta State University; M.B.A., Mississippi State University; Ph.D., University of Mississippi

- BEVERLY MADDOX MOON, *Ph.D., Dean of Research, Assessment and Planning and Professor of English*
B.A., M.A., Mississippi College; Ph.D., Louisiana State University
- BILLY CARL MOORE, *Ph.D., C.F.P., C.T.P., Dean, College of Business and Professor of Economics and Finance*
B.S., M.B.A., Delta State University; Ph.D., University of Mississippi
- ROBYN MOORE, *M.F.A., Associate Professor of Art*
B.A., Virginia Polytechnic Institute and State University; M.A., Western Carolina University; M.F.A., Tuft University
- DEBORAH LEE MYERS, *Ph.D., Assistant Professor of Health, Physical Education, and Recreation*
B.S., West Chester University; M.Ed., University of Pittsburg; Ph.D., University of Mississippi
- PAULA ANELL NORRIS, *Ph.D., Professor of Mathematics*
B.S., M.Ed., Mississippi State University; M.S., Ph.D., University of Mississippi
- ALBERT BENSON NYLANDER III, *Ph.D., Dean of Graduate Studies and Professor of Sociology and Community Development*
B.A.E., M.A., University of Mississippi; Ph.D., Mississippi State University
- CETIN OGUZ, *M.F.A., Associate Professor of Art*
B.F.A., Delta State University; M.F.A., Memphis College of Art
- SHELBY POLK, *D.N.P., R.N., F.N.P., B.C., Director of Nurse Practitioner Program and Assistant Professor of Nursing*
B.S.N., M.S.N., University Medical Center; D.N.P., University of Alabama, Birmingham
- GARRET ALEXANDER ROSS, *Ph.D., Assistant Professor of Management*
B.S., University of Massachusetts at Amherst; M.S., Florida International University; Ph.D., Virginia Polytechnic Institute and State University
- ROBERT KIM RUSHING, *M.F.A., Professor of Art*
B.F.A., East Tennessee State University; M.F.A., University of Texas - Austin
- ELIZABETH FRANCINE SARCONI, *Ph.D., Professor of English*
B.S., M.A., Mississippi University for Women; Ph.D., Vanderbilt University
- MARILYN KAY SCHULTZ, *Ph.D., Associate Professor of English*
B.S.E., Central Missouri State University; M.Ed., Lincoln University; Ph.D., University of Missouri
- DOROTHY LOUISE SEALS, *Ed.D, R.N., P.M.H.N.P., B.C., C.N.E., Associate Professor of Nursing*
B.S.N., Mount Marty College; M.Ed., University of Memphis; M.S., University of Tennessee Center for Health Sciences; Ed.D., Delta State University
- KUMIZO SHIMIZU, *D.M.A., Accompanist and Assistant Professor of Music*
B.A., Ochanomizu University; M.M., University of Maine; D.M.A., University of Oregon
- DUANE E. SHUTTLESWORTH, *Ph.D., Associate Professor of Psychology*
B.A., Lebanon Valley College; M.A., Ph.D., University of North Carolina, Greensboro

TEMIKA MICHAEL SIMMONS, Ph.D., *Assistant Professor of Psychology*
 B.S.E., Jackson State University; M.Ed., Ph.D., Howard University

MICHAEL C. SMITH, M.F.A., *Assistant Professor of English*
 B.A., University of North Carolina at Greensboro; M.A., Hollins University;
 M.F.A., University of Notre Dame

CHARLES BYRON SMITHHART, Ph.D., *Assistant Professor of Chemistry*
 B.S., Delta State University; Ph.D., University of Southern Mississippi

JEFF SMITHPETERS, Ph.D., *Assistant Professor of English*
 B.A., Ouachita Baptist University; M.A., University of Arkansas; Ph.D.,
 Louisiana State University

CORLIS SNOW, Ed.D., *Assistant Professor of Teacher Education and Coordinator
 of Graduate Studies in Elementary Education*
 B.S.E., M.Ed., Delta State University; Ed.D., University of Mississippi

ALLINE MARIE SOMLAI, Ph.D., *Assistant Professor of Chemistry*
 B.S., Samford University; Ph.D., University of Southern Mississippi

JULIE MASSIE SPEAKES, Ph.D., *Chair, and Professor of Commercial Aviation*
 B.C.A., M.C.A., Delta State University; Ph.D., University of Mississippi

BETTY SYLVEST, D.N.S., R.N., C.N.E., *Associate Professor of Nursing*
 B.S.N., William Carey College; M.S.N., Northwestern State University; D.N.S.,
 Louisiana State University Health Sciences Center

MYRTIS SWINDOLL TABB, Ed.D., *Assistant Professor of Community
 Development*
 B.S.E., M.Ed., Ed.S., Ed.D., Delta State University

THOMAS WAYNE TAYLOR, Ed.D., *Associate Professor of Family and Consumer
 Sciences.*
 B.S., Mississippi State University; M.B.A., M.S., University of Southern
 Mississippi; Ed.D., Texas A&M University-Commerce

