

# **DELTA STATE UNIVERSITY**

**Cleveland, Mississippi 38733**

Founded April 9, 1924  
Opened September 15, 1925

# **Graduate Catalog**

**2022-2023**



**This catalog presents information which 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.**

**Archival printed versions of the official catalogs prior to 2004 are available for viewing at the Registrar's Office in Kent Wyatt Hall, Suite 152.**

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Delta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, educational specialist, and doctorate degrees. Questions about the accreditation of Delta State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 South Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC’s website ([www.sacscoc.org](http://www.sacscoc.org)).

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.

- American Association of Family and Consumer Sciences
- Accreditation Council for Business Schools and Programs
- Accreditation Council for Education in Nutrition and Dietetics
- Aviation Accreditation Board International
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Social Work Education
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- United States Geospatial Intelligence Foundation

**MEMBERSHIPS**

- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- The American Association of University Women
- American Association of State Colleges and Universities
- American Chemical Society
- American Council on Education
- American Library Association
- Council of Colleges of Arts and Sciences
- Mississippi Association of Colleges

**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. Because of changes to the legislation regarding the appointment of Board members, "after January 1, 2004, as vacancies occur, the twelve-member Board shall be appointed from each of the three Mississippi Supreme Court districts until there are four members from each Supreme Court district. The terms of office are reduced from twelve years to nine years. The terms are staggered so that all members appointed after 2012 will have a term of nine years." 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, 2030**

Ormella Cummings  
Teresa Hubbard  
Hal Parker  
Gregg Rader

**MEMBERS WHOSE TERMS EXPIRE MAY 7, 2027**

Steven Cunningham  
Jeanne Luckey  
Bruce Martin  
Gee Ogletree, Jr.

**MEMBERS WHOSE TERMS EXPIRE MAY 7, 2024**

Thomas Duff  
Alfred McNair, Jr.  
Eddie "Chip" Morgan  
J. Walt Starr

**OFFICERS OF THE BOARD**

Tom Duff.....*President*  
Alfred E. McNair, Jr.....*Vice President*  
Alfred Rankins, Jr. .... *Commissioner of Higher Education*

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

**NONDISCRIMINATION/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, gender identity, sexual orientation, national origin, disability related to program performance, disabled veteran status, or Vietnam era veteran status. This policy is noted in all student handbooks. 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."

**DELTA STATE UNIVERSITY  
ACADEMIC CALENDAR  
2022-2023**

**Summer Session 2022**

**FIRST TERM**

May 25, Wednesday	Classes begin/Late registration starts, fees assessed
May 26, Thursday	Last day to add and/or register for classes
May 26, Thursday	Last day a course may be changed from credit/audit
May 26, Thursday	Last day to pay for registration and avoid being removed from all classes
May 30, Monday	Memorial Day
May 31, Tuesday	Last day to drop class without receiving a grade of W
May 31, Tuesday	Last day to drop class and receive tuition refund
June 1, Wednesday	Summer graduation late application deadline
June 1, Wednesday	Grades of W in effect
June 2, Thursday, 12:00 Noon	No-show reporting by Faculty
June 9, Thursday	Mid-semester
June 13, Monday, 12:00 Noon	All midterm grades recorded by Faculty
June 16, Thursday	Last day to withdraw from a course
June 27, Monday	Final Examinations
June 28, Tuesday, 12:00 Noon	All Grades Recorded by Faculty

**SECOND TERM**

June 28, Tuesday	Classes begin/Late registration starts, fees assessed
June 29, Wednesday	Last day to add and/or register for classes
June 29, Wednesday	Last day a course may be changed from credit/audit
June 29, Wednesday	Last day to pay for registration and avoid being removed from all classes
June 30, Thursday	Last day to drop class without receiving a grade of W
June 30, Thursday	Last day to drop class and receive tuition refund
July 1, Friday	Fall graduation application deadline
July 1, Friday	Grades of W in effect
July 4, Monday	Fourth of July Holiday
July 5, Tuesday	Classes Resume
July 5, Tuesday, 12:00 Noon	No-show reporting by Faculty
July 13, Wednesday	Mid-semester
July 18, Monday, 12:00 Noon	All midterm grades recorded by Faculty
July 21, Thursday	Last day to withdraw from a course
July 28, Thursday	Final Examinations
August 1, Monday	Summer Graduation Date (no commencement ceremony)
August 1, Monday, 12:00 Noon	All Grades Recorded by Faculty

**Fall Semester 2022**

August 15	Day/Night classes begin/Late registration starts, fees assessed
August 23	Last day to add and/or register for classes for Fall semester/Last day a course may be changed from credit/audit
August 23, 5:00 p.m.	Last day to pay for registration and avoid being removed from all classes
August 26	Last day to drop class without receiving a grade of W
August 26	Last day to drop class and receive tuition refund
August 29	Grades of W in effect
August 29, 12:00 Noon	No-show reporting by Faculty
September 5	Labor Day Holiday
September 6	Classes resume
October 1	Fall graduation late application deadline
October 3	Mid-semester
October 10, 12:00 Noon	All midterm grades recorded by Faculty
October 10-11	Fall Break
October 12	Classes resume
October 21	Last day to withdraw from a course
October 31	Early Spring and Spring Intersession semester registration begins
November 1	Spring graduation application deadline
November 23-25	Thanksgiving Holidays
November 28	Classes resume
December 5-8	Fall Examinations
December 9	Fall Commencement
December 12, 12:00 Noon	All grades recorded by Faculty

**Spring Intersession 2022-2023**

December 12	Intersession begins
December 13	Last day to add and/or register for classes
December 14	Last day to drop class without receiving a grade of W
December 14	Last day to drop class and receive tuition refund
December 15	Grades of W in effect
December 16, 12:00 Noon	No-show reporting by Faculty
December 28	Last day to withdraw from a course
January 9, 2023	End of Intersession
January 13, 2023 12:00 Noon	All grades recorded by Faculty

**Spring Semester 2023**

January 9	Classes begin/Late registration starts, fees assessed
January 16	Martin Luther King Holiday
January 17	Classes Resume
January 18	Last day to add and/or register for classes for spring semester
January 18	Last day a course may be changed from credit/audit
January 18	Last day to pay for registration and avoid being removed from all classes
January 23	Last day to drop class without receiving a grade of W
January 23	Last day to drop class and receive tuition refund
January 24	Grades of W in effect
January 24, 12:00 Noon	No-show reporting by Faculty
February 27	Mid-semester
March 1	Spring graduation late application deadline
March 6, 12:00 Noon	All midterm grades recorded by Faculty
March 13-17	Spring Break
March 20	Classes resume
March 24	Last day to withdraw from a course
April 1	Summer graduation application deadline
April 3	Early Summer Intersession, Summer and Fall registration begins
April 6	No night classes before Easter holiday
April 6, 5:00 p.m.-April 9	Easter Holiday
April 10, 8:00 a.m.	Classes resume
May 1-4	Final Examinations
May 5	Spring Commencement
May 8, 12:00 Noon	All grades recorded by Faculty

**Summer Intersession 2023**

May 8	Classes begin
May 9	Last day to add and/or register for classes
May 10	Last day to drop class without receiving a grade of W
May 10	Last day to drop class and receive tuition refund
May 11	Grades of W in effect
May 12, 12:00 Noon	No-show reporting by Faculty
May 23	Last day to withdraw from a course
June 8	End of Spring Intersession
June 12, 12:00 Noon	All grades recorded by Faculty

**Summer Session 2023****FIRST TERM**

May 22, Monday	Classes begin/Late registration starts, fees assessed
May 23, Tuesday	Last day to add and/or register for classes
May 23, Tuesday	Last day a course may be changed from credit/audit
May 23, Tuesday	Last day to pay for registration and avoid being removed from all classes
May 24, Wednesday	Last day to drop class without receiving a grade of W
May 24, Wednesday	Last day to drop class and receive tuition refund
May 25, Thursday	Grades of W in effect
May 25, Thursday, 12:00 Noon	No-show reporting by Faculty
May 29, Monday	Memorial Day
May 30, Tuesday	Classes resume
June 6, Tuesday	Mid-semester
June 12, Monday, 12:00 Noon	All midterm grades recorded by Faculty
June 15, Thursday	Last day to withdraw from a course
June 21, Wednesday	Final Examinations
June 26, Monday, 12:00 Noon	All Grades Recorded by Faculty

**SECOND TERM**

June 26, Monday	Classes begin/Late registration starts, fees assessed
June 27, Tuesday	Last day to add and/or register for classes
June 27, Tuesday	Last day a course may be changed from credit/audit
June 27, Tuesday	Last day to pay for registration and avoid being removed from all classes
June 28, Wednesday	Last day to drop class without receiving a grade of W
June 28, Wednesday	Last day to drop class and receive tuition refund
June 29, Thursday 12:00 Noon	No-show reporting by Faculty
June 29, Thursday	Grades of W in effect
July 1, Saturday	Fall graduation application deadline/Summer late graduation application deadline
July 4, Tuesday	Fourth of July Holiday
July 5, Wednesday	Classes Resume
July 11, Tuesday	Mid-semester
July 17, Monday, 12:00 Noon	All midterm grades recorded by Faculty
July 20, Thursday	Last day to withdraw from a course
July 26, Wednesday	Final Examinations
July 31, Monday	Summer Graduation Date (no commencement ceremony)
July 31, Monday, 12:00 Noon	All Grades Recorded by Faculty

## GENERAL INFORMATION

### CLEVELAND

Cleveland, Mississippi, a town of approximately 13,000 citizens, is the agricultural, manufacturing, commercial, medical, and educational center of Bolivar County and the Central Mississippi Delta. The Mississippi Delta is a crescent-shaped, largely agricultural region situated on the Mississippi River, in the north-west corner of the state of Mississippi. It is home to some of the most fertile soil in the world, and is a world leader in farming such crops as cotton, rice, soybeans, and corn. In addition, the Mississippi Delta is rapidly developing its cultural tourism possibilities, which is centered around the Delta's rich literary heritage, its historic role in developing Blues and other forms of American music, and its pivotal role in the American Civil Rights Movement.

Cleveland is widely known as the "Crossroads of Culture in the Delta." In 2013, Smithsonian magazine ranked Cleveland as one of the best small towns in the U.S. to visit, noting its concentration of museums, art galleries, performing arts venues, and historic sites, and its Delta Blues heritage, with Cleveland being part of the "Cradle of American Music" along U.S. Highway 61. In 2016, GRAMMY Museum ® Mississippi opened. It is the first GRAMMY Museum outside of Los Angeles.

Delta State University's many artistic, cultural, economic, and community outreach entities include performing arts complexes, development centers, academic facilities, and public venues, which, in concert with Cleveland's cultural attractions such as the restored Ellis Theater and the Martin and Sue King Railroad Heritage Museum, provide a wide range of cultural attractions. Cleveland is also home to the annual Crosstie Arts and Jazz Festival and the Delta's largest Oktoberfest.

In addition, Cleveland's recreational facilities are exceptional, with Delta State's state-of-the-art, Olympics-style Aquatics Center, as well as multiple municipal parks, walking trails, ball fields, golf courses, and tennis courts. Complementing a wide variety of public, family-friendly recreational opportunities are Delta State University's athletics programs, with many regional and national titles across a range of women's and men's sports.

In every area of civic life, city officials, the Cleveland-Bolivar Chamber of Commerce, and Delta State University work in unison to continue Cleveland's growth and development.

### HISTORICAL SKETCH

Delta State University was created as Delta State Teachers College by Mississippi State 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. The institution opened for its first regular session on September 15, 1925, with a faculty and staff of 11 and a student body of 97.

The University's first president, Mr. James Wesley Broom, suffered an untimely death 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 in 1956 and served until 1971. Dr. Aubrey K. Lucas served as the institution's fourth president from 1971 until 1975. Dr. Forest Kent Wyatt became the fifth president and served from 1975 until 1999. He was succeeded by Dr. David L. Potter from 1999, who served as sixth president until 2003. Dr. John M. Hilpert served as Delta State's seventh president from 2003 to 2013. Mr. William N. LaForge served as Delta State University's eighth president from 2013 until 2022.

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, the Doctor of Education in Professional Studies degree, and the Doctor of Nursing Practice degree.

From a small teacher-training institution in the 1920's, Delta State has grown into a multi-purpose university that focuses strongly on high-quality classroom instruction. Enrollment has increased to more than 3,500 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 Delta and contiguous counties in traditional and distance education formats. 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 and Aviation, Education and Human Sciences, and the School of Nursing, as well as the Educational Specialist degree and Doctorates in Education and Nursing Practice. 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 value 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 to unique, 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.  
Revised by IHL June 18, 2013*

## FACILITIES

The campus of Delta State University consists of 332.11 acres of land within or adjoining the western corporate limits of Cleveland.

The original site has been modified and enlarged to care for a growing enrollment and for expanding educational activities. All buildings are centrally heated and air-conditioned. Campus drives and walks, controlled parking areas, and landscape gardening in harmony with the open spaces of the alluvial Delta have been used to unify and blend old and new facilities. State agencies and University authorities strive continuously to provide the physical facilities and the setting for wholesome living and high academic attainment.

**THOMAS L. BAILEY HALL.** Bailey Hall, renovated during the 1981-1982 school year, houses portions of the Department of Music, the Office of Information Technology, the Police Department, the Student Success Center, and a child development center. The name honors the late Thomas L. Bailey, Governor of the State of Mississippi from 1944 until his death in 1947.

**JAMES W. BROOM AND KATHRYN KEENER HALL.** Broom and Keener Hall, formerly Broom Memorial Administration Building, bears the name of the late James W. Broom, the first president of Delta State University, and Kathryn Keener, a beloved professor of business. The building provides classroom and office facilities for the College of Business and Aviation.

**CHARLES W. CAPPS, JR. ARCHIVES AND MUSEUM.** This facility serves Delta State and the region as a depository for historical, political, social, and geographical documents and artifacts of importance to the Delta area and the State of Mississippi. The three-story structure houses a museum gallery and reception/seminar room. The second floor serves as the archives collection and research area.

**R.L. CAYLOR/JESSE S. WHITE/ELEANOR BOYD WALTERS HALL.** Caylor-White-Walters Hall was named in honor of the efforts and service of Dr. R. L. Caylor, Dr. Jesse S. White, and Dr. Eleanor Boyd Walters. Dr. Caylor served the University from 1931 until his death in 1958. He conceived of the creation of the Gulf Coast Research Laboratory and lived to see it become a reality. Dr. White served the University from 1946 to 1979 and was instrumental in developing an exemplary pre-professional program in the health sciences. Dr. Eleanor Boyd Walters served the University from 1943 to 1979 in the area of Mathematics. The Division of Mathematics and Sciences may be found in Caylor-White-Walters Hall. It is also home to the Roy L. and Clara Belle Wiley Planetarium.

**CHADWICK-DICKSON INTERCOLLEGIATE ATHLETIC BUILDING.** A field house for intercollegiate athletics and physical education instruction was occupied in December, 1975, and dedicated in November, 1976. This facility houses offices for the athletic director, sports information director, football, baseball, men's and women's cross country, soccer, tennis, and softball coaches. Also, there are meeting rooms, dressing rooms, a training room, weight room, and a laundry room. The name honors two outstanding former coaches: Eugene Berkley Chadwick, who served Delta State University from 1946 until his retirement in 1973, and Alex D. Dickson, who served as athletic director and head coach in all sports from 1936 to 1943.

**RONALD G. MAYERS AQUATIC CENTER.** Completed in January 2001, the 45,500-square-foot Aquatic Center includes a 60-meter by 25-yard pool with a movable bulkhead, plus a diving well and enough seating to provide for more than 1,500 swimming enthusiasts. The facility includes dressing rooms, training rooms, offices, deck space, balcony setting, skybox, and classrooms. The center emphasizes classroom instruction, athletic competition, fitness, swimming, therapy, and recreation. The facility is state-of-the-art, allowing DSU to host conference championships and numerous regional and national championships. Funding for the \$6.2 million project was provided by the Mississippi Legislature during its 1998 and 1999 sessions.

**BILLY DORGAN, JR. STUDENT PERFORMANCE CENTER.** The 15,000-square foot facility completed in 2005 was made possible by the generous gift of the Billy Dorgan, Sr. family. The facility is attached to the north side of the current Chadwick-Dickson Field House in the south end zone of the football stadium. The Dorgan center is truly a student performance center, enhancing both academic and athletic performance.

**J.A. "BUD" THIGPEN BASEBALL ANNEX.** The 2,500-square-foot facility completed in 2005 was made possible by the generous donation of the Bud Thigpen family. The facility is attached to the east side of the current Chadwick-Dickson Field House in the south end zone of the football stadium. The Thigpen Annex provides office space for the baseball coaching staff and an enlarged locker room for the baseball team.

**BRYCE GRIFFIS INDOOR PRACTICE FACILITY.** The 18,000-square-foot facility completed in 2000 was made possible by many generous gifts to the baseball program. The lead gift was made by Mr. and Mrs. Bryce Griffis of Starkville. The facility is located on the west side of the baseball field. The indoor facility is utilized by the baseball and softball teams for pitching and hitting practice during inclement weather.

**GIBSON-GUNN AVIATION BUILDING.** This modern facility was accepted in August 1989, and dedicated to instruction of Commercial Aviation on September 19, 1990. Home to the Department of Commercial Aviation, the building is equipped with the latest in-flight simulators and audio-visual aids. Funds for this facility were granted to Delta State University by the Federal Aviation Administration. It is named after Dr. John C. Gibson, Dean of the College of Business for 36 years, and Dr. Jack W. Gunn, Dean of the University for 16 years.

**COMMERCIAL AVIATION FLIGHT INSTRUCTION BUILDING.** This hangar and office complex were occupied in August, 1989, and dedicated in September of 1990. This 27,500-square-foot facility is located at the Cleveland City Airport. The complex serves as the center for housing the instructional airplanes, and it provides offices and meeting space for flight instruction conferences.

**JAMES M. EWING HALL.** This facility serves the College of Education and Human Sciences. The Center for Teaching and Learning (CTL) and the Delta Center for Culture and Learning also operate from this building. It is named for the late Dr. James Milton Ewing, third president of Delta State University, who served for 15 years.

**FERRISS FIELD.** The baseball facility for Delta State University was completed in 1971. The facility includes a 1500-seat structural steel stadium, masonry press box, concession stands, restrooms, and dugouts. The playing field itself is touted as one of the best collegiate fields in the nation. The facility was named after the legendary Delta State coach, Dave "Boo" Ferriss, in July of 1988.

**HOLCOMBE-NORWOOD HALL.** An addition to the Wright Art Center contains 12,000 square feet of additional space for the Art Department. Within this space is a sculpture studio and shop, painting and drawing studio, large lecture hall, photography studio and darkrooms, and exhibiting areas for artwork. The names honor Maxine Boggan Holcombe and Malcolm Norwood, who served alternately as the Head of the Art Department for over twenty-eight years.

**E.R. JOBE HALL.** Jobe Hall houses the experimental theatre with a 291-seat auditorium, a complete stage area with dimmer light controls, make-up and dressing area, and fully equipped shop for scenery construction. The second floor has been used primarily as office and classroom space for the History unit. Dr. E.R. Jobe, veteran Mississippi educator whose name the building memorializes, served as first executive secretary of the Board of Trustees, State Institutions of Higher Learning, and held the position for 23 years.

**W.M. KETHLEY HALL.** Kethley Hall honors the late President W.M. Kethley, who came to the University in 1926, and served the institution continuously for thirty years. The first floor of the building housed administrative offices until the summer of 2004. Now the first floor houses the Department of Speech and Hearing Sciences and the Center for Interdisciplinary Geospatial Information Technologies, including classrooms and offices, while the second floor provides offices and classrooms for Languages and Literature, Social Sciences, and the department of Social Work. The building also includes a language laboratory and a writing center.

**ODEALIER MORGAN LAUNDRY.** The Delta State Laundry was named for Ms. Odealier J. Morgan on November 7, 2003 representing the first time a Delta State building has been named after an African American employee. Ms. Morgan worked in the Delta State Laundry for 47 years and held the distinction of being the oldest university employee when she retired in the spring of 2003. The laundry was built in 1949.

**ROBERT E. SMITH SCHOOL OF NURSING.** The School of Nursing was named for Mr. Robert E. Smith in 2009 for his generous scholarships to students. The City of Cleveland donated the Old City Hospital to Delta State University in 1985. In 1988 and 1989, the Legislature made renovation funds available to convert this facility into the School of Nursing. This building provides a self-contained atmosphere of faculty offices, classrooms, and labs for the educational purposes of Delta State University graduate and undergraduate student nurses. The 12,000 square-foot facility was occupied in June 1991. Since this time, a simulation lab, a computer lab, and additional faculty offices have been completed.

**BOLOGNA PERFORMING ARTS CENTER.** This architectural masterpiece graces the Northwest border of campus. The facility includes a state-of-the-art theatre that seats 1,200 and a 135-seat recital hall. The facility covers 37,000 square feet and includes an 85-foot-high flyway, orchestra pit with lift, acoustical treatments, modern sound, lighting, and projection equipment. The building is named for the family of Dr. Nino Bologna of

Greenville, Mississippi, in recognition of their outstanding support of the performing arts.

**TRAVIS E. PARKER FIELD.** The football playing field of Delta State University is known as Travis E. Parker Field. A site completed in 1970 contains a concrete frame stadium, which is amply lighted for night football and surrounded by parking facilities. The stadium has 400 chair seats and sufficient pre-stressed concrete seats to accommodate approximately 7,000 persons. A press area provides space also for visiting coaches and dignitaries. Seating for approximately 2,000 guests is provided on the visitors' side of the stadium. The field was named in honor of Travis E. "Red" Parker, who was the first Delta State University alumnus to serve on the Board of Trustees, State Institutions of Higher Learning, serving from 1972 to 1984. He was president of the Board in 1981-82.

**ROBERTS-LAFORGE LIBRARY.** This imposing stone and brick library building occupies a commanding position on the southeastern edge of the campus. The library carries the names of the late Senator W.B. Roberts of Rosedale, Mississippi, in recognition of his service to the State and University as well as the name of Dr. William F. LaForge, in recognition of his 35 years of service to the University as Professor of History, Chair of Social Sciences, and Dean of the College of Arts and Sciences from 1957 until his death in 1992. It houses a growing and well-chosen collection of books, periodicals, and government documents, as well as serving as the gateway to a large and expanding number of electronic resources selected to support the academic programs of Delta State University. An expansion and renovation of this facility resulted in a beautifully furnished and well-equipped library that provides expanded collection and study space, a bibliographic instruction facility, two computer labs, and the Instructional Resources Center.

**THE LENA ROBERTS SILLERS CHAPEL.** The University Chapel was established in the fall of 1979. The Chapel, named for Lena Roberts Sillers, is located in the renovated heating plant, the oldest structure on campus. Made possible through a grant from Mrs. Walter Sillers, the Chapel is used for religious activities as well as for social activities, weddings, and meditation.

**WALTER SILLERS COLISEUM.** The coliseum is a round structure 182 feet in diameter. For basketball and arena events, there are seats for more than 3,500; for platform and stage events, the seating exceeds 5,000. In addition to classrooms and offices, the coliseum provides adequate dressing room facilities for participants in major and minor sports, and for visiting athletic teams. The name bespeaks appreciation of the role of the late Walter Sillers of Rosedale, who was a primary proponent of legislation that authorized the University in 1924 and who was largely responsible for its location in Cleveland.

**THE H. L. NOWELL UNION.** A centrally located, three-story student union building situated at the south end of the quadrangle was completed in 1974. At the second-floor level, a balcony encircles the building and provides a panoramic view of campus buildings and the landscape. Lounges, patios, study areas, meeting rooms, and banquet rooms are provided for student use and campus meetings. Service areas provide for a bookstore, food court and vending machines, and post office. The Union also houses offices which provide various student services. The building encompasses Scott Hall, which first served as the dining hall and later the cafeteria from 1930 to 1966, and from the summer of 1966 to 1974 as the student center. The building is named after H. L. Nowell, who served the university 38 years in a variety of student services positions.

**GEORGE B. WALKER NATATORIUM.** The natatorium, completed in 1969 and dedicated in 1970, houses an indoor-outdoor pool and auxiliary facilities. Classes were taught here in swimming, lifesaving, and water safety. The name commemorates the tremendous public service of Mr. George B. Walker to the State of Mississippi and especially to Delta State University when he served as a member of the Board of Trustees, State Institutions of Higher Learning, from 1936 to 1940. The George B. Walker Natatorium is not open at this time.

**HUGH ELLIS WALKER ALUMNI FOUNDATION HOUSE.** Delta State alumni and friends raised the necessary funds and constructed this facility as a gift to the University. The facility contains over 4,500 square feet for staff offices, work area, and a large social hall for meetings, banquets, and other occasions, serving the needs not only of the University and its alumni but of the surrounding communities as well. The facility was completed and deeded to Delta State in 1990. In 1996, the facility was named for Hugh Ellis Walker, the long-time Director of the Alumni/Foundation for Delta State University.

**THE WEST CARILLON.** The West Carillon now housed in the Chapel was a gift to the University from Mr. and Mrs. C.J. Richardson, Jr., of Cleveland, in honor and memory of Mrs. Richardson's parents, Mr. and Mrs. J. Parker West.

**HENRY L. WHITFIELD HALL.** Whitfield, located in a tree-shaded setting, houses the Delta Music Institute Entertainment Industry Studies program, DMI recording studios and offices. The first general meeting of Delta Council was held in this historic building in 1938. The name honors the late Governor Henry L. Whitfield, who signed the bill creating Delta State Teachers College on April 29, 1924.

**ROY AND CLARA BELLE WILEY PLANETARIUM.** Housed in the Walters end of the Caylor-White-Walters complex, the Planetarium was founded in 1976 and named for Mr. Roy Lee Wiley and his wife, Mrs. Clara Belle Wiley. Mr. Wiley taught Physics at Delta State from 1942 to 1975. The Planetarium is used for University astronomy classes and also presents special programs for schools and the general public.

**FIELDING L. WRIGHT ART CENTER GALLERY.** In 1969, the former Roberts Library was transformed into the Fielding L. Wright Art Center Gallery. The Art Center and the Gallery were dedicated to former Mississippi Governor Wright, known in the 1940's as a "Friend of Education." Today the Gallery forms the core of Delta State University's art department. The Gallery hosts six exhibitions annually and is utilized to supplement student education and community engagement. Fielding L. Wright Art Center Gallery's mission is to support the educational mission of the university, enrich the aesthetic environment of the community, and serve as a cultural resource for the Mississippi Delta. With a focus on curating innovative and thought-provoking contemporary art, the gallery seeks to promote the understanding of and extend the audience for contemporary art. The Fielding L. Wright Art Center Gallery also houses a growing permanent collection of art which includes work by Walter Anderson, Andrew Bucci, Salvador Dali, William Hollingsworth, Jr., Marie Hull, Floyd Shaman, and others. The gallery is open Monday-Thursday from 8 a.m.-5:00 p.m. and on Friday from 8 a.m. - 4:00 p.m. For current events and more information, please check the DSU Art Department's website <http://www.deltastate.edu/artsandsciences/art/gallery/> or contact the Art Department at 662-846-4720.

**FOREST EARL WYATT CENTER FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION.** The Wyatt Center honors Mr. Forest Earl Wyatt, who was the guiding force in the development of a strong Physical Education Department. The Wyatt Gymnasium, occupied in the summer of 1980, houses the Division of Health, Physical Education, and Recreation. It includes excellent facilities for the teaching of the modern health and physical education program.

**KENT WYATT HALL.** Kent Wyatt Hall honors Dr. Kent Wyatt, who served as Delta State University's fifth president from 1975 to his retirement in 1999. Kent Wyatt Hall houses financial assistance, student business services, the registrar, admissions and recruitment, one-card, graduate and continuing studies as well as the administrative offices of the President, Vice President for Academic Affairs, University Relations, Finance and Administration, Human Resources, Accounting, Procurement, Payroll, Information and Planning, and Institutional Research. The building's first public use was in April 2004 celebrating the inauguration of Delta State University's seventh president, Dr. John M. Hilpert.

**YOUNG-MAULDIN CAFETERIA.** The Young-Mauldin Cafeteria, a circular structure, provides dining facilities. The Young wing honors thirty-three years of dedicated teaching and personal counsel by Dr. Albert Leon Young, a member of the faculty when the University opened in 1925. The Mauldin Wing is named for Miss Katie Durelle Mauldin, who served the University in the capacities of dean of women, teacher of history, and registrar from 1929 until her retirement in 1961.

**WILLIAM H. ZEIGEL MUSIC CENTER.** This spacious, well-lighted building provides facilities for music. There are large rehearsal rooms for band and choir, a smart classroom, eight studio offices, ten practice rooms, a computer lab, and classrooms for music. The name memorializes the significant influence on the academic program of the University of the late William Henry Zeigel, who came in 1925 as the first academic dean and served until his retirement in 1947.

**O.W. REILY HEALTH CENTER.** The O.W. Reily Health Center, occupied in November 1975, houses examination and treatment rooms, and Counseling and Testing. The name memorializes Orville Wain Reily, who returned to serve his alma mater in 1953, and became dean of students in 1974.

**STUDENT HOUSING.** Modern and well-equipped residence halls are maintained for both men and women. Residence halls are Cain-Tatum, Fugler-Hammett, Lawler-Harkins, Brumby-Castle, Blansett and Foundation Halls. The E.B. Hill apartments are family housing units.

**HUGH CAM SMITH, SR. FACILITIES MANAGEMENT.** Maintenance facilities are centralized in an area located on the south side of Maple Street extended between Canal Street and Bishop Road. These headquarters,

occupied in January 1975, provide offices, conference rooms, lock and key rooms, warehouse areas, specific shops for each of the trades, and a garage to service all campus vehicles and equipment. The building honors Hugh C. Smith, Sr., who served as Financial Secretary for 40 years.

**OTHER BUILDINGS AND FACILITIES.** Available services and regulations are described in more detail under sections titled STUDENT SERVICES and RESIDENCE PROCEDURES AND REGULATIONS. A year-round University-operated swimming pool and numerous tennis courts provide recreational facilities.

## **RESIDENCY PROCEDURES AND REGULATIONS**

University-supervised residence halls are provided for men and women who are enrolled full-time. The following statement of policy is Delta State's official position on residency. On-campus living provides living and learning experiences that enhance the total philosophy of higher education; therefore, Delta State University encourages students to live in University housing facilities. Students find living on campus an exciting educational experience. The Office of Housing & Residence Life supervises all residence halls and family housing. Each residence hall has a director who lives in and supervises the building and its residents.

Delta State University is a tobacco-free campus, this includes all residence halls and family housing units.

**ROOM RESERVATIONS.** An application for a room reservation should be addressed to the Housing Office and should be submitted along with the \$75 non-refundable application fee (check or money order by mail). Assignments are made in the order of receipt of applications and fees, except that a student in residence has first choice both in reservation and room. The Director of Housing supervises the assignment of rooms and notifies applicants when assignments are made. If an applicant finds it necessary to cancel a reservation, a written cancellation must be submitted via email or US Mail and received in the Housing Office before August 1st for the fall semester, December 1st for the spring semester, May 15th for Summer Term I or June 15th for Summer Term II. Rooms not claimed by 5 p.m. on the first day of classes are reassigned, and the applicant is responsible for the \$50 No Show fee. Bedrooms have beds or bunks, chests of drawers, desks, chairs, internet access, adequate closet space, and blinds or shades on the windows. Each student is required to furnish sheets, pillowcases, pillow, blankets, bedspreads, towels, laundry bags, mattress cover, and shower curtain (if applicable), all of which should be plainly marked with the owner's name.

**PRIVATE ROOMS.** For the 2022-2023 academic year, private rooms will be offered at the double room rate to returning and new students. Private rooms will be available until all are filled.

**OCCUPANCY OF RESIDENCE HALLS.** The opening and closing of the halls at the beginning and the end of the fall and spring semesters, at the end of the University year, and at holidays is announced in sufficient time for students to make necessary arrangements. The residence halls are closed during regular University holidays, including Thanksgiving, Christmas and Spring Break and interim periods between semesters. Your room rent does not include vacation periods or interim periods. If you have extenuating circumstances, permission may be granted to live on campus during holidays and semester breaks for an additional charge. You must request permission ONE WEEK prior to the closing for the holiday or interim period.

**RESIDENCE HALL REGULATIONS.** Only full-time graduate students (enrolled for 9 or more semester hours) and full-time undergraduate students (enrolled for 12 or more semester hours) may live in University housing. Students whose hours fall below full-time must secure permission from the Director of Housing and Residence Life to live or remain in the residence hall. A room occupant is not permitted to remove any furniture from a room, nor is an occupant permitted to dismantle any furniture. Breakage or mutilation of furniture and equipment is charged to the individual student. Students are expected to keep their rooms clean and orderly at all times. No change in residence halls may be made without securing prior approval of the Director of Housing and Residence Life. A more detailed set of regulations is listed in the Student Handbook.

**STUDENT APARTMENT RESERVATION.** Application for an apartment for the use of a married student or single parent should be made to the Office of Housing and Residence Life and be accompanied by a deposit of \$100 (check or money order by mail). Assignments are made in order of receipt of application and deposit, and only after admission to the University. At the present time there is a waiting list, so apply as soon as possible.

**CONDUCT.** The act of registration obliges a student to abide by the rules and regulations of the University and to observe the standards of conduct expected of Delta State University students. Students are expected to be familiar with and abide by the rules, regulations, and code of conduct contained in the University catalog and the Student Handbook.

**IDENTIFICATION CARD.** Students are required to have their ID cards on their persons at all times when outside their place of University residence.

### **ATHLETICS**

Delta State University is a member of the National Collegiate Athletic Association Division II, Gulf South Conference and the new South Intercollegiate Swim League. The institution competes intercollegiately in football, basketball, baseball, swimming, diving, tennis, soccer, and golf. The women's intercollegiate program consists of basketball, tennis, fast-pitch softball, cross-country, swimming, diving, and soccer.

### **ALUMNI ASSOCIATION**

The purpose of the Delta State University Alumni Association is to foster the bonds of affection and loyalty between Delta State and its former students. The Alumni Office maintains an active file of names and addresses of graduates and former students. It is also responsible for planning homecoming and class reunions. The first full-time Alumni Secretary was employed by Delta State University on July 1, 1964. Since that time, alumni chapters have been formed in Mississippi and in other states where sufficient numbers of Delta State alumni reside. The Association publishes the *Delta State* magazine to keep former students informed of alumni activities and campus events. The Alumni Association was instrumental in chartering the Delta State University Foundation. The Foundation is the receptacle for all gifts and contributions made to the University. For more information write: DSU Alumni and Foundation, Box 3141, Cleveland, MS 38733.

### **UNIVERSITY PRESS OF MISSISSIPPI**

The University Press of Mississippi was founded in 1970 to encourage the dissemination of the fruits of research and study through the publication of scholarly works. Functioning as the scholarly publishing arm of the state-supported universities in Mississippi, the University Press is governed by a Board of Directors composed of two representatives from each of the eight state universities, one representative from the Board of Trustees of Institutions of Higher Learning, and the Director of the Press.

The University Press publishes between 55-60 books each year. Primary areas of interest are folk music, folk art, Southern literature, medicine, and history, but manuscripts in all areas of study are welcomed.

Administrative offices of the University Press are located in the Education and Research Center of Mississippi, 3825 Ridgewood Road, Jackson, Mississippi 39211.

### **FREEDOM OF SPEECH AND ASSEMBLIES**

Delta State University recognizes that in the community of scholars there are certain indisputable rights to freedom of inquiry, freedom of thought, and freedom of expression. The University encourages the search for truth and knowledge and does not abridge searchers' rights to reveal their findings, by both spoken and written word, even if in so doing they might find themselves at variance with their peers as well as the lay community. To dissent, to disagree with generally accepted truth and knowledge is acceptable. The University also stands for the right of all the university community to pursue their legitimate activities without interference, intimidation, coercion, or disruption. The University will protect the rights of freedom of speech, expression, petition, and peaceful assembly and affirms all rights and freedoms guaranteed under the Constitution of the United States.

The facilities and campus grounds of the University are intended to be used first for instructional and research programs and administrative activities of the University and secondarily for programs sponsored and conducted by University academic and administrative departments or organizations affiliated with those departments, including registered student organizations and student groups.

Reasonable time, place, and manner restrictions will be enforced. However, the enforcement will not depend, in any way, on the subject matter involved in an expressive activity.

### **STUDENT SERVICES**

**THE UNION.** As the nucleus of the campus, the H. L. Nowell Student Union houses many University support



services, including a food court, and offers a wide range of activities. Through the Student Director and the Union Program Council, cultural, social, and recreational programs are provided for students, faculty, staff, alumni, and guests.

**ORIENTATION.** Summer Orientation is a program designed to acquaint new freshmen and transfer students with the University structure, policies, procedures, and campus life. It also provides an opportunity to be advised academically by faculty to pre-register for fall classes. In addition, opportunities for new students to socialize with faculty, staff, and other incoming students are provided. Two overall goals of the program are to assist students' transition to university life and to help them feel that they are a vital part of Delta State University prior to their arrival in the fall.

**COUNSELING AND TESTING.** The Office of Counseling and Testing provides University students with individual assistance in solving personal, social, and educational difficulties. In a confidential relationship, the student may express his/her thoughts and feelings, and an experienced counselor helps the student gain insight into problems and explores possible solutions. With the assistance of the counselor, a student may select tests to appraise abilities, interests, and personal characteristics. MAT, LSAT, and Specialty Area Tests as well as CLEP, are administered by the Office of Counseling and Testing.

**ACADEMIC SUPPORT LABORATORY.** Any student needing academic assistance may take advantage of the peer tutoring services available each semester through the Academic Support Laboratory located in Bailey Hall, Room 221.

**STUDENT HEALTH SERVICES.** The University Health Center's mission is to provide exceptional culturally competent health services that enhances personal success and optimizes health and wellness for a diverse campus community. The University Health Center is located in the O.W. Reilly Student Health Services Building on campus and serves the student, faculty, staff and entire community. Medical professionals provide convenient non-emergent, outpatient care in a friendly and confidential environment where patients can obtain information to help them make informed, sound health decisions. During the academic semester, the hours of operation are Monday – Friday from 8:00 am – 5:00 pm, closed from 12:00 – 1:00 pm. On Friday from 1:00 – 5:00 p.m., University Health Center hours are held at Cleveland After Hours Clinic. No appointment is necessary, and patients are seen on a first-come, first-served basis with the exception of an emergency. Expenses incurred for special care outside those provided by the University are the responsibility of the student.

**HEALTH COUNCIL.** The Health Council is made up of a University physician, school nurse, dietitian, and a faculty-student health committee. This committee shares with the administration the responsibility for environmental conditions and other factors conducive to health. This participation and sharing of responsibility helps develop a much-desired health consciousness.

**HOUSING AND RESIDENCE LIFE.** See Residence Procedures and Regulations in the Physical Facilities section.

**MAIL AND EXPRESS.** Students' mail should be addressed to Delta State University, Cleveland, Mississippi 38733. Students receive their mail through post office boxes. For residence hall students, the cost is included in their residence hall fees. For day students, the cost is \$25 per year or \$12.50 per semester and \$5 each summer term.

**RECREATION.** In an endeavor to provide wholesome recreation for all students, Delta State University sponsors a program of recreational activities. Facilities are provided for tennis, racquetball, gymnastics, golf, basketball, and swimming. Through these activities, the University seeks to provide relaxation for students and to prepare them for adult leisure.

**INTRAMURALS.** A continuous program of intramurals for men and women carried on throughout the year gives the student body an opportunity to participate in the various competitive sports. Delta State University offers 12 team and 15 individual activities in a comprehensive intramural program designed for both the athletic and non-athletic individual.

**NATATORIUM.** The pool is available for the use of the students, faculty, and staff throughout the year. Lifeguards are on duty at all times while the pool is in use.

**HAMILTON-WHITE CHILD DEVELOPMENT CENTER.** Children of DSU students may apply to attend the Hamilton-White Child Development Center under the direction of the Division of Family and Consumer

Sciences. Applications for the Center may be obtained from the Division Office. (For further information about the Center services, see Hamilton-White Child Development Center under Special Instruction Services in this section.)

**BOOKSTORE.** The Jimmy R. Williams Bookstore is housed in the Union. Textbooks as well as certain reference books are stocked for all classes. Used texts may be resold at the bookstore at certain publicized times. The bookstore also stocks school supplies, art supplies, sundries, greeting cards, Delta State University decals, and other university specialties including sportswear and other miscellaneous items.

**THE MILL.** The Mill is a food court located in the Union for the convenience of students, faculty, and staff members. The food service area offers a Chick-fil-A, Bistro Grille, Burrito Bowl, Starbucks, and convenience store.

**DELTA DINING.** The University operates a large and well-equipped dining hall. A sincere effort is made at all times to serve well-prepared, high-quality food in attractive surroundings. Delta Dining will include home style meals, a deli, pasta, a grill, a bakery, exhibition cooking, and a complete produce and salad bar.

**STUDENT EMPLOYMENT.** See Employment in the Financial Information section.

**CAREER SERVICES AND PLACEMENT.** The University provides a centralized Career Services and Placement Office (located on the third floor of the Student Union) for undergraduate students, graduate students, and alumni who seek career employment in education, business, industry, and government. Registration is voluntary: students are encouraged to register with the Career Services and Placement Office prior to graduation. Other services include workshops on resume writing, interviewing, and job search. Resume critiquing and resume referral are also provided as well as a job board where part time and full-time jobs are listed. The Career Services and Placement Office sponsors a Fall and Spring Career Fair, Teacher Recruitment Day, and an annual Health Care Day. These events are open to undergraduates, graduate students, and alumni, providing opportunities to explore careers, schedule interviews, and discuss internships. The website is [www.ntweb.deltastate.edu/placement](http://www.ntweb.deltastate.edu/placement)

**SPECIAL PROGRAMS.** Through the Special Programs Committee, the University provides outstanding concerts, speakers, and other programs for students, faculty, staff, and the Delta community. Students are admitted by ID card.

**STUDENT SUCCESS CENTER.** The Student Success Center helps students navigate to academic success and degree completion by providing a wide range of student support through several divisions: Academic Advising Services, Academic Support Services, Complete 2 Compete, First Year Seminar, Fulbright Fellowships, International Education Office, International Student Services, and Study Abroad. The Center focuses on retention aspects, such as academic advising for undeclared students, the S.O.S. Stay Okra Strong Early Alert Systems, developmental and tutoring needs, study abroad, international student admissions, current international student development, and first year experience. The Student Success Center is located on the 2<sup>nd</sup> floor of Bailey Hall.

**CHURCH ATTENDANCE.** Students of the University are welcomed into the churches of Cleveland. Students are encouraged to attend regularly the churches of their choice.

## **SPECIAL INSTRUCTIONAL SERVICES AND CENTERS**

**CAPPS ARCHIVES AND MUSEUM.** See Library Services under Instructional Programs.

**CENTER FOR BUSINESS AND ENTREPRENEURIAL RESEARCH.** The Delta State University Center for Business and Entrepreneurial Research (CBER) was created in 2002 in order to fulfill a need in the region for ongoing research supporting business and entrepreneurial growth. The CBER works in conjunction with the Center for Community and Economic Development, the Small Business Development Center, and other on and off campus entities to maintain a single source point for data on the region and to seek funding opportunities from governmental and non-governmental sources. The CBER currently maintains a web site, is an active participant in a number of grants and grant proposals, and is engaged in several research projects.

**CENTER FOR COMMUNITY AND ECONOMIC DEVELOPMENT.** The President of Delta State University established the Center for Community and Economic Development (CCED) in August of 1994 to create a proactive stance in the University to address major development issues facing the region. The CCED pursues excellence in its programs and activities as it seeks to improve the quality of life for the citizens of the Delta. The CCED encourages faculty and staff of Delta State University to develop and conduct practical research projects,

to provide public service educational programs, and to provide technical assistance to public and private sector organizations. The CCED emphasizes on-campus teamwork and collaboration and seeks to develop partnerships with other private and public sector organizations and agencies with vested interests in leadership development and in community and economic development in the Delta region. The Center staff believes in the importance of education and in the power of all individuals, families, groups, and institutions to act collectively to meet the needs of their communities. Therefore, the mission of the Center for Community and Economic Development is *building and empowering relationships that strengthen communities*.

**CENTER FOR INTERDISCIPLINARY GEOSPATIAL INFORMATION TECHNOLOGIES.** The Center for Interdisciplinary Geospatial Information Technologies is included in the Division of Mathematics 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. It is our goal to become a self-supporting unit of the University while maintaining cost-effective services for our constituents. The Center is organized around three core areas: education and training, business and community development, and institutional knowledge, and encourages the participation of all members of the University community, novices and experts alike.

**CENTER FOR SCIENCE AND ENVIRONMENTAL EDUCATION (CSEE).** The CSEE was established at Delta State University in 2000 to provide science education and environmental education outreach services by DSU faculty and staff to residents, schools, and other organizations within its 18-county service area. To fulfill this mission, CSEE has been charged with the responsibility of coordinating existing science and environmental education programs offered by DSU and formulating and implementing new programs that address these areas. This will ultimately lead to development of a comprehensive, sustainable support system for improvement of precollege science and environmental education in the Mississippi Delta. Current programming focuses on conducting professional development workshops in science and environmental education for preservice and in-service teachers, providing materials to support science curriculum implementation in K-12 classrooms, and developing environmental field trip opportunities for students. CSEE facilities, including six ponds, a greenhouse, and an office/lab building, are located on a 10-acre parcel of land approximately one-half mile south of Merigold, Mississippi.

**DELTA CENTER FOR CULTURE AND LEARNING.** The mission of The Delta Center is *to promote the history and culture of the Mississippi Delta and its significance to the rest of the world*. This interdisciplinary Center fulfills its mission by presenting experiential courses and learning opportunities for DSU students and community members, classes that visit the Delta from other universities, and tourist groups. The Center also works to preserve and protect historic buildings and collects oral histories from Delta residents. Its Office of Community and Student Engagement promotes service learning throughout the University and provides Alternate Spring Break opportunities for visiting classes. The Center also supports the Cleveland Youth Council, the Healthy Families Initiative, and the Friends of Dahomey Wildlife Refuge, and works with area schools to explore, promote, and preserve the cultural and environmental heritage of the Delta. It houses the DSU Blues Band and convenes The Blues Highway Association, a group dedicated to promoting Delta heritage and the Blues. The Center Director is a permanent member of the State's Mississippi Blues Commission.

**DELTA MUSIC INSTITUTE.** The mission of the Delta Music Institute is to prepare students with the diverse skills needed to enter the technological, business, and creative areas of the entertainment industry. In addition to offering courses in these areas, this interdisciplinary Center presents learning opportunities for students, faculty, staff, and citizens of the region by providing opportunities to produce audio recordings in its world-class recording facilities. The DMI also works with University Archives and the community at large to transfer and preserve audio recordings from older media to digital format. DMI music ensembles, Ol' Skool Revue, DeltaRoX, and B4Y2K provide entertainment across the region by performing hits from the lexicon of contemporary American music.