DIANNE H. THOMAS, Ed.D., *Assistant Professor of Teacher Education*
 B.S.E., M.Ed., Ed.S., Ed.D., Delta State University

CARLEEN THOMPSON, D.N.P., R.N., *Assistant Professor of Nursing*
 B.S.N., Alcorn State University; M.S.N., Troy State University; D.N.P.,
 University of Alabama at Birmingham

EUGENE CLINTON TIBBS, Ph.D., *Assistant Professor of Philosophy*
 B.S.G.S., Delta State University; M.A., Ph.D., Catholic University

JOHN DICKINSON TIFTICKJIAN, JR., Ph.D., *Chair, Division of Biological and
 Physical Sciences and Professor of Biology*
 B.S., University of Florida; M.S., Ph.D., Washington State University

JAMES JOSEPH TOMEK, Ph.D., *Professor of French*
 B.A., St. Peter's College; M.A., Ph.D., Duke University

JULIE TROYER, Ph.D., *Assistant Professor of Psychology*
 B.A., University of Oregon; M.Ed., Ph.D., Northern Arizona University

LYNN WALTON VARNER, Ph.D., *Associate Professor of Leadership and
 Research and Doctoral Program Coordinator*
 B.A., Roanoke College; M.Ed., Delta State University, Ph.D., University of
 Mississippi

RICHARD BATEMAN WATERS, JR., D.M.A., *Director of Choral Activities and Associate Professor of Music.*

B.M., James Madison University; M.M., University of Hartford School of Music; D.M.A., University of North Carolina Greensboro.

VICKI MICHELLE NASH WEBSTER, Ph.D., *Assistant Professor of Computer Information Systems*

B.S., Alcorn State University; M.B.A., Delta State University; Ph.D., Mississippi State University

CHARLES R. WESTMORELAND, Jr., Ph.D., *Assistant Professor of History*

B.S. Ferrum College; M.A., University of North Carolina-Charlotte; Ph.D., University of Mississippi

GEORGE CLIFTON WINGARD, Ph.D., *Chair, Department of Mathematics and Associate Professor of Mathematics*

B.S., Belhaven College; M.S., Ph.D., University of Mississippi

KARL WITT, M.S., *Instructor in Counselor Education*

B.A., Texas A&M University-College Station; M.S., Ph.D., Texas A&M University-Corpus Christi

CLINTON FRANK WOOD, J.D., *Professor of Business Law*

B.B.A., Delta State University; J.D., University of Mississippi

JENNIFER LYNNE ZIEGELMAYER, Ph.D., *Assistant Professor of Computer Information Systems*

B.U.N.S., M.S., Middle Tennessee State University; Ph.D., University of Mississippi

One Year Appointment

DEBRA FINNEY ALLEN, M.S.N., R.N., *Instructor in Nursing*
B.S.N., University of Mississippi Medical Center; M.S.N., Delta State
University

JANA DONAHOE, Ph.D., *Assistant Professor of Social Work*
B.S., Mississippi College; M.S.W., University of Southern Mississippi; Ph.D.,
University of Alabama

ADDIE HERROD, M.S.N., R.N., F.N.P., B.C., *Instructor in Nursing*
B.S.N., Delta State University; M.S.N., Mississippi University for Women

ELAINE A. LAMBERT, M.Ed., *Instructor in Special Education*
B.S., University of Southern Mississippi; M.Ed., Memphis State University

GRADUATE ADJUNCT FACULTY

- JANICE ADAMS, Adjunct Faculty in Nursing
M.S.N., Mississippi University for Women
- BARBARA DEATON ARTMAN, Adjunct Faculty in Educational Psychology
Ed.S., University of Mississippi
- PAUL P. BOULER, JR., Adjunct Faculty in Social Sciences
J.D., University of Mississippi
- ANGELA KAYE BRIDGES, Adjunct Faculty in Educational Psychology
Ed.D., Delta State University
- STEVE KEITH BROOME, Adjunct Faculty in Leadership and Research
Ph.D., University of Mississippi
- MATTHEW REED BUCKLEY, Adjunct Faculty in Counselor Education
Ed.D., Idaho State University
- DOUGLAS ALLEN COLE, Adjunct Faculty in Psychology
Ph.D., University of Southern Mississippi
- JERRY WEBSTER DALLAS, Adjunct Faculty in History
Ph.D., Emory University
- AMANDA DICKERSON, Adjunct Faculty in Teacher Education
J.D., University of Mississippi
- DIANA EZELL, Adjunct Faculty in Leadership and Research
Ed.S., Mississippi State University
- DEBBIE FIORANELLI, Adjunct Faculty in Teacher Education
Ed.D., University of Mississippi
- BEVERLY BAUGH HARDY, Adjunct Faculty in Teacher Education
Ed.S., Delta State University
- JOHN HAWKINS, Ed.S., Adjunct Faculty in Counselor Education
B.A., M.Ed., Ed.S., Mississippi State University
- JAMES REID JONES, Adjunct Faculty in Psychology
Ph.D., University Tennessee at Knoxville
- MARVIN LISHMAN, Adjunct Faculty in Leadership and Research
Ph.D., University of Mississippi
- STEVE MARTIN, Adjunct Faculty in Economics
Ph.D., Mississippi State University
- MICHAEL H. MCNEECE, Adjunct Faculty in Teacher Education
Ph.D., Mississippi State University
- ROMA RENEE MORRIS, Adjunct Faculty in Teacher Education
Ph.D., Mississippi State University
- CHARLES DANIEL PRATHER, Adjunct Faculty in Commercial Aviation
Ph.D., University of Nebraska
- JERRY WYATT ROBINSON, Jr., Adjunct Faculty in Rural Sociology and
Community Development
Ph.D., Mississippi State University