**DIRECTED TEACHING INTERNSHIP.** Persons preparing to teach in the elementary or secondary schools are required to do internships in cooperating schools in the Delta area. All interns are under the close supervision and direction of a cooperating teacher and a University supervising teacher. Students teaching in schools other than those in commuting distance of Delta State University live in the communities in which they do internships and pay their own expenses. They do not pay board and laundry at the University during this period. Students teaching in cooperating schools which are near enough for commuting may live on the campus, but must furnish their own transportation to and from the school in which they do their internship.

**HAMILTON-WHITE CHILD DEVELOPMENT CENTER.** The Hamilton-White Child Development Center, under the direction of the Division of Family and Consumer Sciences, provides educational experiences for preschool children, ages 6 weeks to 5 years. Children ages 3 to 5 years are located in Bailey Hall. The infant-toddler rooms located in Ewing Hall accept children ages 6 weeks to 3 years. Lead teachers in each class have a degree in Child Development or a related field. Breakfast, lunch, and mid-afternoon snacks are provided. The Center provides year-round service. Majors in Family and Consumer Sciences, as well as other students who elect courses in child development, gain experience in working with preschool children at both center locations. Students observe and guide the social, emotional, cognitive, and physical development of preschool children as the laboratory requirement for child development courses. The Center also is available to eligible students desiring short-term observation and participation relating to their chosen major (e.g. Elementary Education, Music Education, Psychology, Social Work).

**INSTRUCTIONAL RESOURCES CENTER.** See Library Services under Instructional Programs

**JANICE WYATT MISSISSIPPI SUMMER ARTS INSTITUTE.** The Janice Wyatt Mississippi Summer Arts Institute (MSAI) was established in 1998 with the dream of becoming a regional model for excellence in arts education. The Janice Wyatt MSAI has programs designed for five-year-olds to graduating high school seniors. The goal of the Janice Wyatt MSAI is to encourage promising young artists to begin and continue their pursuits in the arts. The Arts Institute allows young artists to immerse themselves in a wide variety of art forms, taught by first-class arts faculty and teaching artists, with opportunities in dance, theater, visual arts, music, and the literary arts. The Janice Wyatt MSAI offers quality opportunities to gain broad exposure to all the arts and to further the artistic training of young people.

**THE MADISON CENTER.** Named for James Madison, architect of the U.S. Constitution, The Madison Center serves the campus through its study of democracy, human rights, and the U.S. Constitution. The Center's primary mission is engaging the University with the Delta's Civil Rights heritage, as well as in the primary activities of citizenship by sponsoring research, symposia, and seminars linking theory with practice, constitutionalism with citizenship, and principle with policy. As a function of its broader mission, the Center supports programs in Delta schools that help inform students of their constitutional duties and rights. The Center supports the James Madison Pre-Law Society, The Washington Semester Program, the Social Justice Program in Latin America, and the Rosedale After-School Program.

**OFFICE OF GRADUATE AND CONTINUING STUDIES.** Delta State University offers a variety of supplemental and nontraditional educational activities designed to meet public and community service demands. These activities include independent study, off-campus classes, conferences, workshops, institutes, and special interest noncredit classes. Individuals, groups, organizations, or businesses interested in any particular area of nontraditional study should write to the Dean of Graduate and Continuing Studies.

**SPEECH AND HEARING CLINIC.** The Speech and Hearing Clinic provides a wide range of services for children and adults, including speech, language, and audiological examinations and therapy. Students with speech and/or hearing problems are encouraged to contact the clinic early in their first semester of residence. In addition, the Speech and Hearing Clinic offers assistance to students for whom English is a second language.

**STUDENT NURSE CLINICAL LEARNING.** Beginning in the first semester of nursing school, all nursing students are required to take part in clinical experiences. Under the supervision of the Robert E. Smith School of Nursing faculty, students have the opportunity to practice what they have learned in the classroom and skills/simulation lab through guided clinical experiences in a variety of settings. Students must have health and liability insurance, school uniforms, health care equipment, and meet immunization and other disease prevention requirements, as well as criminal background check requirements of the agencies before their first clinical learning experience. Students are responsible for their transportation to and from the clinical agencies. Students admitted to the Robert E. Smith School of Nursing must show documentation of current BLS Certification.

**SUMMER SESSION.** The summer session consists of two terms during which courses are offered in the academic, professional, pre-professional, and graduate fields. Special attention is given to the needs of teachers in the field and to regular students on the campus who desire to advance the date of their graduation. Some social and recreational events are scheduled during the summer.

**THE THAD COCHRAN CENTER FOR RURAL SCHOOL LEADERSHIP AND RESEARCH.** See College of Education.

**THE TECHNOLOGY LEARNING CENTER.** See Office of Information Technology under Electronic Learning Network.

**WRITING CENTER.** The Writing Center, under the direction of the English faculty, provides tutorial support for any undergraduate or graduate student in all aspects of writing.

## 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).
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. Proof of immunization of measles, mumps, and rubella is required (two doses of the MMR vaccine) of all students, unless exempt because of (a) actual or suspected pregnancy (measles or rubella vaccines are not required for females who are pregnant; if pregnancy is suspected, a valid certificate of medical exception from a health provider is required until pregnancy is resolved), (b) medical contraindication, or (c) birth prior to 1957. Temporary waivers may be granted for students enrolled in distance learning courses and/or programs where their time on campus is limited to a minimum number of hours as determined by the admitting IHL institution.

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 or foundational coursework to correct these deficiencies.

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 application form, accessible online. Applications submitted at least twenty days prior to the beginning of the term in which the student plans to enroll receive priority.
2. Official transcripts of all graduate work; official transcripts of most recent undergraduate degree. Delta State University students who previously earned a degree or who are currently working toward a degree are not required to submit their undergraduate transcripts.
3. The application fee: Applicants must submit an application fee of \$30.
4. Documented proof of required immunizations for measles and rubella on a certificate of compliance and signed by a physician or health department official. This requirement is waived for students who are applying to an entirely online program or who are taking an online course as a non-degree seeking student.
5. Valid copies of test scores, certifications, and other materials as outlined under admission requirements for each graduate program.

### NON-DEGREE STUDENTS

To enroll in coursework, a non-degree student must have permission from the department in which the courses are offered. Non-degree seeking applicants should apply online, selecting “non-degree seeking” as the program of study. An official transcript documenting at least a bachelor’s degree must be submitted in order to register. 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 later decides to pursue a degree must submit a new application to the Graduate Studies Office as a degree-seeking student.

## 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

**Application for Admission.** The application for admission is located on the International Student Services' Admissions' page of the University website, [www.deltastate.edu](http://www.deltastate.edu). The priority application deadline for international students is March 31 for fall enrollment and September 30 for spring enrollment, with the final application deadline of June 1 and document deadline of July 1 for fall enrollment and final application deadline of October 15 and document deadline of November 15 for spring enrollment. International students applying to Delta State University are required to pay an application fee of \$100 US dollars that may be paid electronically via credit card. This fee is non-refundable. The application for admission will not be processed until payment has been received. Applications and all other documentation should be submitted to International Student Services, a division of the Student Success Center.

In addition to the application for admission, all international graduate students must submit the following:

**Official Transcripts and Test Scores.** Graduate applicants must show documents proving award of either a bachelor's degree or equivalent, or a graduate degree. World Evaluation Services, Inc. (WES), Educational Credential Evaluators, Inc. (ECE), or Global Credential Evaluators, Inc. (GCE) evaluates non-U.S. transcripts. The applicant must request a course-by-course evaluation, which should include three components: (1) confirmation of receipt of a degree that is equivalent to a four-year degree in the United States, (2) lists all subjects and provides a U.S. semester and grade equivalent U.S. 4.0 system, and (3) verification of the authenticity of the international documents. All costs for credential evaluation service are the responsibility of the applicant.

**Documented Proof of English Language Proficiency.** International students from non-native English-speaking countries are required to provide proof of proficiency in English. The following documents are acceptable:

\*The TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) is required for all applicants whose native language is not English. Applicants must submit an official copy of the TOEFL score to the International Student Admissions' Office. The minimum acceptable scores are: TOEFL or IELTS score to International Student Services. The minimum acceptable scores are: TOEFL: 70; or IELTS: 6.0. Individual academic programs may require higher scores.

\*Certificate of completion of intensive English training at a U.S. college.

\*Senior Certificate or official school letter mailed directly from school representative indicating education was instructed and completed in the English language.

\*Transcript verifying study and degree completion from an accredited U.S. high school or university.

**Financial Documentation.** International students must submit a financial portfolio showing that sufficient financial resources are available to cover the cost of attendance for each year of attendance. Official bank, income, investment statements are acceptable documents for the portfolio provided they are dated within 6 months of enrollment and include a financial representative's signature and official stamp. Students and sponsors are also required to submit a declaration of financial support, available online on the International Student Services website.

**Health Insurance.** International students are required to participate in the international group health insurance plan offered through the University. The fee for health insurance is charged per semester and is automatically assessed with tuition and other student fees.

**Health Requirements.** Verification of two MMR vaccinations (Mumps, Measles, and Rubella) dated at least 30 days apart and a negative TB test dated within 1 year of university enrollment date is required prior to university acceptance and both must include an original physician's signature. In addition, the MS Institutions of Higher Learning (IHL) requires that all first-semester new international students complete test screening for tuberculosis by a negative chest x-ray and IGRA (Interferon Gamma Release Assays) performed in the United States, upon arrival to University campus,

and results be submitted to the University prior to the start of classes. International Student Services will coordinate the IHL TB testing for all first-semester international students during International Student Orientation.

**Issuance of Nonimmigrant Student Visa Documents.** Once a student who lives outside of the U.S. has been approved for admission to Delta State University, International Student Services will review and issue the proper immigration document (Form I-20) and letter of acceptance via mail. To obtain an F-1 visa, students must contact the nearest U.S. embassy or consulate in their home country to determine application requirements, procedures, hours, fees, and processing times. Students must take the following documents with them to the meeting at the embassy: I-20, letter of acceptance to Delta State University, passport, a copy of the financial portfolio, and strong evidence of intent to return to their home country after completion of studies. Students who are already in the United States must contact the International Office for instructions on transfer procedures of their immigration status, and/or changes of status if necessary. 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 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 a financial portfolio for their program of study along with copies of their current Form I-20, passport, visa, and I-94 card. When a student has been approved for admission to Delta State University, 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. International Student Services has a School Transfer Form that must be completed and signed by their current school official.

**International Visitors in the United States on a Visa Other Than F-1.** Delta State University only accepts international students who hold an F-1 Visa. International visitors already in the United States with an immigration status other than F-1 must contact International Student Services to determine whether a change of status is necessary and possible.

**For Additional Information:**

International Student Services  
 Division of Student Success Center  
 Delta State University  
 H.L. Nowell Union 204 DSU Box 3232  
 Cleveland, MS 38733, U.S.A.  
 (662) 846-4574  
[international@deltastate.edu](mailto:international@deltastate.edu)

**READMISSION**

Graduate students who have stopped out of coursework for more than one year, 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.



**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)**

<b>TUITION FOR FULL-TIME STUDENTS</b>	\$4,217.50
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<b>TUITION FOR NON-RESIDENT ALIENS</b>	\$4,717.50
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(12 to 19 hours for an Undergraduate Student)

(9 to 13 hours for a Graduate Student)

**ROOM RATES**

(for 2022-2023 – single rooms are the same cost as double rooms)

Cain-Tatum/Fugler-Hammett	\$2,375.00
Lawler-Harkins	\$2,375.00
Brumby-Castle	\$2,125.00
Blansett	\$2,000.00
Foundation	\$2,625.00

**ADDITIONAL PRIVATE ROOM RATE/PER SEMESTER**

Fugler-Hammett and Cain-Tatum	\$1,425.00
Lawler-Harkins	\$1,425.00
Brumby-Castle	\$1,275.00
Blansett	\$1,200.00
Foundation Hall	\$1,575.00

**MEAL PLANS**

*All Access + \$190 Flex	\$1,846.00
50 Meals per semester DSU Faculty/Staff \$100 Flex	\$332.00
Campus Dining Dollars	\$200.00
*Meal Plan Options	\$906.00 to \$1,846.00

\*Residence Hall students - if a meal plan is not selected, the All Access + 190 Flex meal plan will be charged to your student account.

**PART-TIME TUITION**

These fees are per semester hour for both on- and off-campus locations:

**PART-TIME TUITION (per semester hour)**

Undergraduate	\$351.00
Graduate	\$469.00

## **PAYMENT OF TUITION AND FEES**

To be officially registered, total tuition and fees are due and payable by the payment due dates for each term. Payment in full should be made to Delta State. Students who do not pay in full must be enrolled in one of our designated payment plans. Contact Student Business Services for information concerning the available plans.

The University accepts payment by cash, check, or money order. Payment by check, American Express, MasterCard, Visa, or Discover credit cards can also be made online via our website at [www.deltastate.edu](http://www.deltastate.edu).

## **MILITARY PAYMENT FOR TUITION AND FEES**

Students paying tuition with military benefits under Chapter 33, Post-9/11 GI Bill, and Chapter 31, Vocational Rehabilitation and Employment, will be removed from the class cancellation process each term, provided they meet the following requirements:

- Students must submit a Certificate of Eligibility for entitlement to Chapter 33 educational assistance or a VAF 28-1905 form for Chapter 31 authorization purposes no later than the first day of a class, or the SCO must be able to confirm eligibility with the VA
- Submit the fully executed VA Certification Information Sheet to the School Certifying Official indicating the request to use benefits for the term by the class cancellation date for the term.
- Submit the fully executed Verification of VA Enrollment Sheet to the School Certifying Official for the term by the class cancellation date for the term.

If a student meets the above requirements, Delta State University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that a student borrow additional funds because of the individual's inability to meet his or her financial obligations to the Institution due to the delayed disbursement funding from VA under chapter 31 or 33.

In the event the expected benefits are not received or there is a portion of tuition not covered, the student will be responsible for the outstanding balance due. Also, a hold will be placed on the student's account on the last payment due date of the term and the account may be turned over to a collection agency for payment.

## **OVERLOAD TUITION**

Graduate on or off-campus students pay \$469 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.

**ATHLETIC TRAINING ED FEE.** Certain Health, Physical Education and Recreational 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.

**CAMPUS IMPROVEMENT FEE.** A \$60 fee will be assessed to all full-time students for improvements to the Delta State University campus. This fee will be prorated for less than full-time enrollment, \$5.00 per hour for part-time undergraduate students and \$6.67 per hour for part-time graduate students.

**CIS LAB FEES.** Certain Computer Information Technology courses have a lab fee.

**COLLEGE ALGEBRA FEE.** All college algebra courses have fees attached to the course.

**COMMENCEMENT/DEGREE FEE.** A fee of \$50 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.

**COMMUTER DINING DOLLARS.** Commuter Dining dollars will be charged each fall and spring semester to every graduate and undergraduate student enrolled in three or more hours whose method of instruction is in a classroom on the main Cleveland campus. These dollars can be spent in any SODEXO facility on campus. The unused portion rolls over from semester to semester. The student may spend the dollars as they please, such as feeding their family at Chick-Fil-A. Upon written request, any remaining dollars will be refunded upon request when the student leaves DSU or graduates. A processing fee may be charged upon refund.

**COUNSELING FEES.** Certain Counselor Education and Psychology courses have a fee.

**DISTANCE LEARNING FEE.** A fee of \$5.00 per credit hour for distance learning courses.

**DMI LAB FEES.** Certain Delta Music Institute courses have a lab fee.

**FAMILY AND CONSUMER SCIENCE FEES.** Certain Family and Consumer Science courses have a fee.

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

**HOUSING APPLICATION FEE (STUDENT).** A non-refundable housing application fee of \$75 (check or money order by mail) is required. A deposit of \$100 is required to be placed on the waiting list for a student family housing apartment.

**INTERNATIONAL ADMINISTRATIVE FEE.** A fee is assessed to all international student accounts at the beginning of the fall and spring semesters to provide campus administrative services and activities for international students.

**INTERNATIONAL STUDENT ORGANIZATION FEE.** The MS Institutions of Higher Learning (IHL) require that all first-semester new international students complete test screening for tuberculosis by a negative chest x-ray and IGRA (Interferon Gamma Release Assays) performed in the United States and results be submitted to the university prior to the start of classes. To ensure that all first-semester international students meet IHL guidelines in time to begin enrollment the first day of classes, first-semester international students are required to attend International Student Orientation and a fee will be assessed to all first-time international student accounts the first semester of enrollment.

**INTERNATIONAL STUDENT INSURANCE.** All international students are charged student insurance each semester. The insurance is charged to the students' accounts and is non-refundable. International students with dependents at DSU are also charged insurance fees for their dependents.

**iMBA PROGRAM FEES.** All students registered in iMBA courses will be charged a fee per credit hour.

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

**KEYBOARD LAB FEE.** Certain Music courses have a lab 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.

**NON-RESIDENT FEE.** An international student is charged \$500.00 upon registration in addition to tuition and special fees per his/her course load.

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

**PRIVATE MUSIC LESSON.** Special course fees are attached to some music courses. Contact the Department of Music 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.

**STUDENT ACTIVITY FEE.** A \$25.00 fee will be assessed per fall and spring semesters to all full-time students to provide funding for the Student Government Association to expand student programming, student organizations, weekend and late-night programming, and educational speakers. This fee will be prorated for less than full-time

enrollment, \$2.08 per hour for part-time undergraduate students and \$2.78 per hour for part-time graduate students.

**SOCIAL WORK FEES.** Certain Social Work courses have a fee.

**SWIMMING FEES.** All swimming courses have fees attached to the courses.

**TRANSCRIPT OF CREDIT.** The fee for an official transcript is \$11.00 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.** Students withdrawing from residence halls are entitled to an adjustment to room and meal charges based on the number of calendar days since the residence halls officially opened without regard to the date the student actually moved in. The date residence halls open is listed in the academic calendar and should be very easy to identify and defend.

- 1<sup>st</sup> day through the 10<sup>th</sup> day...75%
- 11<sup>th</sup> day through the 20<sup>th</sup> day...50%
- 21<sup>st</sup> day through the 25<sup>th</sup> day...25%
- After 25<sup>th</sup> day....0%

**BUSINESS REGULATIONS**

**IDENTIFICATION CARDS.** All students are issued an Identification Card, called the Okra Kard. 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 ID card will 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 through the GET app or by visiting the university's website at [www.deltastate.edu](http://www.deltastate.edu), MyDSU, Okra Kard.

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 cash registers/readers on or off campus. 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. A \$5.00 processing will be assessed. 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 is located in Student Business Services, (Hours: Monday-Friday 8 a.m.-5 p.m.) where replacement cards are made. After business hours, contact the Campus Police.

**RESIDENCE HALL STUDENTS.** Living expenses of room and meals 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.

**RETURN CHECK FEE.** 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 AID FOR GRADUATE STUDENTS

The Office of Financial Aid at Delta State University offers a comprehensive program of financial aid to assist graduate students. All communication from the office will be conducted electronically via the student's official university email address and DSU Online Services. The following federal and institutional programs are available to DSU students:

### **Federal Aid:**

1. Federal Unsubsidized Stafford Loans
2. Graduate PLUS Loans
3. Federal Work Study

### **Institutional Aid:**

1. 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 [studentaid.gov](http://studentaid.gov).

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

## DEADLINES

The priority deadline for applying for financial assistance is April 1. Applications will be accepted throughout the year but funds may not be available at registration if the application is not filed prior to April 1. To avoid being included in the early class cancellation process for the fall semester, make sure **all financial aid forms** are in the financial aid office by July 31.

## ELIGIBILITY

**Students who 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 semester. Graduate assistants are employed, under faculty supervision, to assist in the conduct of the University's various departments or related units and programs. Contact the Graduate Studies office 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 (finance, marketing, economics, political science, sociology, others). For more details, contact the Graduate Studies Office.

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

**Federal Graduate PLUS Loans** are made by the Department of Education to students for educational expenses. An approved credit check must be on file in the Department of Education for award consideration. Interest is charged during all periods.

## SATISFACTORY ACADEMIC PROGRESS

### 1. SAP Standards

Graduate students who receive financial aid at Delta State University must conform to the standards for SAP set by the University and outlined here. These standards encourage graduate students to successfully complete their program of study in a timely manner. It is important to remember that this SAP policy is administered by the Office of Financial Aid and is separate from the scholastic standards administered by the Office of Academic Affairs.

These guidelines apply to ALL Title IV aid: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Stafford Loans, and Federal PLUS Loans. A student's SAP status is calculated after each semester of enrollment, no matter if the student receives federal aid that semester.

The following policy is effective June 2017. All student receiving financial aid at Delta State University beginning June 1, 2017 are subject to these guidelines. This policy was updated April 2020. The policy will be amended whenever applicable federal or state laws or regulations are changed. The Financial Advisory Committee is to be appraised of these changes. Other amendments to the policy, not required by changes in laws or regulations, will be considered through the revision procedures of the Financial Advisory Committee.

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## Graduate Students

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

### Minimum Qualitative Academic Standards

<u>Overall hours attempted</u>	<u>Grade Point Average</u>
0-6	3.00

### Minimum Quantitative Standards

<u>Hours Attempted</u>	<u>Ratio of hours passed</u>
0-6	67%

7-11	3.00	7-11	67%
12+	3.00	12+	67%

**Financial Aid Warning:** Students who do not meet the standards of Satisfactory Academic Progress (SAP) at the end of a semester will automatically be placed on financial aid warning for the following semester. Notification of financial aid warning status will be communicated to the student. Financial aid may still be received during the warning period. At the end of the warning period the student must have achieved SAP as outlined above or financial aid will be suspended. Students will be removed from financial aid warning if they have achieved SAP.

**Financial Aid Suspension:** Financial aid suspension will result in the loss of all federal aid, including grants, loans and work-study. This may include, due to excessive course drops, withdrawal from school, and lack of degree progression.

**Repeated Courses:** Courses in which the student received a grade of “F” may be repeated and may be eligible for financial aid. Other courses in which the student received a passing grade may be repeated once and may be eligible for financial aid. When a course with a passing grade has been repeated, subsequent repeats of the course will not be included in the total number of credits for the semester when determining financial aid eligibility. Credits attempted in repeated courses will be included in the cumulative credits attempted.

**Withdrawn Courses:** Withdrawn courses count towards the cumulative credits attempted. However, if a student drops a course during the first 10 days in a semester, it does not count towards the cumulative credits attempted. Please view the Academic Calendar to determine the date by which grades of W or F go into effect and the refund policy of tuition and fees each semester. Students may retake courses from which they have withdrawn. When retaken, these courses will be included in the total number of credits for the semester when determining financial aid eligibility. Students on suspension are not eligible to receive financial aid. Grades of W and F are not considered successful completions.

**Incomplete Courses:** A grade of Incomplete (I) is a temporary grade that is assigned in extenuating circumstances. The assigned grade of I counts as hours attempted but not passed. If an incomplete grade is finalized after the SAP evaluation, the final grade will not be factored into the student’s SAP calculations until the next SAP evaluation.

**Grade Changes:** A student’s SAP status is re-evaluated at the time the Office of Financial Aid is notified by the Registrar’s Office of a grade change.

**Audit Courses:** Audit courses receive no credit and do not influence grade point average. They are not counted in credits attempted and are ineligible for financial aid.

**Pass/Fail Courses:** Pass/Fail courses are not calculated in the cumulative GPA but will be included in credits attempted.

**Transfer Students:** All credits attempted at DSU and all transfer credits accepted by the University must be counted toward the calculation of SAP (including credits earned during winter and summer sessions), regardless of whether the student received federal aid while attempting the credits.

**Change of Majors or Degrees:** If a student changes majors or degrees the credits earned under all majors or degrees will be included in the calculation of attempted and earned credits and affect pace of progression, maximum timeframe, and cumulative DSU GPA calculation.

## 2. SAP Appeal

### 2.1 Appeal Process

Students who fail to meet satisfactory academic progress standards and lose financial aid eligibility can appeal this



decision. Appeals must be made in writing and submitted to the Office of Financial Aid for consideration by the appeals committee. An appeal must be based on mitigating circumstances that affected academic performance. Mitigating circumstances are situations which are outside of the student's control, such as death of a relative, student/parent injury or illness, natural disaster, or other unforeseen circumstances. Students may only appeal the same situation once and documentation must be submitted to validate the circumstance. Other acceptable reasons for an appeal include the following:

- Medical difficulty.
- Family difficulty.
- Emotional difficulty.
- Learning disability.
- Change in/or addition to a degree program requiring more than the maximum allowable credits attempted, documented by a statement from DSU's Registrar.
- Other special, significant or unusual circumstances.

Students should explain what steps they have taken or will take to achieve and maintain SAP.

**Student Notification:** Students who submit an appeal shall be notified within 30 business days of the decision rendered by the appeals committee, pending all documentation required has been submitted for review. The notice will specify the student's appeal status (approved or denied) and any stipulations which govern the decision.

## 2.2 Appeal Decisions

**Appeal Denial:** If an appeal is denied, the student may choose to enroll without benefit of financial aid. If the student successfully completes a semester without receiving financial aid and is not meeting cumulative SAP requirements, another appeal may be submitted. If a student successfully completes a semester without receiving financial aid and meets the cumulative SAP requirements, the student will regain financial aid eligibility.

**Appeal Approval:** If an appeal is approved a letter will be sent to the student detailing any specific requirements established to help the student achieve Satisfactory Academic Progress. It is the responsibility of the student to follow the stated requirements. Failure to do so can result in loss of financial aid eligibility for future semesters.

**Academic Plan:** Academic plans may be used for students who appeal their financial aid suspension and it is not mathematically possible for them to meet SAP standards within one semester. Academic plans are individualized based on the student's advisor. If a student is granted an appeal based on an academic plan, they will be eligible on a semester-by-semester basis. Students are required to submit an academic plan and program of study signed by their advisor before financial aid can disburse funds for the semester. Students must follow their academic plan exactly in order to continue to receive federal aid. If an academic plan is not followed, their financial aid status will be placed back on financial aid suspension. Once a student is again meeting the minimum SAP standards, their academic plan will be removed. A student is considered to be on financial aid probation while fulfilling the requirements on an academic plan.

**Readmitted Students:** If a student is placed on financial aid warning or suspension status and does not return the following semester, they will be given the same status if they return at a later date. When a student withdraws or is dismissed from Delta State and is later readmitted, the semester in which they withdrew or were dismissed is included when the student's SAP status is evaluated.

## FINANCIAL AID FOR SUMMER SESSION

Students who plan to attend a summer session and wish to receive financial aid must have the Free Application for Federal Student Aid for the prior aid year on file in the Office of Financial Aid. Delta State University does award the maximum amount of aid during the fall and spring semesters. Therefore, students may have limited availability of federal loan funds from their unsubsidized loans and may need to consider additional funding opportunities.

## **FEDERAL REGULATIONS**

Delta State University complies with all state and federal regulations in the awarding and disbursement of student aid funds. Policy and procedures are implemented to ensure compliance with pertinent regulations.

## **GRADUATE STUDENT INFORMATION**

### **STUDENT RESPONSIBILITIES**

All graduate students should become familiar with the Graduate Catalog, departmental program requirements, and general requirements for graduation. 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.

### **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.

### **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.

### **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 12 semester hours of the credit required for a master's degree or educational specialist's degree may be accepted as transfer credit from another accredited graduate school. When circumstances merit, a request for an exception to the policy allowing a maximum transfer of 12 semester hours may be submitted by the department chair. The request must be approved by the college or school dean. All transfer credit, credit by examination and credit for military learning will be evaluated to determine if it will apply toward the student's chosen program(s) of study. Once Delta State has determined the credit will apply toward a program of study, credit will be awarded in the student information system and the number of hours required to complete the program of study will be shortened proportionately. Once the credits have been awarded in the student information system, all relevant personnel, including advisors, can use the information to notify the student of the remaining degree requirements. If a student is a GI Bill beneficiary, the VA Certifying Official will notify the student and the VA.

The Doctor of Education Degree in Professional Studies (EDD) in the College of Education and Human Sciences and the Masters of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) Degree programs in the Robert E. Smith School of Nursing have transfer policies that differ from those of other graduate programs. For the Doctor of Education in Professional Studies Degree, all courses within the 39-hour core curriculum must be taken at Delta State University. No more than two-thirds of the total hours required for the degree may be transferred from another institution. Only courses with an earned grade of B or higher will be accepted. Additionally, the request for transfer of courses must originate with the Coordinator of the Doctoral Program and be approved by the Chair of the Division of Teacher Education, Leadership, and Research and the Dean of the College of Education and Human Sciences.

The Robert E. Smith School of Nursing permits students to transfer six hours of grades of B or better for required and/or elective courses into either nursing graduate degree program (MSN or DNP). All transferred courses will be listed on the student's program of study. Applicants wanting to transfer credit for prior nursing course(s) taken at another institution must submit a written request with supporting documentation. The request for credit must be

submitted and negotiated before admission to a program and not after enrollment. The negotiation process may include revalidation, which could include refresher work followed by a remediation examination and/or competency check-off. Additionally, the Chair of Nursing and/or advisor will request a course syllabus from each course under consideration for transfer to ensure the equivalency of course content. Only in unusual cases will more than six hours be approved and no more than two-thirds of the total hours required for the degree may be transferred from another institution. Transferring more than six hours requires the recommendation of the advisor, the Graduate Program Coordinator, the Chair of Nursing, and the approval of the Dean.

## **SECOND MASTER'S DEGREE REQUIREMENTS**

Students desiring to pursue a second master's degree at Delta State University shall meet 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. A student is not eligible for financial aid for, and may not receive a second degree in, the same major. A student may return for a second concentration under the same degree but is ineligible for financial aid.

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 12 semester hours of credit from the first degree program.

## **GENERAL REQUIREMENTS FOR GRADUATION**

### **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, at least 30 track hours must be 700-level.

### **TIME LIMIT**

The master's and educational specialist degrees must be completed within six calendar years. 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). Students who fail to complete all program requirements within the given timeframe will be dismissed. Courses taken at Delta State prior to six years before completion of degree may not be applied to the master's, educational specialist, or doctoral degrees unless revalidated with permission of the graduate advisor, department chair, and the college or school dean. A student may be 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.

### **GRADE POINT AVERAGE**

A GPA of 3.0 in the current degree and degree concentration is required for graduation, with no course grade below a "C" counted towards degree credit.

### **COMPREHENSIVE EXAMINATION**

A committee to administer the comprehensive examination is appointed by the department. 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 have approval from the advisor.

Doctoral degree candidates in the College of Education and Human Sciences will follow guidelines in a separate publication available in the office of the program coordinator.

Doctoral degree candidates in the Robert E. Smith School of Nursing will follow guidelines in a separate publication available in the Robert E. Smith School of Nursing.

### **APPLICATION FOR THE DEGREE**

Graduation applications must be submitted to the Registrar's Office online via DSU Online Services. Application for a degree must be approved by the graduate advisor/coordinator.

## ACADEMIC HONESTY

Delta State University expects all students to adhere to the highest moral academic standards.

### 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 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.

### RESPONSIBILITIES:

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.

### PROCEDURES AND 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. The faculty member must notify the student of the academic honesty policy violation within 15 business days of discovering evidence of a suspected violation.

- 1) If the student provides new evidence that leads the faculty member to withdraw the claim of academic dishonesty, no further action is required.
- 2) If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member will determine 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, or a combination of these sanctions. The faculty member shall inform the student in writing of the determined sanction.
- 3) If the student admits to academic dishonesty and accepts responsibility for the violation, the faculty member must complete the Cheating/Plagiarism Report and forward it to the Office of Academic Affairs for filing. This confidential file will be kept and accessed in the event of another academic honesty violation of the student.
- 4) In cases in which the student does not admit guilt, nor provides satisfactory evidence to change the faculty member's assessment of evidence, the faculty member imposes the sanction that s/he finds appropriate and informs the student that the case will be referred to the Office of Academic Affairs. The faculty member informs the student in writing of the right to appeal through the Academic Grievances Policy. The faculty member then shall submit a completed Cheating/Plagiarism Report to the Office of Academic Affairs. This notification will remain confidential in compliance with policies protecting student privacy.

The Office of Academic Affairs will send a letter to inform the student that a disciplinary file has been created, along with a copy of the Cheating/Plagiarism Report. The letter will be copied to the department chair, dean of the school/college of the course, the student's academic dean, and the student's advisor. A copy of the letter from the Provost, the Cheating/Plagiarism Report, and proof of the violation is kept on file in the Office of Academic Affairs.

A second violation will be the purview of the Academic Honesty Committee. The Office of Academic Affairs will notify the dean of the student's major of a second violation and that dean will bring the two violations to the Academic Honesty Committee for review. This committee may determine additional and/or combined sanctions, up to and including suspension or dismissal from the university. The Academic Honesty Committee shall report to the Provost/VPAA. If the determined sanction is dismissal, the Provost shall inform the President, and the President shall direct the Registrar to inform the student of the dismissal. In each case, copies of the notification of a dismissal from the university shall be sent by the Registrar to the faculty member, the department/division chair, the student's advisor, 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(s) determined by a faculty member and/or the Academic Honesty Committee by following the appeal process established in the Academic Grievance Policy already in place, available in the Delta State University Undergraduate and Graduate *Bulletins*. The student must initiate the appeal process within 15 business days of receiving the written notification of the sanction(s).

The student may appeal the sanction(s) recommended by the Academic Honesty Committee to the Provost/VPAA.

## **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.

The student will discuss the grievance with the instructor and seek a solution. This discussion must take place no later than the last working day of the next regular term after the course in question.

1. 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 five 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.
2. 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 five 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.
3. 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 five 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.

4. 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 five 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 chair, the dean, and the Committee shall designate the date by which the next action, if indicated, shall be initiated by the student or respondent.

## **GRIEVANCE POLICY NON-ACADEMIC - GRADUATE STUDENT**

For grievances on non-FERPA issues, the student will follow the steps listed in Section I.

If the grievance is regarding a FERPA issue, the student should follow the steps listed in Section II below: STUDENT GRIEVANCE PROCESS for FERPA Issues. If the grievance is regarding a Sexual Harassment issue, the student should follow the steps listed in Section III below: STUDENT GRIEVANCE PROCESS for Sexual Harassment Issues.

The President of the University is the final arbitrator of all grievances. It is the desire of the University to settle all grievances as expeditiously as possible. In rendering a decision during the grievance procedure, it is the responsibility of the University to provide the student with written notification. The relevant Non-Academic Student Grievance Report form will be initiated by the first person receiving the student's grievance in each of the three processes outlined below. All non-academic student complaints will be archived by the Office of Student Affairs. Grievance files must be retained for a minimum of five years.

### **I. STUDENT GRIEVANCE PROCESS for Non-FERPA Issues**

1. The student should present to the staff member a signed, dated, written statement of grievance within fifteen working days of the cause of complaint. The staff member involved will render a decision within fifteen working days of receipt of the grievance, initiating the Non-Academic Student Grievance Report (Non-FERPA). All documents must be retained for a minimum of five years; upon sending the response to the student, the staff member will ensure that the complete appeals file is delivered to the Office of Student Affairs.
2. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) to the immediate supervisor or department head within fifteen working days. After reviewing the appeals file retrieved from the Office of Student Affairs, the supervisor/department head involved will render a decision within fifteen working days of receipt of the grievance. All documents must be retained for a minimum of five years; upon sending the response to the student and the staff member, the supervisor/department head will ensure that the complete appeals file is delivered to the Office of Student Affairs.

3. If the matter is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) to the Vice President for Student Affairs within fifteen working days. The Vice President for Student Affairs will render a decision within fifteen working days. All documents must be retained for a minimum of five years; upon sending the response to the student, the staff member, and the supervisor, the Vice President for Student Affairs will ensure that the complete appeals file is retained by the Office of Student Affairs.
  4. The student may appeal the decision of the Vice President for Student Affairs by requesting in writing, within fifteen working days, a hearing before the Appellate Committee. The Appellate Committee comprises seven members appointed by the President of the University: four faculty members and three student representatives. During this official hearing, a student may either represent himself or be advised by legal counsel of his or her choice. Legal counsel may speak only at the discretion of the chair of the committee. After reviewing the appeals file retrieved from the Office of Student Affairs, the Appellate Committee notifies the student in writing of its decision within fifteen working days from the date of the hearing, with a copy to the staff member and unit supervisor. All documents must be retained for a minimum of five years; the committee chair will ensure that the complete appeals file is delivered to the Office of Student 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 President of the University within fifteen working days of the date of the Committee's notification. After reviewing the appeals file retrieved from the Office of Student Affairs, the University President notifies the student, staff member, and unit supervisor in writing of his/her decision, which is final, within fifteen working days of receipt of the appeal, with a copy to the chair of the Appellate Committee. All documents must be retained for a minimum of five years; the University President will ensure that the complete appeals file is delivered to the Office of Student Affairs.
- Step 1: Staff Member  
 Step 2: Immediate supervisor and/or head of department  
 Step 3: Vice President for Student Affairs  
 Step 4: Appellate Committee  
 Step 5: President of the University

## II. STUDENT GRIEVANCE PROCESS for FERPA Issues

The rights of each student to privacy of educational records, as outlined in the Family Educational Rights and Privacy Act (FERPA), are affirmed by the University.

1. To initiate a grievance of a matter covered by FERPA, the student should present a signed, dated, written statement of grievance to the University Registrar. The Registrar will render a decision within fifteen working days of receipt of the grievance, initiating the Non-Academic Student Grievance Report (FERPA). All documents must be retained for a minimum of five years; upon sending the response to the student, the Registrar will ensure that the complete appeals file is delivered to the Office of Student Affairs.
2. If the grievance 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 to the Vice President for Student Affairs. The Vice President for Student Affairs will render a decision within fifteen working days of receipt of the grievance. All documents must be retained for a minimum of five years; upon sending the response to the student and to the Registrar, the Vice President for Student Affairs will ensure that the complete appeals file is retained in the Office of Student Affairs.
3. The student may appeal the decision of the Vice President for Student Affairs by requesting in writing, within fifteen working days, a hearing before the Appellate Committee. The Appellate Committee comprises seven members appointed by the President of the University: four faculty/staff members and three student representatives. During this official hearing, a student may either represent himself or be advised by legal counsel of his or her choice. Legal counsel may speak only at the discretion of the chair of the committee. After reviewing the appeals file retrieved from the Office of Student Affairs, the Appellate Committee notifies the student and University Registrar in writing of its decision within fifteen working days from the date of the hearing. All documents must be retained for a minimum of five years; upon the Committee's sending the response to the student and University Registrar, the committee chair will ensure that the complete appeals file is delivered to the Office of Student Affairs.

4. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the President of the University within fifteen working days of the date of the Committee's notification. After reviewing the appeals file retrieved from the Office of Student Affairs, the University President notifies the student and the University Registrar in writing of his/her decision, which is final, within fifteen working days of receipt of the appeal, with a copy to the chair of the Appellate Committee. All documents must be retained for a minimum of five years; the University President will ensure that the complete appeals file is delivered to the Office of Student Affairs.

Step 1: University Registrar

Step 2: Vice President for Student Affairs

Step 3: Appellate Committee

Step 4: President of the University

### III. STUDENT GRIEVANCE PROCESS for Sexual Harassment Issues

Sexual harassment is illegal under both state and federal law. It is the policy of Delta State University to ensure that the University community remains free from sexual harassment. Any student (or employee) who violates this policy is subject to disciplinary action. Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education,
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual,
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive education or living environment. Deans, division/department chairmen, and department heads must take appropriate steps to disseminate this policy statement and to inform students of procedures for lodging.
  - a. To initiate a grievance regarding sexual harassment, the student should present a signed, dated, written statement of grievance 1) to the Director of Human Resources if the grievance is against a faculty/staff member; or 2) to the Vice President for Student Affairs if the grievance is against a student. The Director of Human Resources or the Vice President for Student Affairs will render a decision within fifteen working days of receipt of the grievance, initiating the Non-Academic Student Grievance Report (Sexual Harassment). All documents must be retained for a minimum of five years; upon sending the response to the student, the complete appeals file will be delivered to the Office of Student Affairs.
  - b. If the matter is not resolved to the satisfaction of the student by the Director of Human Resources or the Vice President for Student Affairs, the student is entitled to request in writing, within fifteen working days, a hearing before the Appellate Committee. The Appellate Committee comprises seven members appointed by the President of the University: four faculty/staff members and three student representatives. During this official hearing, a student may either represent himself or be advised by legal counsel of his or her choice. Legal counsel may speak only at the discretion of the chair of the committee. After reviewing the appeals file retrieved from the Office of Student Affairs, the Appellate Committee notifies the student and the appropriate parties (HR/VP/SA/VPAA) in writing of its decision within fifteen working days from the date of the hearing. All documents must be retained for a minimum of five years; upon the Committee's sending the response to the student and the appropriate parties, the committee chair will ensure that the complete appeals file is delivered to the Office of Student Affairs.
  - c. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the President of the University within fifteen working days of the date of the Committee's notification. After reviewing the appeals file retrieved from the Office of Student Affairs, the University President notifies the student and Director of Human Resources or Vice President for Student Affairs in writing of his/her decision, which is final, within fifteen days of receipt of the appeal, with a copy to the chair of the Appellate Committee. All documents must be retained for a minimum of five years; the University President will ensure that the complete appeals file is delivered to the Office of Student Affairs.



- Step 1: Director of Human Resources or Vice President for Student Affairs
- Step 2: Appellate Committee
- Step 3: President of the University

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 chair, the dean, and the Committee shall designate the date by which the next action, if indicated, shall be initiated by the student or respondent.

## **GI BILL BENEFICIARY GRIEVANCE POLICY**

The Mississippi State Approving Agency (SAA), is the approving authority of education and training programs for Mississippi. The SAA investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA at [saa@msva.ms.gov](mailto:saa@msva.ms.gov).

## **GRADING SYSTEM**

The grading system for academic courses at DSU is on a five-letter basis and makes use of the following letters: A, excellent; B, good; C, satisfactory; D, poor; F, failure. To these marks, the following quality point values are assigned: A,4; B,3; C,2; D,1; F,0. These values are termed quality points per semester hour of credit. Grading policies specific to an individual course are found in the course syllabus. The letter I indicates that coursework is incomplete due to providential causes. Poor performance or unexplained absences are not a justification for the assignment of an I. A grade of I must be removed by the day grades are due for the next fall or spring term, regardless of enrollment, or the I will automatically become an F. This requirement does not apply to theses, dissertations, and other research or practicum courses, which can award the grade of IP (in progress). A grade of NS will be assigned to courses for which a student registers, but fails to attend any face-to-face class meetings or fails to actively participate in an online course.

## **COURSE REPETITION AND REPLACEMENT**

**Course Repetition:** A graduate student may repeat any course one time with the permission of the graduate advisor, department chair, and college/school dean. Both grades will be calculated in the student's GPA unless Grade Replacement is applied. Credit hours are only earned for the same class one time.

**Grade Replacement:** A graduate student who repeats a course(s) taken at Delta State University and who earns a higher grade the second time may submit a Grade Replacement Request form. Both the original grade and the repeat grade will appear on the student's transcript. The grade for the first attempt, however, will be excluded from the student's GPA calculation; only the grade and credit hours earned in the second attempt will be counted toward degree completion. The grade replacement policy may be used a maximum of two times during the student's graduate academic career at Delta State, with a limit of once for any one course. Exception will be made for cohort-based, linked courses for which one common grade is given, up to a maximum of four courses. (find the AC notes on this).

Students should consider using the grade replacement policy for courses in their current degree and concentration, since grades from a previous degree/concentration are not included in the GPA calculation for graduation.

## **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. If a student's overall grade point average on graduate courses drops below a 3.0 in their current degree program/concentration, 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.)

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.

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.

### **NON-ACADEMIC DISMISSAL**

All non-academic expulsions from Delta State University levied by the established University Judicial System will be noted on student academic transcripts.

Students expelled for non-academic reasons are permanently removed from all classes and will not be eligible for readmission to the university. A final grade of “W” will be posted for each registered course at the time of expulsion. These transcript notations will appear as “Non-Academic Disciplinary Expulsion” and will include the expulsion effective date. Expulsion notations will remain on the student transcript permanently.

### **CHANGE OF SCHEDULE**

The following regulations apply to changes of schedule:

1. The last day to add a course is the 7<sup>th</sup> class day of a semester (second class day, summer term). (See Academic Calendar).
2. The last day to drop a course without receiving a grade of W and financial penalty is the 10<sup>th</sup> class day of a semester (3<sup>rd</sup> class day, summer term). (See Academic Calendar).
3. To add or drop a course after registration closes, a student must complete an Add or Drop form from the Registrar’s office webpage.
4. No course may be changed to/from Credit/Audit without permission of the instructor. (See Academic Calendar). A request to audit a course must be declared during the registration/add period.
5. The last day to present a request for withdrawal from a course will be Friday of the tenth week of the regular semester or the Thursday prior to the last week of class of a summer session. (See Academic Calendar). Withdrawing from a course by the deadline results in a grade of “W.” After the withdrawal deadline, students receive the grade they earn in the course.
6. Fees applicable to schedule changes are given in the section titled Financial Information, Special Fees.

### **CLASS ATTENDANCE**

**CLASS ATTENDANCE AND ABSENCE.** Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. It is expected that attendance will be taken at each class meeting.

Each student is directly responsible to the individual professor for absences and for making up work missed. A student with absences greater than 25% will be dropped and receive a grade of F in the course. The last date of attendance shall be recorded. Students should not attend class if they are ill. Students are expected to provide documentation for missing class due to illness not to have the absence count against the 25% of absences during the semester.

A student absent from class and missing a scheduled test and/or major presentation is entitled to a make-up if evidence is presented to the instructor that absence was due to a death in the immediate family. Absences authorized by the Provost/Vice President for Academic Affairs for official purposes (athletics, performing groups, student government groups, etc.) also entitle a student to make up a test or class presentation. Commuting students are excused from classes during periods of time when the Weather Bureau has issued a weather

advisory for hazardous driving conditions. Students with excused absences are entitled to make up any work missed and grades shall not be penalized. Excused absences are not counted against the 25% of absences during a semester.

A student who has been reported as having excessive absences has the right to appeal to the Attendance and Grievance Appeals Committee and may continue to attend the course with the permission of the Committee during the period of appeal.

### **ONLINE CLASS ATTENDANCE**

Regular attendance and engagement in all scheduled online classes and activities is expected of all students and is regarded as integral to course credit.

A student is considered to be in attendance in an online course when the individual submits an instructor-prompted activity into the course. Examples of instructor-prompted activities are: 1) online discussion about academic matters; 2) contact with faculty to ask questions about subject studies and specific course assignments; 3) completion of assignments; or 4) completion of tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date when the student last submitted an instructor-prompted activity into the course.