JAMES SMITH, Adjunct Faculty in Teacher Education
Ed.D., Delta State University

KATHRYN JOYCE SMITH, Adjunct Faculty in Educational Psychology
Ed.D., Delta State University

SONYA PULLEN SWAFFORD, Adjunct Faculty in Teacher Education
M.Ed., Delta State University

MERIDETH VAN NAMEN, Adjunct Faculty in Teacher Education
Ed.S., Delta State University

WILMA H. WADE, Adjunct Faculty in Leadership and Research
Ed.D., Delta State University

TIMOTHY WATKINS, Adjunct Faculty in Teacher Education
Ed.D., Delta State University

ANN HARLAND WEBSTER, Adjunct Faculty in Leadership and Research
Ed.D., Delta State University

CAROLE L. WHITE, Adjunct Faculty in Teacher Education
Ph.D., University of Mississippi

HOWARD THOMAS WILLIAMS, Adjunct Faculty in Education
Ed.D., University of Southern Mississippi

INDEX

- Academic Honesty, 27
Academic Suspension, 30
Accountancy, 100-101
Accreditation, 5
Administrative Officers, 7
Administration, 114-116
Admission Information, 22
Adult Education, 118
Americans with Disabilities Act (ADA) 5
Anthropology, 84
Application for the Degree, 32
Art Education, 72-73
Attendance, 31
- Biological Sciences, 56-57, 73-74
Business Administration, 34-36
- Center for Interdisciplinary
 Geospatial Information
 Technologies, 76-78
Cheating and Plagiarism, 27
Chemistry, 74-75
Class Attendance, 31
Commercial Aviation, 39, 105
Community Development, 52, 84-85
Comprehensive Examination, 32
Computer Information Systems, 101-102
Counselor Education, 110-113
Course Load Limit, 32
Course Numbers, 25
Course Requirements, 26
Curriculum, 120-121
- Degrees
 Ed.D., 67-70
 Ed.S., 65-67
 iM.B.A., 36-39
 MAS-GIT, 22-24
 M.A.T., 49-50
 M.B.A., 34-35
 M.C.A., 39-40
 M.Ed., 42-49
 M.P.A., 40-41
 M.S.C.D., 52-54
 MS-SHP, 51-52
 M.S.J.C., 54-55
 M.S.N., 61-65
 M.S.N.S., 56-60
Dissertation, 32, 68
- Economics, 103
Educational Adm. and Supervision, 47, 116-118
Educational Psychology, 114
Elementary Education, 48, 67, 121-123
English Education, 43, 78-80
- Faculty, 135
Faculty Advisor, 25
Family and Consumer Sciences, 128
Fees, 14-16
Finance, 103-104
Financial Assistance, 21
Financial Information, 14-19
French, 80
- General Information, 10-13
Geography, 88-90
German, 80
Grades, 29
Graduate Adjunct Faculty, 144
Graduate Assistantships, 20
Graduate Information, 25-32
Great Books Program, 71
Grievance Policy-Academic-GR, 28-29
- Health Education, 126
Health, Physical Education, and Recreation, 48, 126-128
History Education, 43, 90-92
Housing, 15
- Institutional Mission, 11-13
Insurance, 104-105
International Students, 23-25
Integrated Master of Business
 Administrative Program, 36-39, 109-110
- Journalism, 81
- Languages and Literature, 78-82
- Management, 106-108
Marketing, 108
Mathematics Education, 82
Media-Library Science, 123
Music, 82-83
- Nursing Program, 61-65, 129-134
- Paralegal Studies, 93
Philosophy, 81-82
Physical Education, 126-128
Physical Sciences, 57-60
Physics, 75-76
Political Science, 93-95
Psychology, 114
- Reading, 123-124

Readmission, 25
Real Estate, 104-105
Refund Policy, 16
Repeating Courses, 30
Research, 119
Rural and Regional Studies, 71

Schedule Changes, 30
Second Master's Degree, 26
Secondary Education, 124
Social Justice and Criminology, 54-55, 85-88
Social Sciences, 41, 95-96
Social Work, 99
Sociology, 96-99
Spanish, 80-81
Special Education, 49, 124-126
Speech and Hearing, 99
Student Responsibilities, 26
Supervision, 119-120

Thesis, 32
Time Limit, 25
Traffic Safety Education, 128
Transfer of Credits, 26

Undergraduate Enrollment for
 Graduate Level Courses, 23
University Calendar, 8-9
University History, 10-11

Work Opportunities, 20
Writing Proficiency, 32