**NO SHOW POLICY:** A student who registers for a course and never attends will be reported to the Registrar's Office by the instructors as a "No Show." A grade of NS will be posted for these courses. No Shows are reported to the Financial Aid Office and may affect the student's current and future financial aid.

A student who registers for an online course and never submits an instructor-prompted activity into the course will be reported to the Registrar's Office by the instructor as a No Show.

### **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.

### **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 hours 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 and Human Sciences 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.

### **SCHOLARLY PROJECT**

The Doctor of Nursing Practice (DNP) scholarly project is a faculty-guided scholarly practice experience that provides evidence of student critical thinking ability to apply research principles, and the ability to transfer practice through problem identification, proposal development, implementation, and evaluation of a clinical problem. Instructions for the preparation and submission of the scholarly project are available in the office of the Chair of Nursing.

## **LIBRARY SERVICES**

### **Faculty:**

J. Billingsley, M. Mounce, J. Phillips, D. Salinero, J. Slagell

The primary function of the Roberts-LaForge Library is to serve the information needs of the students, faculty, and staff of DSU through the provision of an adequate collection of books, journals, and electronic and other information resources to support the academic program. In addition, the library has the responsibility to provide a wide range of information sources for the personal and cultural enrichment of students and faculty.

An expansion and renovation of the library resulted in a beautifully furnished and well-equipped library that provides expanded collection and study space, a bibliographic instruction facility, two computer labs, and the Instructional Resources Center.

The library staff of 10 professional librarians and 10 staff members welcomes the opportunity to provide efficient informational and instructional service to the university community. Library users have open access to the reference collection, bound journals, more than 24,000 electronic journals, and to the research collection of over 367,000 volumes, 60,000 electronic books, more than 831,000 microforms, and 52,000 items in the Instructional Resources Center. Also available is a U.S. Government and Mississippi State Documents Depository collection. The reference staff is available for assisting in the use of the library and to provide information to patrons. In another area, 1,100 current journals are shelved alphabetically by title, along with a selection of local, regional, national, and international newspapers. Journal indexes and abstracts, in both paper and electronic form, are available to enhance access to the collection. The library is a member of the Southeastern Library Network and the OCLC Online Computer Library Center.

The book collection is kept up to date by systematic purchases and by gifts. Gift collections include the Dr. Blanche Colton Williams collection numbering over 800 titles; the Willis Collection, consisting of titles used by Dr. Kenneth Daugherty in preparing the biographical sketch of Nathaniel Parker Willis for the Dictionary of American Biography; the Austin, Scott, Bell Collections and the Hastings Lyon Collection of over 500 titles; and the Samuel McKinley Johnson Memorial Collection and Garrard Family Memorial Collection devoted to art works and books.

For more information, consult the Library website at <http://library.deltastate.edu>.

### **INSTRUCTIONAL RESOURCES CENTER**

The IRC (Instructional Resources Center) is located within Roberts-LaForge Library. It provides a wide range of non-book materials in support of the general curriculum, as well as books and other types of instructional materials in support of the teacher education program. The collection includes videos, DVDs, and audiotapes for all disciplines, educational software, a large collection of music in various formats, and access to databases and specialized websites focusing on K-12 education. The IRC has study carrels and tables for individual or small group use, two group listening/viewing rooms, individual audiovisual listening and viewing stations, computers for use with educational software, as well as scanning and poster printing equipment.

### **ARCHIVES AND MUSEUMS**

University Archivist: Emily Jones

The DSU Archives, located in the Capps Archives and Museum Building, exists for the purpose of supporting the teaching, research, and service missions of the University. This goal is accomplished through the collection, preservation, and provision of access to primary source materials relating to the history and culture of Mississippi, in general, and to the Delta region of Mississippi specifically. The exhibit galleries offer semi-permanent and changing exhibits which reflect on the history of Mississippi and DSU, as well as provide a venue for special exhibitions and public programs.

## **OFFICE OF INFORMATION TECHNOLOGY Electronic Learning Network (ELN)**

The ELN provides instructional resources as well as training and technical support for DSU faculty. The ELN staff regularly conducts faculty technology seminars and hands-on workshops and training sessions as well as assists faculty in the production of digital course materials for both classroom and web-based instruction. The ELN provides a wide range of support to faculty and students who use the University's course management system for web-enhanced, hybrid/blended and fully online courses. The Center operates under the Office of Information Technology and is housed in Bailey Hall 115.

### **THE GRADUATE PROGRAM**

In August, 1964, the Board of Trustees of the State Institutions of Higher Learning approved a graduate program leading to the Master of Education degree. This program was initiated in the summer of 1965 with majors in 11 academic areas. The graduate program has expanded to include the Master of Business Administration degree, the Master of Science in Natural Science degree, the Master of Professional Accountancy degree, the Master of Commercial Aviation degree, the Master of Science in Criminal Justice degree, and the Master of Science in Nursing degree.

In August, 1972, the Board of Trustees of the State Institutions of Higher Learning approved a graduate program leading to the Educational Specialist degree. This degree program includes three major fields: Elementary Education, Secondary Education, and Educational Administration and Supervision.

In August, 1980, the Board approved a graduate program leading to the Doctor of Education degree in Professional Studies. The areas of emphasis in the degree are elementary education, higher education, educational leadership, and counselor education.

In May 2012, the Board of Trustees of the State Institutions of Higher Learning approved a graduate program leading to the Doctor of Nursing Practice degree. This online degree program is designed for registered nurses (Associate, Baccalaureate, and Masters prepared) who wish to earn a terminal nursing practice degree and seek eligibility, if needed, to take the Family Nurse Practitioner certification exam.

The minimum requirement for a master's degree varies from 30 to 60 semester hours of work beyond the baccalaureate depending on the program entered. Requirements for full admission to a master's degree program include a baccalaureate degree with a satisfactory grade average from a fully accredited institution, an adequate score on a graduate admissions test (depending on the degree program requirement), sufficiently strong background in the chosen field of concentration, and fulfillment of the usual requirements for admission to DSU.

The minimum requirement for the Educational Specialist degree is 30 semester hours of graduate work beyond the master's degree. Requirements for full admission to the Educational Specialist degree program include a master's degree from an accredited institution, a Class AA certificate in the same field, and fulfillment of the usual requirements for admission to DSU.

The Doctor of Education degree requires the completion of 102 semester hours of approved graduate courses beyond the baccalaureate degree. Candidates for admission must hold a graduate degree from an accredited institution, have satisfactory undergraduate and graduate grade point averages, provide satisfactory graduate admissions portfolio and test scores, and have three years of teaching experience or its equivalent.

The Doctor of Nursing Practice degree requires the completion of 31-89 semester hours (depending on the program of study) of approved courses. Requirements for full admission to the doctoral degree program include a baccalaureate degree with a minimum GPA of 3.00 overall from an accredited institution, an analytic score of 3.0 or better on the Graduate Record Exam, a score of "C" or better for all required prerequisite support courses, license as a registered nurse with at least one year of clinical experience, an interview score of 50 or better, and submission of application, resume, and letters of recommendation.

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 course work 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 student's advisor, the department chair, the dean of the college or school where the courses are to be taken, and the Dean of Graduate and Continuing Studies.

For a copy of the graduate catalog and information about admission, degree requirements, and other features of the graduate program, contact the Graduate Office, 239 Kent Wyatt Hall, Delta State University, Cleveland, Mississippi 38733.

## **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.

Courses numbered 600 and above are for graduate students only. For the master's degree a minimum of fifty percent 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.

## **DEGREE PROGRAMS**

The following graduate degrees are offered by Delta State University:

### **Fully Online Programs:**

Integrated Master of Business Administration  
 Master of Applied Science in Geospatial Information Technologies  
 Master of Arts in Liberal Studies  
 Master of Arts in Teaching  
 Master of Commercial Aviation  
 Master of Education in Counseling - Synchronous  
 Master of Education in Education Administration and Supervision  
 Master of Education in Elementary Education  
 Master of Education in Secondary Education – English  
 Master of Education in Special Education  
 Master of Science in Sport and Human Performance  
 Master of Science in Nursing  
 Master of Science in Social Justice and Criminology  
 Post-Baccalaureate Certificate – Nonprofit Management  
 Post Master's Certificate – Nurse Educator, Family Nurse Practitioner  
 Education Specialist in Administration and Supervision  
 Education Specialist in Curriculum and Instruction  
 Education Specialist in Elementary Education  
 Education Specialist in Higher Education  
 Doctor of Education in Professional Studies  
 Doctor of Nursing Practice

### **Traditional Programs:**

Post-Baccalaureate Certificate – Health Sciences  
 Master of Arts in Liberal Studies  
 Master of Business Administration  
 Master of Education in Health, Physical Education and Recreation  
 Master of Education in Secondary Education – Social Studies  
 Master of Fine Arts in Integrated Visual Arts  
 Master of Professional Accountancy  
 Master of Science in Natural Sciences – Biology and Physical Science  
 Master of Science in Sport and Human Performance  
 Educational Specialist in Counseling

## COLLEGE OF ARTS AND SCIENCES

Ellen Green, Ph.D., Dean  
Kethley Hall, Suite A  
(662) 846-4100

[www.deltastate.edu/college-of-arts-and-sciences/](http://www.deltastate.edu/college-of-arts-and-sciences/)

### MASTER OF FINE ARTS (MFA) IN INTEGRATED VISUAL ARTS

(To be renamed Master of Fine Arts (MFA) in Studio Art Low Residency)

The MFA is a two-year 60-credit-hour degree with a summer intensive program that serves students who are motivated and want an innovative approach to graduate study through independent studio practice with a flexible structure.

Students take courses as a cohort for summer, as well as online, during spring and fall semesters. During spring and fall semesters students will be working with an artist mentor located close to their home studios.

Summer intensives will be four week-long on campus with a cohort of students taking three courses. During summer intensives, in addition to class instructors, students will interact and receive feedback from visiting artists and participate in fellowship activities that stimulate their creative process.

The program will offer four new technology courses relevant to artists working across all disciplines providing and expanding knowledge in filming, marketing, advertising, 3D modeling & printing, and operating CNC Laser Engraver. The program will encourage students to explore new ways and to incorporate digital media as a meaningful tool for their creative pursuits.

Upon the completion of this program students in the Master of Fine Arts program will have acquired:

- (Art Research and Concept) Graduates will develop a coherent body of work that demonstrates their ability to investigate, analyze and evaluate information and show competency in expressing their ideas visually, orally, and in writing.
- (Art Skills and Technology) Graduates will develop the ability to integrate digital technology in the pursuit of traditional artistic practices.
- (Critical Thinking and Communication) Graduates will possess extensive knowledge of contemporary art practice and discourse to define the place of their work within the broader context of art history.
- (Professionalism) Graduates will demonstrate professional standards and practices for advancing in their chosen fields necessary for entering a career in the Arts.

#### ***Degree Requirements***

A candidate for the Master of Fine Arts is required to:

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete graduate work consisting of studio and related areas, art history and theory, and elective hours as specified.
3. Provide written consent by the assigned artist mentor and academic advisor that each student has access to an appropriate facility where they can create and obtain suitable studio space in which to create thesis work.
3. Have Internet access and a computer or phone on which to video chat with the academic advisor.
4. Transport artwork to Delta State University during the summer and winter sessions.
5. Travel during the weeks specified for both semesters.
6. Be available per the faculty advisor's schedule.
7. Earn a grade point average of at least 3.0 overall.
8. Earn a grade of B or higher in all new technology courses.
9. Pass an oral examination during the mid-program review at the start of the second year.
10. With the consent of the academic advisor, conceive, plan, and execute a coherent body of work for exhibition that reflects your aesthetic vision, technical facility, and understanding of your art-historical, theoretical, and personal sources and precedents.
11. Explain and defend the conceptual framework and process of your graduate thesis project in a series of meetings with your thesis committee, a thesis paper, and a final critique.

12. Earn at least one-half of all hours toward the MFA degree at the 600 levels.

**Special Requirements for Admission to the Program.** The program requires a portfolio review upon application.

MFA students are expected to develop a personal vision, a high level of technical competence, and the ability to articulate their ideas in visual form.

To be considered for admission, applicants must:

1. Have earned a Bachelor of Arts (with a major in Fine Arts) or a Bachelor of Fine Arts from an accredited institution.
2. Have earned a grade point average of 3.0 or higher on all undergraduate coursework or three years of successful relevant professional experience
3. Candidates for admission must submit a letter of intent describing why they wish to enter the program and how the program can lead to career success.
4. Candidates must submit an artist statement.
5. Candidates must submit three references from professors and/or employers. At least one reference must be from a professor who is familiar with the applicant’s work.
6. A portfolio of 15-20 images that shows proficiency of media in which the candidate wishes to dedicate further study. If the candidate is focusing on video or animation, we require portfolio equivalents of five pieces that are three to five minutes in length.

Applications will be considered by the MFA coordinating committee, which consists of the MFA program coordinator, the chair of the Art Department, and faculty in the department from various areas of study.

Applicants may be granted provisional admission status for the first six (6) hours of graduate course work. All admission requirements must be met within these six hours. Applicants must have an undergraduate GPA of 2.5 or above to be admitted provisionally.

**MASTER OF FINE ARTS IN INTEGRATED VISUAL ARTS CURRICULUM**

1. Required Studio Courses.....	<b>18</b>
ART 526 Graduate Off-Site Studio I.....	3
ART 527 Graduate Off-Site Studio II.....	3
ART 626 Graduate On-Site Studio III.....	6
ART 627 Graduate Off-Site Studio IV.....	6
2. Required New Technology Courses.....	<b>12</b>
ART 500 New Technology I: Computer Graphics.....	3
ART 505 New Technology II: Motion Graphics..	3
ART 600 New Technology III: Time-Based Media .....	3
ART 605 New Technology IV: Integrated Design.....	3
3. Required Art Theory & Seminar Courses.....	<b>18</b>
ART 615 Contemporary Art & Theory.....	3
ART 616 Writing on Art for Artists..	3
ART 617 Research in art.....	3
ART 670 Professional Studio Practices .....	3
ART 514 First Year Seminar* .....	3
ART 614 Graduate Seminar*.....	3
4. Graduate Electives.....	<b>6</b>
Graduate electives must come from outside the art department, and are meant to encourage cross-disciplinary study, and should be chosen in consultation with the advisor.	
Graduate Electives.....	3
Graduate Electives.....	3
5. Thesis.....	<b>6</b>
ART 680 Graduate Thesis.....	6
Total .....	<b>60</b>



## MASTER OF SCIENCE IN NATURAL SCIENCES

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

Areas of Concentration: Biological Sciences or Physical Sciences

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

**Full 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 department 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 department 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 sub discipline 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 Department 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

- 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
- Pass a final oral comprehensive examination formulated and administered in part by the Department of Biological 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
- Prepare a teaching portfolio to be presented during the oral comprehensive examination.

The graduate student must accept full responsibility of knowing and following the policies, regulations, and timelines of the College of Arts and Sciences and the Department of Biological 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

- Holds a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies, and,
- 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
- 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
- Submit a score for either the Graduate Record Examination (GRE) general test or the Praxis II Science Content Exam, and
- 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:

- Establish a graduate advisory committee, and
- 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.)
- 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 final comprehensive examination formulated and administered 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.

The graduate student must accept full responsibility of knowing and following the policies, regulations, and timelines of the College of Arts and Sciences and the Department of Chemistry and Physics requirements relevant to the M.S.N.S. degree program.

## MASTER OF SCIENCE IN NATURAL SCIENCES CURRICULUM

### *Biological Sciences Emphasis*

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
Total .....		33

\*\*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.

### *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 .....	6
Total.....		33

OPTION B PROGRAM

1. Required Courses.....	<b>18-21</b>
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 Field.....	<b>12-15</b>
Total .....	<b>33</b>

## MASTER OF APPLIED SCIENCE IN GEOSPATIAL INFORMATION TECHNOLOGIES

The Master of Applied Science in Geospatial Information Technologies (MAS-GIT) program is a designated “Signature Program” at Delta State University. The program is designed to meet the needs of students from a variety of academic and professional backgrounds who have completed an undergraduate degree and seek advanced academic training in geospatial information technologies. It is a fully online degree program that offers students everywhere with flexibility needed for advancing their career without interrupting current work duties.

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

1. Meets all requirements for admission to the Graduate School.
2. Has earned a baccalaureate degree from an accredited institution with a minimum GPA of 2.75 on all undergraduate coursework
  - a. in GIT or a related discipline (e.g., geography, geosciences, biological sciences, physical sciences, engineering, environmental sciences, earth science, computer information systems, meteorology, ecology, forestry, and interdisciplinary studies) OR
  - b. in other disciplines and has at least three years of successful relevant GIT experience supported by a professional resume and two letters of recommendation from practitioners in the field.
3. A student with an earned GPA between 2.5 and 2.75 may be considered for full admission with an academic hold for successful academic progress in the first semester or through a certain number of courses.

**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 30 hours of graduate credit as outlined below.
3. Earn an overall GPA of at least 3.0.

### Academic Pathways:

**Pathway 1:** For students with GIT undergraduate degree or equivalent introductory graduate classes or 5 years professional experience in the field:

<b>GIT Core Courses</b>	<b>18</b>
REM 616. Applied Remote Sensing.....	3
REM 617. Image Analysis and Info. Extraction.....	3
GIS 610. Advanced GIS and Applications.....	3
GIS 631. Digital Photogrammetry .....	3
GIS 691. GIS Capstone I.....	1
GIS 692. GIS Capstone II.....	2
GIS 693. GIS Capstone III.....	3
<b>4 Electives in GIT or advisor-approved related discipline(s)</b>	<b>12</b>
GIS 570. Programming GIS.....	3
GIS 580. Internet GIS and Spatial Database.....	3
GIS 640. GIT for Disaster and Emergency Management.....	3
GIS 642. Environmental Applications of GIT.....	3
<b>Total Credit hours for the degree</b>	<b>30</b>

**Pathway 2:** For students who do not have an undergraduate GIT degree or professional experience in the field:

<b>Introductory Courses</b>	<b>6</b>
GIS 512. Principles of GIS.....	3
GIS 514. Geostatistics and Spatial Analysis/.....	3
<b>GIT Core Courses (see pathway 1 above)</b>	<b>18</b>
<b>2 Electives in GIT or advisor-approved related disciplines(s)</b>	<b>6</b>
GIS 570. Programming GIS .....	3
GIS 580. Internet GIS and Spatial Databases.....	3
GIS 640. GIT for Disaster and Emergency Management.....	3
GIS 642. Environmental Applications of GIT.....	3
<b>Total Credit hours for the degree</b>	<b>30</b>

## MASTER OF ARTS IN LIBERAL STUDIES

The Master of Arts in Liberal Studies (MALS) degree program promotes an interdisciplinary approach to graduate education by offering a diverse set of humanities and social science tracks. This program is designed for students who want to pursue advanced understanding of the nature of societal values and ideals that influence the human condition in the context of past and present human behavior and institutions. Students can choose from one of the following tracks:

1. English
2. Community Development (Sociology)
3. Globalization Studies (Political Science and Geography)
4. History
5. Interdisciplinary Studies (2 or more subject areas)

### **Admissions Requirements**

1. Applicants with a minimum cumulative undergraduate GPA of 3.0 may be automatically admitted without additional requirements other than an official transcript with a conferred bachelor's degree.
2. Applicants with less than a 3.0 undergraduate GPA must:
  - a) Submit a list of three references from professors and/or employers familiar with the applicant's academic or professional work.
  - b) Submit a personal statement/essay.

### **Degree Requirements**

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete graduate work consisting of core courses and elective hours as specified.
3. Earn a minimum grade of B in GLS 600.
4. Pass an oral and/or written comprehensive exam administered by a committee appointed by the MALS coordinator. *Thesis Option (requires advisor approval): With the successful completion of a thesis, the student is exempt from the comprehensive examination(s).*

### **Master of Arts in Liberal Studies Curriculum**

<b>English</b> .....	<b>30</b>
GLS 600.....	3
Required Course.....	3
ENG 601	
Electives.....	24
Thesis Option: ENG 690 and 18 hours from relevant graduate courses with advisor approval.	
<b>Community</b>	
<b>Development</b> .....	<b>30</b>
GLS 600.....	3
Required Courses.....	15
COD 521, 575, 600; SSC 570, 669	
Electives.....	12
Thesis Option: COD 699 or SOC 699 and 6 hours from relevant graduate courses with advisor approval.	
<b>Globalization Studies</b> .....	<b>30</b>
GLS 600.....	3
Required Courses.....	15
GEO 504, 516; PSC 550, PSC 570; SSC 570	
Electives.....	12
Thesis option: GEO 699 or PSC 799 and 6 hours from relevant graduate courses with advisor approval.	
<b>History</b> .....	<b>30</b>
GLS 600.....	3

Required Courses.....6  
     HIS 500 and HIS 632  
 Electives.....21

Thesis option: HIS 690 and 15 hours from relevant graduate courses with advisor approval.

**Interdisciplinary Studies.....30**  
 GLS 600.....3  
 Electives.....21  
 GLS 690 (Thesis) .....6

Elective hours for the Interdisciplinary Studies track can come from any academic unit in the University.

## MASTER OF SCIENCE IN SOCIAL JUSTICE AND CRIMINOLOGY

The Master of Science in Social Justice and Criminology (MSJC) provides graduate degrees for students across several states, entirely online, emphasizing a strong foundation in criminological theory and coursework aimed at providing the skills needed to prepare the working professional to compete for lucrative promotions, seek a faculty or other training position, or advance into a doctoral program. Our faculty strive to enhance students' analytical, writing, and presentations skills which are grounded in research and statistical methods and our faculty have expertise in cutting-edge areas of criminology and criminal justice, including student-requested topics such as terrorism, substance use, and the juvenile justice system.

**Admission Requirements.** All students will meet all general requirements for admission to Graduate School.

1. Applicants with a minimum cumulative undergraduate GPA of 3.0 may be automatically admitted without additional requirements other than an official transcript with a conferred bachelor's degree.

2. Applicants with less than a 3.0 undergraduate GPA must:

- c) Submit a list of three references from professors and/or employers familiar with the applicant's academic or professional work.
- d) Submit a personal statement/essay.

**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. Complete a minimum of 36 semester hours of graduate work as specified.
3. Pass the comprehensive examination in the candidate's major field administered by a committee of faculty. Each student is allowed three attempts at the comprehensive exam to be completed no later than three semesters after completing course requirements. Note: Students who elect to complete a thesis as a requirement for graduation are exempt from the final comprehensive examination.

Prior to the first semester of graduate study, students are expected to consult with the Coordinator of the Master of Science in Social Justice and Criminology program who serves as the advisor. The student will complete a Plan of Study (POS) wherein the coordinator will outline exactly what courses are to be taken and when over the course of graduate study.

SOCIAL JUSTICE AND CRIMINOLOGY CURRICULUM		Semester Hours	
Academic Program	Option A	Option B	Option C
Required Core: CRJ 630, 650, 655, 670, 675, SSC 570, 669	21	21	21
Electives: Graduate CRJ, PSC, or SOC courses	9	9	15
Thesis: CRJ 690	6		
Practicum: CRJ 680		6	
<b>TOTAL HOURS</b>	<b>36</b>	<b>36</b>	<b>36</b>

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.



## College of Arts and Sciences

### ANTHROPOLOGY

#### ANT 570. CULTURAL ANTHROPOLOGY. 3

#### ART

**ART 500. NEW TECHNOLOGY I.** Development of creative and theoretical work for integrating digital technology into the graduate studio work. Class will involve written proposals, discussion of contemporary issues and critiques. 3

**ART 501. ART HISTORY.** A survey of Western art and architecture from prehistoric times through the Middle Ages. This course will familiarize students with basic artistic principles and vocabulary, introduce them to specific examples of art and architecture, and discuss the historical and social context from which this work emerged. This survey course is intended to provide the background to take more advanced art history courses as well as the ability to critically assess works of art by placing them into the proper historical context. May fulfill the fine arts general education requirement. 3 (F)

#### ART 503. MODERN ART IN EUROPE AND AMERICA. 3

**ART 504. FIELD STUDY IN ART.** First hand exposure to works of art on a regional, national, and international basis. Geared to individual needs. 3 or 6

**ART 505. NEW TECHNOLOGY II.** Exploration of motion design as visual communication. Development of technical skills and critical thinking necessary for executing creative motion graphics portfolio work intended to be experienced via electronic media, with an emphasis on conceptual development and application of design principles. Prerequisite: ART 500. 3

**ART 506. FIBER DESIGN I.** Off-loom processes such as papermaking, basket forms, stitchery, and felting. Lecture/laboratory 6 hours. 3

**ART 507. FIBER DESIGN II.** Weaving on the loom and related structural media. Surface design on textiles including dyeing and printing. Lecture/laboratory 6 hours. 3

**ART 508. FIBER DESIGN III.** Experimentation with fiber-related media in off-loom, on-loom, or surface design processes and the development of individual aesthetic concepts in fiber. Lecture/laboratory 6 hours. 3

**ART 509. FIBER DESIGN IV.** Advanced studio problems in off-loom and on-loom fiber structure and surface design with emphasis on individual concepts. 3

**ART 510. DIGITAL PHOTOGRAPHY.** Students will examine advanced adjustment layers techniques, layer blending, and other correction and workflow methods with particular attention to preparing images for output. Students will explore a variety of image media from slides and negatives, to direct digital capture. 3 (S, EVEN)

**ART 514. FIRST-YEAR SEMINAR.** This is an introductory course for clarifying expectations and goals for the successful completion of the MFA degree at Delta State University. This course will stimulate studio work through artist examples, class discussions, writings, and critiques. This is a required course for every first-year graduate student. 3

**ART 517. HISTORY OF GRAPHIC DESIGN.** The study and exploration of the history of graphic design from the first printed materials to the modern designs and designers who are influencing the field today. 3

#### ART 520. GREEK AND ROMAN ART. 3

**ART 521. RENAISSANCE ART.** Painting, sculpture, and architecture in Renaissance Italy. 3

#### ART 522. AMERICAN ART. 3

**ART 523. ISSUES IN ART HISTORY.** In-depth examination of special topics through the study of primary and secondary sources, extensive class discussions, and independent research projects. Topics change each semester. 3

#### ART 525. PHOTOGRAPHY CHEMISTRY AND MATERIALS. 3

**ART 526. GRADUATE OFF-SITE STUDIO I.** Students will work from distance under the guidance of a

faculty member and mentor artist to complete studio projects based on their personal research, interest and proposals. 3

**ART 530, 531. CERAMICS.** Practice in pottery making, glazing, decorating, and firing methods. Emphasis on three-dimensional design in ceramic materials. 3, 3

**ART 533. POTTERY WORKSHOP.** 3

**ART 534. ART INSTITUTE.** Theory and practice in an area of arts and crafts in a workshop setting. 1-6

**ART 540. INTAGLIO.** Etching, aquatint, dry-point; individual application of imagery. Lecture/laboratory 6 hours. 3 (F, EVEN)

**ART 541. LITHOGRAPHY.** Stone and metal plate lithography; individual application of imagery. Lecture/laboratory 6 hours. 3 (F)

**ART 542. PRINTMAKING.** Printing in mixed-media; photo-techniques. Suited to individual interest and application. Lecture/laboratory 6 hours. 3

**ART 545. SOUTHERN FOLK ART AND CULTURE.** 3

**ART 550. DRAWING.** Exploring the formal possibilities and expressive potentials of materials, compositional relationships, and mark making in the development of personally meaningful visual ideas. 3 (F EVEN)

**ART 551. DRAWING.** Drawing with variety of media including non-traditional materials with emphasis on concept and experimentation. 3 (S ODD)

**ART 554. NATIVE AMERICAN LITERATURE AND ART.** 3

**ART 562. ART EDUCATION WORKSHOP.** Planned to meet the needs of in-service teachers in guiding activities appropriate to the elementary and secondary levels. 3

**ART 565. PAINTING I.** An introductory course in painting, using oil paint as the primary medium for inquiry into color and paint characteristics. Learning to mix, manipulate and apply paint. A hands-on understanding of traditional materials, pigments, grounds, supports, media, and finishers. Several media will be experimented with - egg tempera, encaustic, etc. Exploration of several approaches to the use of color-tonal, perceptual, subjective, and symbolic. Lecture/laboratory 6 hours. 3 (F)

**ART 566. PAINTING II.** A further study of color harmonies and painting qualities and materials and their compositional and expressive capabilities. This course begins an investigation into non-traditional techniques and materials. Lecture-laboratory 6 hours. 3

**ART 567. PAINTING III.** A creative research into landscape as a source for concept and inspiration. Various approaches will be encouraged from direct studies of painting on location to working from sketches, photographs, and experience. Conceptually, the landscape will be explored for its formal, intellectual, and poetic and expressive themes. 3 (F)

**ART 568. PAINTING IV.** Creative research into formal and thematic approaches to the human figure as unique form and subject. 3 (S)

**ART 569. PAINTING V.** Creative research into various ways and degrees of abstraction in painting such as, abstraction through emphasis, reduction, or transformation. 3 (F)

**ART 570. PAINTING VI.** Creative research into individualistic forms of expressions that are based on conceptual and formal applications of painting. Lecture/laboratory 6 hours. 3

**ART 575. SCULPTURE III.** Advanced casting techniques. Hollow-core casting and metal processes. Subtractive stone carving techniques. Direct stone carving using hand and air pneumatic power tools emphasizing roughing-out, finishing, and polishing techniques. Laboratory 6 hours. 3 (F,S)

**ART 576. SCULPTURE IV.** Wood carving and lamination. Additive and subtractive wood techniques including gluing and clamping, carving, and finishing. Laboratory 6 hours. 3 (F,S)

**ART 592. SPECIAL TOPICS IN ART.** Current developments in Art. 1-6

**ART 600. NEW TECHNOLOGY III.** Development of creative and theoretical work integrating digital

technology, specifically time-based media: audio, video, and basic animation techniques. Involves written proposals, discussion of contemporary issues and critiques. Prerequisite: ART 505. 3

**ART 605. NEW TECHNOLOGY IV.** Development of creative and theoretical work integrating digital technology in pursuit of graduate thesis exhibition using Adobe Cloud in computer graphics, motion graphics, time-based media, and the integration of laser cutting and 3D printing. Written proposals as well as discussions of contemporary issues and critiques will be part of this course. Prerequisite: ART 505. 3

**ART 615. CONTEMPORARY ART AND THEORY.** This course will introduce students to various contemporary art practices that have emerged since the 1960s, such as minimalism, site-specific art, institutional critique, art that pursues a critique of representation, identity politics, activist art, relational aesthetics, public art, and the theories that inform these practices. The purpose of this course is to familiarize students with contemporary critical theories in order for students to be able to articulate their own position within contemporary art. 3

**ART 616. WRITING ON ART FOR ARTISTS.** Writing is an indispensable skill for artists; this course is designed to help students develop their own writing and their ability to articulate the ideas that inform their work. To this end, this course will examine how artists have used writing as well as how criticism informs an artist's work. Prerequisite: ART 615. 3

**ART 626. GRADUATE ON-SITE STUDIO.** Students will work under the guidance of a faculty member and visiting artist to complete studio projects based on their personal research, interest and proposals. Prerequisite: ART 526. 6

## BIOLOGY

**BIO 505. PLANT PHYSIOLOGY.** Physiology of vascular plants with emphasis on angiosperms; water relations, translocation, mineral nutrition, photosynthesis, growth, hormones, and physiology of reproduction. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Lecture hours, laboratory 3 hours. 4 (Every other fall)

**BIO 508. BIOLOGY OF NONVASCULAR PLANTS.** Biology of the algae, fungi, and bryophytes, emphasizing morphology, life histories, and systematics, but also including physiology, and ecology. Laboratory includes identification, isolation, and culture methods. Lecture 3 hours, laboratory 3 hours. 4 (Every other S)

**BIO 510. PLANT ANATOMY.** Organization and development of the vegetative and reproductive tissues and organs of seed plants with emphasis on angiosperms. Lecture 3 hours, laboratory 2 hours. 4 (Every other S)

**BIO 511. ELEMENTS OF PLANT SYSTEMATICS.** Principles of plant classification, including history, nomenclature, and current methodologies. Survey of major vascular plant families, including lycophytes, pteridophytes, gymnosperms, and angiosperms. Lecture 2 hours, laboratory 3 hours. 3 (F)

**BIO 512. MEDICAL BOTANY.** The importance of plants and plant-derived compounds as causes of and as treatments of medical conditions in humans and other animals. Topics include: secondary plant compounds that have medicinal effects and the biological mechanisms through which these effects take place, beneficial and poisonous plant compounds used in Western medicine and in other cultures, and plant-derived compounds found in common foods and beverages and the emerging research demonstrating their health benefits beyond basic nutrition. 3 (F)

**BIO 514. ENVIRONMENTAL GEOLOGY.** Geologic related consequences of the interaction between people and the physical environment, including natural geologic hazards; minerals, energy, water, and soil resources; and global change and decision making. Field trips to environmentally sensitive sites. Lecture/Laboratory 3 hours. 3 (S)

**BIO 516. SOIL SCIENCE AND BIOLOGY.** The soil as a natural body. Soil developments and taxonomy, physical and chemical characteristics of soils, the role of soils in plant growth and mineral nutrition, soil ecology and microbiology, fate of soil pollutants and solid wastes, soil conservation. Lecture 3 hours, laboratory 2 hours. 4

**BIO 517. MEDICAL MICROBIOLOGY.** Introduction to infectious diseases, concentrating principally on the basic mechanisms of pathogenesis for bacterial, viral, and fungal diseases. Prerequisites: BIO 217. Lecture 3 hours, discussion 1 hour. 4 (S)

**BIO 523. HISTOLOGY.** Microscopic anatomy of mammalian cells, tissues, and organs. Characteristics,

organization, and identification obtained through the study of tissue sections. Lecture 3 hours, laboratory 2 hours. 4 (S)

**BIO 524. DEVELOPMENTAL BIOLOGY.** Combines aspects of classical embryology, developmental mechanics, ecotoxicology, and the evolution of development. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Lecture 3 hours, laboratory 2 hours. 4 (Summer I, not regular offering)

**BIO 525. MEDICAL ENTOMOLOGY.** Arthropods of medical importance; distribution, biology, and control; collection and identification. 3 (S)

**BIO 527. IMMUNOLOGY.** The immune mechanism of vertebrates as it applies to allergies, tissue compatibility, autoimmune diseases, resistance to infectious diseases, and clinical testing. Lecture 3 hours, laboratory 3 hours. 4 (F)

**BIO 535. METHODS AND MATERIALS IN THE BIOLOGICAL SCIENCES.** Experiences with field and laboratory biological/chemical methods suitable for use with middle school/junior high school and secondary school students. 3

**BIO 539. FIELD HERPETOLOGY.** Focuses on amphibians and reptiles of the southeastern United States, especially Mississippi. Lab experiences include surveys, behavioral, and population studies, guild structures, and dynamics. Lecture 2 hours, laboratory 4 hours. 4 (Every other fall)

**BIO 540. EVOLUTION AND SYSTEMATICS.** History of taxonomy and evolutionary theory, methods of speciation and evolution, current principles and theories, and an exploration of classical and modern literature. 3 (S)

**BIO 442. BIOTECHNOLOGY.** Methods to isolate, amplify, manipulate, and analyze DNA sequences. Societal implications of DNA technology are considered. Lecture 3 hours, laboratory 3 hours. 4 (S)

**BIO 547. PARASITOLOGY.** Taxonomy, morphology, life cycles, control, and medical importance of parasites of humans and animals. Lecture 3 hours, laboratory 2 hours. 4 (F)

**BIO 559. CONSERVATION BIOLOGY.** Integrates fundamental relationships between organisms and their environment with investigations in population/community biology, genetics and wildlife management. Extended field trips required. Lecture 3 hours, laboratory 2 hours. 4 (F)

**BIO 561. MAMMALOLOGY.** Systematics and ecology of mammals. Lecture 3 hours, laboratory 3 hours. 4 (F)

**BIO 562. ORNITHOLOGY.** Systematics and ecology of birds. Lecture 3 hours, laboratory 3 hours. 4 (S)

**BIO 563. WILDLIFE HABITAT MANAGEMENT.** The theory and practice of evaluating and managing habitat for wildlife. Students gain experience writing wildlife habitat management plans. Field trips are required. Lecture 3 hours, laboratory 3 hours. 4 (F)

**BIO 564. HUMAN PHYSIOLOGY.** 4

**BIO 565. PATHOPHYSIOLOGY.** Fundamentals of human pathophysiology, including general disease processes, etiology, and pathogenesis of selected disorders including, but not limited to, neuromuscular, musculoskeletal, and cardiovascular disorders. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**BIO 570. INTERNSHIP.** Field studies with an approved agency or industry. Open only to advanced biology and medical technology majors. Not to exceed 4 hours total. 1-4 (F,S)

**BIO 577. WETLAND ECOLOGY.** Structure and function of wetlands. Methods of delineation using hydrologic, soil, and vegetation indicators. Emphasis on the southeastern United States. Lecture 2 hours, laboratory 4 hours. 4 (Every other fall)

**BIO 578. POPULATION ECOLOGY.** Basic principles of populations and the application of these principles by wildlife managers, environmental scientist, national park service personnel, and fish and wildlife service decision makers. Use of industry standard software and specialized computer programs necessary for the design of population ecology experiments. Lecture 3 hours, laboratory 3 hours. 4 (Every other spring)

**BIO 592. SPECIAL TOPICS:\_\_\_\_\_.** Current developments in the biological sciences. May be repeated with change in topic. Total credit not to exceed 6 hours. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-4 (F,S)

**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. ADVANCED INORGANIC CHEMISTRY.** The fundamental principles of inorganic chemistry with an emphasis on coordination compounds, solid state, structures, and contemporary inorganic reactions and characterization techniques. Lecture 3 hours, laboratory 3 hours. 4

**CHE 531. MODERN METHODS OF ORGANIC ANALYSIS.** Analysis and identification of organic compounds using such modern techniques as IR, NMR, UV, and mass spectrometry. Lecture 2 hours, laboratory 4 hours. 4

**CHE 532. INTRODUCTION TO POLYMER SCIENCE.** Basics of polymer terminology, major synthesis routes for all polymers, special properties of polymers that make them unique materials, and the relationship of polymer structure to bulk properties. Lecture 3 hours. 3 (S)

**CHE 534. ENVIRONMENTAL CHEMISTRY.** Chemical applications to solutions of such environmental problems as air and water pollution and solid waste disposal; the chemistry of pollutants; chemical and physical removal of pollutants. Lecture 3 hours, laboratory 3 hours. 4 (S)

**CHE 540. BIOCHEMISTRY I.** Principles in general biochemistry. Lecture 3 hours, laboratory 3 hours. 4 (F)

**CHE 541. BIOCHEMISTRY II.** A continuation of CHE 540. Subjects covered will include bioenergetics and metabolism, biosynthesis of primary metabolites and nucleic acid biochemistry. Modern methods in biochemistry will also be discussed. Prerequisite: CHE 540 or permission of the instructor. Lecture 3 hours. 3 (S)

**CHE 542. CHEMICAL BIOLOGY.** Modern methods in the use of chemical applications relevant to biological systems. Topics such as laboratory procedure, keeping a laboratory notebook, DNA manipulation, immunological techniques and protein structure and function will be discussed. Prerequisite: CHE 540 or permission of instructor. Lecture 3 hours, laboratory 3 hours. 4

**CHE 543. BIOCHEMISTRY III.** A continuation of the CHE 541. Subjects covered will include metabolism of DNA, RNA and Proteins. Text materials will be supplemented with the current literature as needed. Prerequisite: CHE 541 or permission of the instructor. Lecture 3 hours. 3 (F)

**CHE 546. PRINCIPLES OF PHARMACOLOGY.** The interaction of drugs with living systems; biotransformations, dose-effect relationships, receptor concepts, and toxic effect. Prerequisite: CHE 540 or permission of the instructor. Lecture 3 hours. 3

**CHE 560. INSTRUMENTAL ANALYSIS.** Survey and interpretation of spectrometric methods of analysis. Lecture 3 hours, laboratory 3 hours. 4(S)

**CHE 564. SCIENCE SEMINAR.** Presentation of papers on current scientific developments and special problems of interest to students and faculty. Utilization of the library and scientific journals to yield experience in evaluation, abstracting, bibliographic methods, and writing the scientific paper. 1 (S)

**CHE 575. THEORETICAL CHEMISTRY.** Advanced treatment of fundamental principles of chemistry, with introduction to various areas of current chemical research. 3 (S)

**CHE 581. INDEPENDENT RESEARCH IN CHEMISTRY.** Research involving library and laboratory work

on problems of interest to student and instructor. 1 to 3 hours credit per semester not to exceed 6. 1-3 (F,S)

**CHE 592. SPECIAL TOPICS IN CHEMISTRY.** Current developments in Chemistry. 1-6

**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. MODERN 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 (F)

**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 (S)

**CHE 690. THESIS.** 6

### 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 (F)

**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 528. SOCIOLOGY OF HOUSING.** This course provides an overview of housing studies and examines the influence of housing on society economically, socially, and politically. This course also explores housing from a variety of theoretical perspectives. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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 (S)

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

**COD 585. DEMOGRAPHY AND HUMAN POPULATION STUDIES. 3** An examination of topics in demography, including fertility, mortality, and migration. These population processes are then situated in the context of sustainable development to understand the interaction between population changes and broader social and environmental change. Prerequisites: SOC 101. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3-6 (F,S)

**COD 699. THESIS.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3-6 (F,S)

### **DMI—ENTERTAINMENT INDUSTRY STUDIES**

**DMI 592. SPECIAL TOPICS.** Current developments in entertainment industry studies.

**DMI 603. THE BUSINESS OF ENTERTAINMENT.** An overview of the business of the entertainment industry. Concentration is on the legal, marketing, and financial aspects of different areas of the industry, focusing primarily on the recording, publishing, and film/television industries, exploring the roles of interrelated areas within the entertainment industry. This course is cross-listed with MGT 603. 3

**DMI 635. MANAGING LIVE ENTERTAINMENT.** An introductory course designed to give students an overview of tour management and event production in the live entertainment industry. Students become familiar with various artist, client, production, vendor, and facility contracts and agreements commonly used in the industry. This course is cross-listed with MGT 635. 3

**DMI 665. ENTERTAINMENT LEGAL ISSUES.** Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with MGT 665.

### **ENGLISH**

**ENG 601. METHODS FOR LITERARY RESEARCH.** Advanced analytical writing, theoretical approaches, and research methods designed primarily for graduate studies in literature. 3 (SUM) Online

**ENG 610. ADVANCED METHODS, ETHICS, AND LAW.** This course will involve research in and the application of educational theory, ethics, and law in the methods of teaching in the secondary ELA classroom; integrated clinical experiences. 3 (S) Online

**ENG 680. WRITING ACROSS THE DISCIPLINES.** This course will explore the fundamentals of critical thinking and clear writing with an eye toward teaching literacy in science, history, and technical subjects as outlined in the Mississippi College and Career Readiness Standards for secondary English teachers. Prerequisite: ENG 601. 3 (S) Online

**ENG 681. EARLY MODERN LITERATURE.** This course will engage with critical and thematic approaches to interpreting various early modern works with pedagogical implications for the secondary classroom. Prerequisite: ENG 601. 3 (F) Online

**ENG 682. BRITISH ROMANTIC LITERATURE.** This course will engage with critical and thematic approaches to interpreting various works of British romanticism with pedagogical implications for the secondary classroom. Prerequisite: ENG 601. 3 (F) Online

**ENG 683. AFRICAN AMERICAN COUNTER CANON.** This course will expose students to alternate voices in African American literature and literary theory with pedagogical implications for the secondary classroom. Prerequisite: ENG 601. 3 (F) Online

**ENG 684. CONTEMPORARY SOUTHERN LITERATURE.** This course will survey late 20<sup>th</sup> and 21<sup>st</sup> century southern writers from Texas to the mid-Atlantic coast with pedagogical implications for the secondary classroom. Prerequisite: ENG 601. 3 (S) Online

**ENG 689. INDIVIDUAL STUDIES.** 1-6

**ENG 690. THESIS.** 6

**ENG 691. CUMULATIVE THESIS.** Students enroll in this course upon completion of all degree requirements for the M.Ed. in Secondary Education English in order to finish writing the M.Ed. cumulative thesis project that begins in ENG 601. Prerequisite: ENG 601 and permission of the program coordinator. 3 (SUM) Online

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



## GEOGRAPHY

**GEO 504. GEOGRAPHY OF TOURISM.** Addresses the relationships between tourism and the landscapes, places, and regions that it affects. This course contains a strong field-based component and is focused on the economic, cultural, historical, and natural aspects of this important industry. 3

**GEO 505. CULTURAL GEOGRAPHY.** Study of intercultural group differences and the significance of their origins and distribution in the contemporary world. Includes the cultural landscape, language and dialect, folk culture, architecture, foods, sport, and music. 3

**GEO 506. POLITICAL GEOGRAPHY.** Geographic dimensions of U.S. and global political issues. Topics include electoral geography, geopolitics, nationalism, international political systems, state formation, and boundary disputes. 3

**GEO 507. ECONOMIC GEOGRAPHY.** Contemporary and historical spatial dimensions of economic activities. Topics include subsistence systems, agricultural location theory, trade, international development, transportation, manufacturing, and economic planning. 3 (S)

**GEO 511. TRANSPORTATION GEOGRAPHY.** Structure, principles, location, and development of world transportation. Critical role of transportation in moving people, goods, and ideas at international, national, regional, and urban levels. 3 (S)

**GEO 516. CONSERVATION OF NATURAL RESOURCES.** Spatial arrangement of abiotic and biotic resources as well as ways in which humans can ensure their continued availability and utility. 3 (F)

**GEO 530. GEOGRAPHY OF TERRORISM.**

**GEO 535. GEOGRAPHY OF RELIGIONS.** Comparative study of major world belief systems (e.g. Christianity, Islam, Hinduism, Buddhism, Judaism, traditional religions) in geographical context. Themes include cultural and political aspects such as: the sacred landscape; religion and conquest; the role of religion in geopolitics; religion and the environment. 3

**GEO 540. GEOGRAPHY OF THE AMERICAN SOUTH. 3**

**GEO 541. HISTORICAL GEOGRAPHY OF THE DEEP SOUTH.** A field course that exposes students to the historical aspects of cultural and physical landscapes in the Deep South. Topics and sites include the Tennessee Valley Authority; Civil War battlefields; Civil Rights; antebellum sites; Indian reservations; industrial geography. 3

**GEO 542. CULTURAL-HISTORICAL GEOGRAPHY OF THE YAZOO-MISSISSIPPI DELTA.** A learning community focused on the Delta and its people. Covers the Delta's natural setting, pre-history, history, and contemporary scene from a cultural perspective. Themes include Delta Blues and sense of place; the role of the Mississippi River; the Civil rights era; agriculture; archaeology. 3

**GEO 543. MILITARY GEOGRAPHY.** Historical geography of military landscapes in the U.S. South, often focusing on the Civil War landscapes of Shiloh, TN, and vicinity. This course contains a strong field component. 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.** 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 549. GEOGRAPHY OF ASIA AND THE PACIFIC. 3**

**GEO 562. CHINA AND JAPAN. 3**

**GEO 592. SPECIAL TOPICS IN GEOGRAPHY.** Current developments in Geography. *A writing enhanced course.* 1-6 (F)

**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 (F)**

**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 (F, S)

**GEO 699. THESIS. Prerequisite: SSC 570. 6 (F, S)**

**GEOSPATIAL INFORMATION SYSTEMS**

**GIS 512. PRINCIPLES OF GIS.** This course covers the general principles and applications of geographic information systems (GIS). The class provides a firm understanding of the conceptual approaches and uses of GIS, and technical methods in GIS. 3

**GIS 514. GEOSTATISTICS AND SPATIAL ANALYSIS.** The course tackles the problem of analyzing spatial data. Different types of spatial data (raster, vector or other data models) and work examples are presented to demonstrate the analysis of a wide range of spatial data sets. 3

**GIS 570. PROGRAMMING GIS.** This course is intended as an in-depth look at computer programming within Geographic Information Systems. The focus will be on GIS programming and methodology, utilizing practical GIS software skills and basic scientific computing skills. Software skills development will accompany each lecture topic. Lecture 2 hours, laboratory 1 hour. 3

**GIS 580. GIS FOR THE INTERNET AND SPATIAL DATABASES.** The purpose of this course is to provide students with an understanding of how Internet GIS and spatial databases work and to help them develop the skills requisite for success in this field. Software skills development will accompany each lecture topic. Lecture 2 hours, laboratory 1 hour. 3

**GIS 610. ADVANCED GIS AND APPLICATIONS.** Students will gain advanced concepts about GIS techniques and the underlying spatial data structures used by geographic information systems, and applications of GIS in business, health, environment management, ecology, etc. Prerequisite: GIS 512 or equivalent. 3

**GIS 631. DIGITAL PHOTOGRAMMETRY.** This course covers advanced photogrammetric systems for production of highly accurate digital map products, 2-dimensional and 3-dimensional representations for use and modeling. 3

**GIS 640. GIT FOR DISASTER AND EMERGENCY MANAGEMENT.** This course addresses methods and applications of geographic information technologies to confront challenges such as disaster response, emergency preparedness and management. Prerequisite: GIS 610. 3

**GIS 642. ENVIRONMENTAL APPLICATIONS OF GIT.** This course focuses on the uses of GIT techniques in solving various practical environmental problems through examining examples concerning soil, watershed hydrology, vegetation, land use/land cover, ecology, climate, and natural hazards. Prerequisite: REM 616, GIS 512 or equivalent. 3

**GIS 691. GIS CAPSTONE I – PROJECT DEVELOPMENT AND MANAGEMENT.** Students will learn how to develop a GIS research project and manage the project in the given timeline. 1

**GIS 692. GIS CAPSTONE II – DATA COLLECTION AND RESEARCH METHODS.** Students will learn how to conduct data collection and develop research methods for an applied research project. Prerequisite: GIS 691. 2

**GIS 693. GIS CAPSTONE III – ANALYSIS AND REPORTING.** Students will perform deadline-sensitive research analysis and report the research outcomes with a GIS project paper. Prerequisite: GIS 692. 3

## HISTORY

**HIS 500. HISTORIOGRAPHY AND THE PHILOSOPHY OF HISTORY.** Method, literature, and philosophical approach to history. 3 (F)

**HIS 509. MODERN ARCHIVAL MANAGEMENT.** The theories of archives administration and the application of archival concepts and principles. 3

**HIS 512. SEMINAR IN EARLY AMERICAN HISTORY.** This course provides interested graduate students the opportunity to engage in original research in Early American History between 1400 and 1877. With instructor guidance, students will select, design research, write and revise an original historical essay on the topic throughout the semester. 3

**HIS 513. SEMINAR IN MODERN U.S. HISTORY.** This course provides interested graduate students the opportunity to engage in original research in modern American History between 1877 and 2000. With instructor guidance, students will select, design research, write and revise an original historical essay on the topic throughout the semester. 3

**HIS 514. SEMINAR IN MEDIEVAL HISTORY.** This course provides interested graduate students the opportunity to engage in original research in medieval history. With instructor guidance, students will select, design research, write and revise an original historical essay on the topic throughout the semester. 3

**HIS 515. SEMINAR IN MODERN EUROPEAN HISTORY.** This course provides interested graduate students the opportunity to engage in original research in modern European history. With instructor guidance, students will select, design research, write and revise an original historical essay on the topic throughout the semester. 3

**HIS 517. SEMINAR IN MODERN WORLD HISTORY.** This course provides interested graduate students the opportunity to engage in original research in modern world history. With instructor guidance, students will select, design research, write and revise an original historical essay on the topic throughout the semester. 3

**HIS 592. SPECIAL TOPICS IN HISTORY.** Current developments in history. 1-6

**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 640. EARLY EUROPEAN HISTORY.** Selected topics and major themes of the period. 3

**HIS 641. MODERN EUROPEAN HISTORY.** Selected topics and major themes of modern Europe. 3 (F)

**HIS 642. TOPICS IN EUROPEAN HISTORY.** Selected topics and major themes in European history. 3

**HIS 650. EARLY AMERICAN HISTORY.** Selected topics and major themes of early American history. 3

**HIS 651. MODERN AMERICAN HISTORY.** Selected topics and major themes in modern American history. 3

**HIS 652. TOPICS IN AMERICAN HISTORY.** Selected topics and major themes in American history. 3

**HIS 660. TOPICS IN WORLD HISTORY.** Selected topics and major themes in world history. 3 (S)

**HIS 689. INDIVIDUAL STUDIES.** 3 (F,S)

**HIS 690. THESIS.** 6

## INTERDISCIPLINARY PROGRAM

**HUM 500. SEMINAR IN \_\_\_\_\_.** 3

## 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

**GLS. 690. THESIS.** Thesis in interdisciplinary studies. 6

## MATHEMATICS

**MAT 505. HISTORY OF MATHEMATICS.** Historical analysis of mathematics as a field of knowledge. 3 (S)

**MAT 511. GEOMETRY.** Intuitive, synthetic, and analytic approaches to Euclidean and other geometries. 3 (F)

**MAT 515. DISCRETE MATHEMATICS.** Combinatorics, recurrence relations, linear programming, difference equations, and graph theory. 3 (S)

**MAT 525. MODERN ALGEBRA I.** Structure of general algebraic systems; elementary properties of groups, rings, fields, vector spaces. 3,3 (S)

**MAT 526. MODERN ALGEBRA II.** Structure of general algebraic systems; elementary properties of groups, rings, fields, vector spaces. 3,3 (S)

**MAT 532. SPECIAL TOPICS IN MATHEMATICS.** Mathematical concepts and ideas related to elementary and/or secondary school mathematics. Offered only in workshops, in-service programs, and summer institutes. 1-3, 3

**MAT 533. SPECIAL TOPICS IN MATHEMATICS.** Mathematical concepts and ideas related to elementary and/or secondary school mathematics. Offered only in workshops, in-service programs, and summer institutes. 1-3, 3

**MAT 541. PROBABILITY AND STATISTICS.** Elementary probability theorem, random variables, Central Limit Theorems, special probability distributions, moment generating functions, point estimation, confidence intervals, regression, and correlation. 3

**MAT 542. LINEAR ALGEBRA.** Finite-dimensional vector spaces, matrices, linear transformations, solutions of systems of linear equations. 3 (F)

**MAT 543. NUMBER THEORY.** Divisibility, congruence, linear diophantine equations, prime and composite numbers, and continued fractions. 3 (F)

**MAT 544. NUMERICAL ANALYSIS.** Solutions of equations, polynomial approximations, initial value problems for ordinary differential equations, matrix inversion. 3

**MAT 577. MATHEMATICS FOR TEACHERS OF MIDDLE GRADES.** Professionalized subject matter of mathematics for teachers of grades four through nine; current trends and teaching procedures. 3

**MAT 592. SPECIAL TOPICS IN MATHEMATICS.** Current developments in Mathematics. 1-6

## MUSIC

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

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

**MUS 689. INDIVIDUAL STUDIES.** 3

## PHYSICS

**PHY 531. MEDICAL AND BIOLOGICAL PHYSICS I.** The physics of human and biological systems to include mechanics, exponential growth and decay, particle systems, transport mechanisms, transport through membranes, nerves and muscles, exterior potential and electrocardiograms, biomagnetism, and electricity and magnetism at the cellular level. Lecture 3 hours. 3.

**PHY 532. MEDICAL AND BIOLOGICAL PHYSICS II.** The physics of medical and biological instrumentation, including biological feedback and control mechanisms, least squares and signal analysis, imaging, ultrasound, atomic interactions with light, medical x-rays, nuclear medicine, and magnetic resonance imaging. Prerequisite: PHY 531 or permission of instructor. Lecture 3 hours. 3

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

## POLITICAL SCIENCE

**PSC 506. STATE AND LOCAL GOVERNMENT.** Organization, operations, and problems of state and local

governments in the U.S. Intergovernmental relations. Special attention to systems of government in Mississippi. 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 514. GENDER IN A CROSS-CULTURAL PERSPECTIVE.**

**PSC 520. THE AMERICAN PRESIDENCY.** Emphasis on executive branch of the federal government. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**PSC 535. AMERICAN POLITICAL PARTIES AND POLITICS.** Suffrage, nominations, and elections; nature, organization and operation of political parties; problems of representative government; interest groups, campaign techniques. 3

**PSC 540. THE JUDICIAL PROCESS.** An introduction to the judicial process focusing on the roles of judge and lawyer from the first case filing to final appeal. Students trace the litigation chain through both civil and criminal actions in state and federal systems critically assessing the roles played by individual and institutional actors. Prerequisite: CRJ 407. 3 (S)

**PSC 542. CIVIL RIGHTS LAW.** 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. Prerequisite: PSC 201. 3 (F)

**PSC 544. CIVIL LIBERTIES AND CIVIL RIGHTS.** 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, the role of Incorporation Theory, and the modern debate over equality. 3

**PSC 546. 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. 3

**PSC 550. COMPARATIVE POLITICS.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**PSC 570. INTERNATIONAL RELATIONS.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**PSC 580. U.S. FOREIGN POLICY.** Analyzes the institutions, actors, forces, and issues that shape U.S. foreign policy. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**PSC 592. SPECIAL TOPICS IN POLITICAL SCIENCE.** Current developments in Political Science. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-6 (F, S, Sum)

**PSC 689. INDIVIDUAL STUDIES.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

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

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

## REMOTE SENSING

**REM 616. APPLIED REMOTE SENSING.** This course covers theories of remote sensing science as well as advanced applications remote sensing products. Students will acquire hands-on experience in interpreting and analyzing remote sensing data from various platforms and applications of remote sensing products. Lab components are designed to lead students through key steps in interpretations and applications of satellite and aerial images. 3

**REM 617. IMAGE ANALYSIS AND INFORMATION EXTRACTION.** This is an advanced course about methods and technologies to analyze remotely sensed digital images and quantitatively extract needed information to solve real-world problems. The class focuses on a wide range of techniques key to understanding remote sensing data structure, interpretation, manipulation, transformation and analysis for Earth study. Prerequisite: REM 616. 3

### **SOCIAL JUSTICE AND CRIMINOLOGY**

**CRJ 507. CRIMINAL LAW.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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 AND HOMELAND SECURITY.** This course examines issues of global and domestic terrorism, including the structure of such groups, how they form and are sustained, as well as various perspectives that purport to explain the use of terrorist tactics in modern society. Students will also examine law enforcement responses to such groups and acts. 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.** This course examines the issue of domestic and international organized crime (OC). Students will consider the formation of such groups as well as their historic origins, ethnic ties, and domestic and international activities. Students will also examine key legal and law enforcement issues surrounding OC in the U.S. 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 comprehensive study of contemporary research, theory, and practice concerning the sociological perspective of family violence; the biological, psychological, and anthropological aspects of family violence are examined and the causes, classification, prediction, prevention, and intervention

of family violence are also addressed. Additionally, multidisciplinary approaches to child advocacy issues around the world are examined which includes recognizing health, maltreatment, cultural, religious, political, educational, and social advocacy issues in the child's country that effect the welfare and well-being of the child.  
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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-6 (F,S,Sum)

**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 (F)

**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 (S)

**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 (S)

**CRJ 665. SPECIAL TOPICS IN CRIMINAL JUSTICE. 1-6 (Sum)**

**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 (S)

**CRJ 675. SEMINAR: ISSUES IN CRIMINAL JUSTICE.** This seminar addresses relevant and timely issues in social justice, criminology, and criminal justice, including the history of law enforcement and contemporary functions of institutions which contribute to the American criminal justice system. Concepts of crime and justice, including social justice, are addressed. 3 (F)

**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 (F,S)

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

**CRJ 690. THESIS.** The supervised writing and defense of a professional research project. Approval of advisor required prior to registration. 6 (F,S)

### RURAL AND REGIONAL STUDIES

**RRS 532. THE RIVER AS MYTH, METAPHOR, AND REALITY.** A learning community that explores rivers as depicted in literature, film, poetry, song, and science, and includes several river field trips. 3

**RRS 542. MISSISSIPPI DELTA HERITAGE STUDIES.** An exploration of the mystique and reality of Mississippi Delta history and culture. Emphasis may vary in different sections, but will include music, civil rights, demography, land use, flood control, and biographies of Delta people. Field trips may be required. 3

**RRS 552. SENSE OF PLACE AND IDENTITY.** An exploration of the characteristics that define "place" and

the power of place to produce identity, including a comparison of how the people of the Delta see themselves with how they are portrayed by others. Field trips may be required. 3

**RRS 562. MISSISSIPPI DELTA BLUES AND AMERICAN CULTURE.** An investigation of America's first art form, the Mississippi Delta Blues, and the culture that produced it, and an analysis of how this art and culture affected America. Field trips may be required. 3

**RRS 582. WOMEN IN THE MISSISSIPPI DELTA.** An introduction to the lives and legacies of important Mississippi Delta women and a review of significant issues faced by women of the past, present, and future. 3

**RRS 592. SPECIAL TOPICS IN RURAL AND REGIONAL STUDIES.** Recent developments in rural and regional studies. 1-6

### SOCIAL SCIENCES

**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 (F,S)

**SSC 571. PHILOSOPHY OF THE SOCIAL SCIENCES. 3**

**SSC 592. SPECIAL TOPICS IN THE SOCIAL SCIENCES.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-6

**SSC 602. TRENDS IN THE TEACHING OF SOCIAL SCIENCES AND HISTORY.** Various methodological approaches to the teaching of social sciences and history. This course requires students to engage in field experiences and provide teacher work samples. 3 (S)

**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 (F)

**SSC 689. INDIVIDUAL STUDIES.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

### SOCIOLOGY

**SOC 500. CULTURAL DIVERSITY. 3**

**SOC 501. SOCIOLOGY OF THE FAMILY INSTITUTION.** Organizational structure and functions of the family in historical perspective, emphasizing a theoretical approach to family disorganization and marital discord. 3 (S,Sum)

**SOC 503. 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 measures dealing with social problems. 3 (F,S)

**SOC 504. SCIENCE, TECHNOLOGY, AND SOCIETY.** An analysis of how science and technology have altered human relationships involving the community and larger political and economic structures, including modern assumptions about future growth, the scale of economic activity and grass-roots as well as top-down activism. 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.** Human group formation, control leadership, decision making, communication, and conflict; types of groups, third-party consultation, individual identity and groups; personal growth through interpersonal communication. Emphasis on applied aspects of the roles of groups. 3

**SOC 520. SOCIOLOGY OF EDUCATION.** Sociological theory and research in education, including the



school as a social system, professionalization and career patterns of teachers, community value conflicts regarding education, social stratification and the schools, and educational problems. 3 (F,S,Sum)

**SOC 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 (F)

**SOC 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

**SOC 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

**SOC 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

**SOC 527. SOCIOLOGY OF SPORT.** The examination of sport as a social institution that will include an analysis from the functionalist, conflict, and interactionist perspectives. Prerequisite: SOC 101. 3 (S)

**SOC 528. SOCIOLOGY OF HOUSING.** This course provides an overview of housing studies and examines the influence of housing on society economically, socially, and politically. This course also explores housing from a variety of theoretical perspectives. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**SOC 530. HUMAN ECOLOGY.** An examination of the interaction of cultural systems and the physical environment. 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.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**SOC 536. JUVENILE DELINQUENCY.** Theoretical and practical aspects of juvenile delinquency in American society. Prerequisite: SOC 101. 3 (S)

**SOC 540. SOCIAL THEORY.** Development and history of sociological theory from 1830 to present. 3 (S)

**SOC 541. ORGANIZED CRIME.** This course examines the issue of domestic and international organized crime (OC). Students will consider the formation of such groups as well as their historic origins, ethnic ties, and domestic and international activities. Student will also examine key legal and law enforcement issues surrounding OC in the United States. 3

**SOC 546. ALCOHOL AND DRUG USE STUDIES.** Individual and social problems and responsibilities resulting from use of beverage alcohol and narcotics. 3

**SOC 550. RACIAL & CULTURAL MINORITIES.** Historical background of minority groups and their adjustment and function in society. 3

**SOC 553. MEDICAL SOCIOLOGY.** Examines American health care institutions. Studies social definitions of disease and health, the nature of patient and caregiver roles, and the organization of health care delivery systems. 3 (S, Sum)

**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 (F, Sum)

**SOC 560. SOCIAL STRATIFICATION.** Social class and its effect on human behavior. Emphasis on political change as a response to class consciousness. 3 (Sum)

**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.** A theoretical perspective on community systems. 3 (S)

**SOC 576. SOCIOLOGY OF RELIGION. 3**

**SOC 580. SOCIAL ORGANIZATION AND CHANGE.** Investigation of theories of social, economic, and cultural change. Prerequisite: SOC 101. 3 (F)

**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. DEMOGRAPHY AND HUMAN POPULATION STUDIES. 3** An examination of topics in demography, including fertility, mortality and migration. These population processes are then situated in the context of sustainable development, to understand the interactions between population change and broader social and environmental change. Prerequisites: SOC 101. 3 (S)

**SOC 592. SPECIAL TOPICS IN SOCIOLOGY.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-6 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 or 6 (F,S)

**SOC 698. PRACTICUM IN SOCIOLOGY.** Supervised internship in an approved organization. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3-6 (S,F)

**SOC 699. THESIS. Prerequisite: SSC 570.** This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 6 (F,S)

## 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**

### **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 AND AVIATION

Billy C. Moore, Ph.D., Dean

Broom 174  
(662) 846-4200

<http://www.deltastate.edu/college-of-business/>

### INTEGRATED MASTER OF BUSINESS ADMINISTRATION (i-MBA)

The Integrated Master of Business Administration degree or certificate program is for professionals and managers seeking to develop interpersonal, managerial, leadership skills in preparation for mobility, advancement and promotional opportunities. The 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. The 18-credit hour certificate program consists of six courses.

#### ***Admission Requirements.***

1. A baccalaureate degree from an accredited institution.
2. 3.0 GPA or 4 years professional experience.

Applicants lacking undergraduate preparation in business courses (with grade of “C” or higher) will be required to take the MBA Foundation courses below and earn a minimum grade of “B”:

MBA 515 - Managerial Accounting / Finance

MBA 525 - Management Theory / business Law

MBA 535 - Economics/Marketing Theory

MBA 545 - Statistics/Information Systems

Students who have earned less than a grade of "C" in undergraduate Managerial Accounting, Business Finance, Legal Environment of Business Principles of Management, Microeconomics, Principles of Marketing, Statistics, or Microcomputer Applications.

***Admission with Academic Conditions.*** Applicants lacking the GPA or work experience may be admitted conditionally with an academic hold. The applicant must earn at least a “B” in each of the first 3 courses in order to continue in the program.

***Degree Requirements.*** A candidate for the Master of Business Administration degree through the Integrated Master of Business Administration program 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. 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, and information technology to improve the effectiveness and efficiency of the business. 9 credit hours.

#### **Strategic Project Planning Module (Emphasis Module).**

##### *Entertainment Industry Studies:*

Entertainment Industry Studies encourages exploration and embraces the entrepreneurial spirit. This module integrates a variety of professional areas in the entertainment industry, including tour management and event production, the recording, publishing and film/tv industries, business and legal principles, and marketing of entertainment goods and services. 12 credit hours.

*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.

*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.

*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.

*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.

*Nonprofit Management:*

This concentration integrates the concepts of financial management, accounting principles, community engagement and collaboration, and management of human resources in a nonprofit setting while aligning strategy formulation with decision-making. Students will gain an understanding of the theory and practice of philanthropy while developing skills to effectively manage a nonprofit organization. 12 credit hours.

*Certificate Requirements.* A candidate for an Integrated Master of Business Administration certificate is required to meet the following:

1. Fulfill the general requirements for a certificate degree at Delta State University;
2. Complete a minimum of 18 semester hours of graduate credits as described below.

**INTEGRATED MASTER OF BUSINESS ADMINISTRATION CURRICULUM**

	<b>Semester Hours</b>
Required Coursework.....	<b>30</b>
<b>Module I: Financial Strategy (9 hours)</b>	
ACC 600. Managerial Accounting.....	3
FIN 600. Financial Management.....	3
MGT 601. Applied Decision Science.....	3
<b>Module II: Operational Strategy (9 hours)</b>	
MGT 605. Human Resource Management.....	3
MKT 600. Strategic Marketing.....	3
ECO 612. Managerial Economics.....	3
<b>Module III: Strategic Project Planning (Select one, 12 hours)</b>	
<b>Entertainment Industry</b>	
MGT 695. Strategic Project Management.....	3
MGT/DMI 603. The Business of Entertainment.....	3

MGT/DMI 635. Managing Live Entertainment..... 3  
MGT/DMI 665. Entertainment Legal Issues..... 3

OR

**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

**Health Care Administration**

MGT 622. Health Care Risk Management..... 3  
MGT 650. Health Care Law and Ethics. .... 3  
MGT 670. Health Care Management and Policies. .... 3  
MGT 695. Strategic Project Management. .... 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

**Information Systems Management**

CIS 606. Enterprise Data Warehousing. .... 3  
CIS 618. Business Intelligence. .... 3  
CIS 624. Enterprise Resource Planning. .... 3  
CIS 630. Information Technology Strategy and Management. .... 3

OR

**Nonprofit Management**

FIN 624. Nonprofit Financial and Resource Management..... 3  
MGT 606. Nonprofit Strategic Human Resources and Volunteer Management..... 3  
MGT 667. Theory and Practice of Philanthropy..... 3  
MGT 695. Strategic Management..... 3

**INTEGRATED MASTER OF BUSINESS ADMINISTRATION CERTIFICATE CURRICULUM**

Required Courses..... 18  
FIN 624. Nonprofit Financial and Resource Management.....3  
MGT 606. Nonprofit Strategic Human Resources and Volunteer Management.....3  
MGT 607. Nonprofit Impactful Board Governance.....3  
MGT 608. Nonprofit Program Planning and Evaluation.....3  
MGT 667. Theory and Practice of Philanthropy.....3  
MGT 695. Strategic Management.....3

## MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration degree or certificate program provides the student with a broad understanding of business concepts and operation.

### ***Admission Requirements.***

1. A baccalaureate degree from an accredited institution.
2. 3.0 GPA or 4 years professional experience.

Applicants lacking undergraduate preparation in business courses (with grade of C or higher) will be required to take the MBA Foundation courses below and earn a minimum grade of “B”:

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

Students who have earned less than a grade of "C" in undergraduate Managerial Accounting, Business Finance, Legal Environment of Business, Principles of Management, Macroeconomics, Microeconomics, Principles of Marketing, Statistics, or Microcomputer Application, may be required to take the equivalent MBA Foundation course(s) listed above.

***Admission with Academic Conditions.*** Applicants lacking the 3.0 GPA or work experience may be admitted conditionally with an academic hold. The applicant must earn at least a “B” in each of the first 3 courses in order to continue in the program.

***Degree Requirements.*** A candidate for the Master of Business Administration 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 18 hours in core business courses and 12 hours of approved electives, as described below.

***Certificate Requirements.*** A candidate for the Master of Business Administration certificate is required to meet the following:

1. Fulfill the general requirements for a certificate degree at Delta State University;
2. Complete a minimum of 18 semester hours of graduate credits as described below.

### BUSINESS ADMINISTRATION DEGREE CURRICULUM

	<b>Hours</b>
<b>1. Required Courses</b> .....	<b>18</b>
ACC 600, ECO 612, FIN 600, MGT 605, MKT 600	
Choose one of CIS 601, FIN 601, MGT 601, MKT 601	
<b>1. Emphasis Courses</b> (choose one emphasis below).....	<b>12</b>
<b>General Business Administration</b> .....	12
MGT 695, Approved Business Electives (9 credit hours)	
<b>Health Care Administration</b> .....	12
MGT 622, MGT 650, MGT 670, MGT 695	
<b>Human Resources Management</b> .....	12
MGT 620, MGT 655, MGT 660, MGT 695	
<b>Information Systems Management</b> .....	12
CIS 606, CIS 618, CIS 624, CIS 630	
Total Semester Hours.....	<b>30</b>

**BUSINESS ADMINISTRATION CERTIFICATE CURRICULUM**

Required Courses..... **18**  
 FIN 624. Nonprofit Financial and Resource Management..... 3  
 MGT 606. Nonprofit Strategic Human Resources and Volunteer Management..... 3  
 MGT 607. Nonprofit Impactful Board Governance..... 3  
 MGT 608. Nonprofit Program Planning and Evaluation..... 3  
 MGT 667. Theory and Practice of Philanthropy..... 3  
 MGT 695. Strategic Management..... 3

**MASTER OF COMMERCIAL AVIATION**

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

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

1. Meets all requirements for admission to Graduate School;
2. Has earned a baccalaureate degree from an accredited institution with a minimum undergraduate GPA of 2.75.

**Admission with conditions.** An applicant with a minimum undergraduate GPA of 2.5 may be admitted with an academic hold. The student must earn at least a “B” in each of the first three courses to continue in the program.

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate credits as specified in the curriculum below.

Applicants with previous graduate credit may request up to 12 hours of transfer credit. Applicants with documentation of relevant military training, courses, or credit may be eligible for up to 12 hours transfer credit, which will be evaluated according to American Council on Education (ACE) standards.

**MASTER OF COMMERCIAL AVIATION CURRICULUM**

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



## MASTER OF PROFESSIONAL ACCOUNTANCY

The Master of Professional Accountancy program is designed 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.

**Full 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 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.
5. Has completed, secured approval for, and filed a program of study.

**Admission with Academic Conditions.** An applicant lacking no more than two of the core prerequisite courses as specified above may be admitted conditionally with an academic hold, provided the applicant has met the GPA requirements. The applicant must earn at least a grade of “B” in each of the first 3 courses in order to continue in the program.

**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.

### ACCOUNTING CURRICULUM

	<b>Semester Hours</b>
1. Required Accounting Core Courses .....	<b>21</b>
ACC 600, 610, 630, 650, 676, 677, 693	
2. Approved Electives .....	<b>9</b>
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	
<b>TOTAL HOURS</b> .....	<b>30</b>

## College of Business and Aviation

### ACCOUNTANCY

**ACC 600. MANAGERIAL ACCOUNTING.** Analysis and interpretation of financial data; use of accounting information in managerial planning and decision making. 3 (F,S)

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

**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 (F)

**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 (F)

**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 (F)

**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 (S)

**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 (F,S)

**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 (F,S)

**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

### COMMERCIAL AVIATION

**CAV 592. SPECIAL TOPICS IN COMMERCIAL AVIATION. 1-6 (F,S)**

**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 (F)

**CAV 610. ADVANCED HUMAN FACTORS IN AVIATION AND THE AERO-SPACE INDUSTRY.** The study of individual and group behavior and interaction in the aviation and aerospace industry. 3 (F)

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

**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 (S, Sum II)

**CAV 640. AVIATION AND AIRPORT PLANNING AND DEVELOPMENT.** Study of aviation processes used in planning and development in airport/airfield classifications. 3 (S)

**CAV 650. AVIATION AND AIRPORT OPERATIONS, MARKETING AND MANAGEMENT.** The study of relationships and interactions in Aviation and Airport operations including marketing, management, security, emergencies, and environmental concerns. 3 (F)

**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 (F, Sum I)

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

**CAV 680. ADVANCED TRANSPORTATION SYSTEMS.** A study of surface and air transportation modes and how they interact to enhance economic growth world- wide. 3 (Sum II)

**CAV 690. WRITING IN AVIATION BUSINESS ADMINISTRATION.** Writing and research skills in Aviation Business Administration. 3 (S, Sum II)

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

### COMPUTER INFORMATION SYSTEMS

**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 (F,S)

**CIS 601. SURVEY OF BUSINESS ANALYTICS.** This course provides an introduction to Business Analytics including the application of descriptive, predictive, and prescriptive analytics to support and improve managerial decision making. Prerequisites: Successful completion of MBA Foundation courses or equivalent. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**CIS 605. DECISION SUPPORT SYSTEMS.** 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 (F,S)

**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 (S)

**CIS 624 ENTERPRISE RESOURCE 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 (S)

**CIS 630. INFORMATION TECHNOLOGY STRATEGY & MANAGEMENT.** A study of the decisions that determine the future directions of information technology, intensive organizations, and the effective implementation of managerial choices, organization structure, resources and capabilities, and strategic positioning will be addressed. The management issues of the creation and implementation of the value information technologies, and the effect on the structure of competition will be explored. Skills will be developed in understanding how firms gain and sustain competitive advantage, analyzing strategic business situations, formalities and implementing strategy, and organizing the firm for strategic success.

**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 550. INTERNATIONAL TRADE AND FINANCE. 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 (S, Sum)

**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 (F)

**FIN 601. SURVEY OF BUSINESS ANALYTICS.** This course provides an introduction to Business Analytics including the application of descriptive, predictive, and prescriptive analytics to support and improve managerial decision making. Prerequisites: Successful completion of MBA Foundation courses or equivalent. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough

content to warrant combination. 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 623. PUBLIC FINANCE.** Federal budgeting practices and policies, intergovernmental fiscal relations, cost-benefit studies, economics of state and local governments. 3

**FIN 624. NONPROFIT FINANCIAL AND RESOURCE MANAGEMENT.** A review of fiscal management and accounting procedures; an exploration of financial tools used by nonprofit managers. Students will also acquire knowledge around basic framework for evaluating the financial performance of a nonprofit organization and fundraising practices. 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 (F)

**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

### GENERAL BUSINESS

**GBA 600. MANAGERIAL COMMUNICATIONS.** Strengthening business management through effective written and non-written 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

**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 methodologies 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

## MANAGEMENT

**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. SURVEY OF BUSINESS ANALYTICS.** This course provides an introduction to Business Analytics including the application of descriptive, predictive, and prescriptive analytics to support and improve managerial decision making. Prerequisites: Successful completion of MBA Foundation courses or equivalent. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**MGT 603. THE BUSINESS OF ENTERTAINMENT.** An overview of the business practices of the entertainment industry. Concentration is on the legal, marketing and financial aspects of different areas of the industry, focusing primarily on the recording, publishing, and film/television industries, exploring the roles of interrelated areas within the entertainment industry. This course is cross-listed with DMI 603. 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 606. NONPROFIT STRATEGIC HUMAN RESOURCES AND VOLUNTEER MANAGEMENT.** A comprehensive overview of tools to address the challenges of managing human resources (paid staff and volunteers) in nonprofit organizations to effectively carry out the mission of the organization. 3

**MGT 607. NONPROFIT IMPACTFUL BOARD GOVERNANCE.** A comprehensive overview of board

governance, which includes the core roles and responsibilities of board members, as well as the board's relationship to the CEO and staff. Participants will learn how to develop effective, motivated boards whose members are accountable for the organization's assets while being committed to serve as advocates for the organization among its various stakeholders. 3

**MGT 608. NONPROFIT PROGRAM PLANNING AND EVALUATION.** An exploration of program planning and evaluation systems, from design and implementation, that produce valid, credible, and useful information to access program impacts within nonprofit organizations. 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 622. HEALTH CARE RISK MANAGEMENT.** Introduces the concepts of health care risk management, including the role/scope of a risk manager and a risk management plan. This course will focus on identifying both real and potential risk exposures in a health-care setting and teach risk management tools to help minimize, avoid, and/or mitigate these exposures by implementing loss prevention and loss control techniques. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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 635. MANAGING LIVE ENTERTAINMENT.** An introductory course designed to give students an overview of tour management and event production in the live entertainment industry. Students become familiar with various artist, client, production, vendor, and facility contracts and agreements commonly used in the industry. This course is cross-listed with DMI 635. 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 665. ENTERTAINMENT LEGAL ISSUES.** Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with DMI 665. 3

**MGT 667. THEORY AND PRACTICE OF PHILANTHROPY.** An examination of the role of philanthropy in today's society from the perspectives of the nonprofit practitioner, the philanthropist, and the public. 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.** A study of the unique problems associated with the marketing of services, tools for service markets, and of alternative strategies with which to improve service marketing effectiveness. 3 (F)

**MKT 535. SOCIAL MEDIA MARKETING.** Current trends in social media utilizing a variety of social media and social networking concepts, technologies, companies, and platforms. Students will understand how social media is used by companies in order to succeed in the modern digital world. This course may be cross-listed with MKT 435 Social Media Marketing.

**MKT 540. SPORTS MARKETING.** Application of marketing principles and processes to sport products, and/or sporting events, and to the marketing of non-sports products through association with sports. 3 (S)

**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. SURVEY OF BUSINESS ANALYTICS.** This course provides an introduction to Business Analytics including the application of descriptive, predictive, and prescriptive analytics to support and improve managerial



decision making. Prerequisites: Successful completion of MBA Foundation courses or equivalent. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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

## COLLEGE OF EDUCATION AND HUMAN SCIENCES

Leslie Griffin, Ed.D., Dean

Ewing 327

(662) 846-4400

<http://www.deltastate.edu/college-of-education/>

### MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching Program has a two-fold purpose. First, it is designed for promising individuals with non-education bachelor degrees who want to become classroom teachers in elementary grades 4-6 or secondary grades 7-12. Second, it allows for individuals who are interested in teaching, but not seeking licensure to earn a graduate degree. This second purpose enables individuals nationally and internationally to secure a graduate 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 K-6), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Special Education (grades K-12), Speech Communications, and Technology Education. Note that Delta State University does not provide the Special Education track.

**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 regional, national, or international accredited institution;
- B. Official documentation of having passed the Core Academic Skills for Educators Examination by making the scores required by the Mississippi Department of Education on the subtests of reading, writing and mathematics (Not applicable to the Non-Licensure track), or documentation of a score of at least 21 on the ACT (the test score requirement is not applicable to the Non-Licensure track); or minimum overall undergraduate GPA of 3.0. Note: Those submitting a minimum required score on the ACT or CORE must have a minimum overall GPA of 2.75.
- 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; For the elementary (4-6) license only, also documentation of passing score on The Mississippi Foundations of Reading test (Not applicable to the Non-Licensure track);
- D. A minimum overall undergraduate GPA of 2.75;
- E. A computer-generated essay of 250 words: Why you want to teach and what you think you have to contribute to the field of education;
- F. 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.

**Degree Requirements.** A candidate for the Master of Arts in Teaching degree in the College of Education and Human Sciences 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.
5. Must obtain a full-time teaching position during the fall and spring semesters (internship) in their area of endorsement from the three-year non-renewable license.

**MASTER OF ARTS IN TEACHING CURRICULUM**

A. Secondary Track: .....	<b>30</b>
1. Pre-Teaching Courses.....	9
CUR 611, CUR 612, CSP 546	
2. First Year Teaching/Internship.....	6
*CUR 650 (two semesters, 3 hours each)	
3. Required Courses .....	15
CRD 628, ELR 605, CUR 614, CUR 635, CSD 632	
B. Elementary Track: .....	<b>33</b>
1. Pre-Teaching Courses.....	9
CEL 611, 612, CSP 546	
2. First Year Teaching/Internship.....	6
*CEL 650 (two semesters, 3 hours each)	
3. Required Courses .....	18
CRD 628, ELR 605, CEL 514, CEL 615, CRD 629, CUR 600	
C. Non-Licensure track, Elementary (K-6) Concentration .....	<b>33</b>
1. Core Courses .....	9
CEL 611, 612, CSP 546	
2. Required Courses.....	18
ELR 605, CRD 628, CEL 514, CEL 615, CRD 629, CUR 600	
3. Approved Elementary Elective.....	6
D. Non-Licensure Track, Secondary.....	<b>30</b>
1. Core Courses.....	9
CUR 611, CUR 612, CSP 546	
2. Required Courses .....	18
CUR 614, CSD 632, ELR 605, CRD 628, CUR 635	
3. Related Secondary Education Courses.....	6

\*CUR/CEL 650 internship placement must be completed in a setting approved by the MAT coordinator.  
 CUR/CEL 650 internship placement must be completed in the area in which the candidate passed the Praxis II Subject-Area Test.

## MASTER OF EDUCATION

The Master of Education degree is a graduate degree designed for candidates 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
- Clinical Mental Health Counseling
- School Counseling
- Secondary Education with concentrations in English and Social Studies (offered collaboratively through the College of Arts and Sciences and the College of Education and Human Sciences)

M.Ed. programs are administered through various academic departments. Please note that some programs have admission requirements in addition to the minimum requirements indicated below.

The following admission requirements are the same for all M.Ed. degree programs in the College of Education and Human Sciences. 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 renewable 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. For the Educational Administration and Supervision programs, the requirement of a Class A renewable teaching license cannot be waived.

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 60 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) (For special education, a minimum overall undergraduate GPA of 3.0 or a minimum overall GPA of 3.0 on the last graduate program completed.)

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. 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, and a passing score on the Mississippi Foundations of Reading test. The Mississippi Foundations of reading test is waived for teachers who received their teaching license prior to May 2016.

5. M.Ed. in EAS applicants must submit a minimum score on the Praxis CORE Writing of 162 (provided that the average score of the accepted cohort of candidates meets or exceeds the 50<sup>th</sup> percentile for the Praxis CORE Writing).

***Degree Requirements.*** A candidate for the Master of Education degree in the College of Education and Human Sciences 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.

## MASTER OF EDUCATION IN COUNSELING

***For admission to Counselor Education:***

1. Minimum 2.75 GPA (cumulative) or 3.00 on the last 60 hours of undergraduate work.
2. A typed essay that reflects the applicant’s rationale for pursuing a career in counseling and demonstrates the presence of the characteristics necessary for becoming an effective counselor (Essay form with prompts can be found on the department’s website at: <http://www.deltastate.edu/education-and-human-sciences/counselor-education-and-psychology/med-counseling/>).
3. The names of 3 references - preferably former teachers from your undergraduate experience.
4. Faculty interview.

	<b>Semester Hours</b>
A. School Counseling Specialty.....	<b>60</b>
1. Required Courses .....	54
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.....	6
B. Clinical Mental Health Counseling Specialty .....	<b>60</b>
1. Required Courses .....	54
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	
2. Approved Electives.....	6

***Degree Requirements:*** In addition to meeting the general requirements for the Master of Education degree in the College of Education and Human Sciences, students must have received a grade of “B” or higher in CED 609 and CED 610 or 619. Students are required to pass the Counseling Program Comprehensive Examination – a nationally normed exit exam.

## MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Students seeking a Master of Education degree in Education Administration and Supervision through the public school concentration must meet the following minimum entrance requirements set forth by the College of Education and Human Sciences and the Division of Teacher Education, Leadership, and Research:

1. A Class A teaching renewable certificate, or its equivalent. (A Master of Education degree applicant who does not yet qualify for a Mississippi Class A Educator License may be admitted to the Graduate School, but must meet the requirements for a Mississippi Class A Educator License in a teaching field before the end of the first semester of coursework.
2. An overall undergraduate grade point average (UGPA) of a minimum of 2.50 or 2.75 on the last 60 hours of required course work. The first 9 hours of coursework must be specified and approved of by the division. 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 the course(s) one time. No additional courses toward completion of the degree may be taken until initial course requirements are fully met.
3. A minimum of 3 years of K-12 teaching experience as verified by a school official.
4. A minimum score on the Praxis CORE Writing of 162 (provided that the average score of the accepted cohort of candidates meets or exceeds the 50<sup>th</sup> percentile for the Praxis CORE Writing).
5. Letter of recommendation from the current school administrator that addresses the candidates' ethics, leadership, abilities and potential, collegiality, and ability to perform in the K-12 setting.

Upon completion of the Master's degree program for initial licensure in Educational Administration and Supervision, 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.

### Educational Administration and Supervision Curriculum

A.	Public School Concentration.....	30
	1. Core Education Courses .....	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses.....	21
	EDL 601, EDL 602, EDL 603, EDL 620, EDL 624, EDL 628, EDL 656	
B.	Independent School Concentration .....	30
	1. Core Education Course .....	9
	EPY 601, ELR 605, CUR 608	
	2. Required Courses .....	21
	SUP 631, AED 610, AED 634, AED 638, CUR 592 (Special Topics in Independent School Leadership), AED 636, SUP 636	

Independent school concentration applicants must meet the general admission requirements set forth by the college of the M.Ed. 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

The Master of Education degree in Elementary Education program is designed to prepare quality teachers who possess the knowledge, skills, and dispositions that enable them to deliver effective instruction at all levels of the elementary school. Course content and practical learning experiences are balanced so that the educator receiving the degree has sound knowledge of the theoretical underpinnings of all facets of elementary education as well as the pedagogy that characterizes master elementary teachers.

**Admission.**

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 and Human Sciences 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.

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.

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 requirements is fully met.

4. A satisfactory score on a national recognized, standardized test of writing 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, and a passing score on the Mississippi Foundations of Reading test. The Mississippi Foundations of Reading test is waived for teachers who received their teaching license prior to May 2016.

**Degree Requirements:**

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.

**Master of Education in Elementary Education ..... 30**

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



## MASTER OF EDUCATION IN SECONDARY EDUCATION

The Master of Education in Secondary Education is awarded in the following concentrations:

- English
- Social Studies

***Concentration Specific Admission Requirements.***

- A. English
  1. A grade point average of 3.0 on all undergraduate coursework
  2. For Licensure track: A Mississippi Class A teaching license, or its equivalent
- B. Social Studies
  1. A minimum GPA of 3.0 in the field or a related field (History, Geography, Psychology, Political Science, Economics, Humanities, Sociology, Anthropology, Government, Southern Studies).
  2. For Licensure track: A Mississippi Class A teaching license, or its equivalent

***Concentration Specific Degree Requirements.***

MASTER OF EDUCATION IN SECONDARY EDUCATION .....	33
1. Core Education Courses .....	9
CUR 608, ELR 605, EPY 601	
2. Required Courses (stated below by concentration) .....	9-21
3. Electives (stated below by concentration) .....	0-15
A. ENGLISH	
1. Core Education CUR 608, ELR 605, EPY 601 .....	9
2. Required Courses .....	24
ENG 601, ENG 610, ENG 680, ENG 681, ENG 682, ENG 683, ENG 684	
B. SOCIAL STUDIES	
1. CUR 608, ELR 605, EPY 601 .....	9
2. Required Courses .....	3
SSC 602 .....	3
3. Electives (At least 6 hours at the 600-level. No more than 18 hours in any of the following) .....	21
Geography	
Political Science	
Sociology	

All candidates for the M.Ed. degree in the College of Arts and Sciences are required to complete the Impact on Student Learning Assessment and the Teacher Intern Assessment Instrument.

## EDUCATIONAL SPECIALIST IN COUNSELING

The Educational Specialist degree in Counseling is a 30 credit-hour curriculum designed to provide advanced professional preparation for practicing school counselors in elementary, middle, and high school settings. It prepares students to meet the requirements for Mississippi Class AAA educator licensure and further updates and increases student knowledge and professionalism in the field of school counseling. The program also provides an opportunity for counselors in school settings to seek other advanced credentials, such as National Certified School Counselor (NCSC) status and licensure as a Mississippi Licensed Professional Counselor (LPC).

**Admission.** To be admitted into the Educational Specialist in Counseling program, prospective students must:

1. Meet all general requirements for admission to the graduate school of Delta State University.
2. Provide a transcript indicating a master's degree in Counseling or Counselor Education from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or an equivalent program from an institution fully accredited by one of the recognized accrediting agencies.
3. Obtain an overall master's minimum grade point average of 3.25 using a 4.0 scale.
4. Provide a copy of a Mississippi Class AA Educator License in School Guidance and Counseling (or an equivalent from another state)
5. Provide evidence of current employment as a professional school counselor in a public or private school with a minimum of two years of experience.
6. Provide a curriculum vita demonstrating leadership and professional counseling identity and involvement.
7. Provide an academic writing sample.

**Degree Requirements.** A candidate for the Educational Specialist degree in Counseling 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 beyond a 48-hour Master's degree, consisting of 12 hours of core counseling courses and 18 hours of counseling electives at the 600-level and above, chosen in consultation with the student's academic advisor. At least 15 hours must consist of 700-level courses.
3. Maintain a grade point average of at least 3.0 on all graduate work attempted toward the Educational Specialist degree in Counseling. A grade point average of 3.25 must be achieved and maintained by the last semester to qualify for the comprehensive examination and graduation.
4. Pass a comprehensive examination in Counseling during the last term of course work.
5. Complete a capstone project in the student's school of employment.

Students who earn three grades of C or one grade of D or F will be dismissed from the degree program. Students must maintain a 3.0 average throughout their program. If a student's GPA drops below a 3.0, the student will be placed on academic probation. A minimum GPA of 3.25 on all course work taken in the Educational Specialist program is required to qualify for the comprehensive examination and for completion of the program.

**Comprehensive Examination.** The comprehensive written examination will be given prior to graduation. It will cover the four core classes mandated for all students: CED 717: Advanced School Counseling, CED 735: School Counseling Program Evaluation, CED 758: Advanced Counseling Practicum, and CED 790: Theories of Counseling Supervision. Other questions will be tailored to each student's professional goals and program of study. A student must have an overall GPA of 3.25 or better in the Educational Specialist program in Counseling in order to qualify for the comprehensive examination.

**Termination from or Denial of Readmission to the Educational Specialist in Counseling.** Each student's progress is evaluated periodically by a committee made up of counseling faculty and may include the Division Chair. Evaluation of the student's potential for the mastery of advanced counseling skills, including, but not limited to, adherence to professional counseling ethics and legal standards, interpersonal communication skills, personal and professional attributes, personal and professional growth, and advanced academic knowledge of the field of counseling. 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.

The graduate student must accept full responsibility for knowing the policies and regulations relevant to the Educational Specialist in Counseling degree program.

**EDUCATIONAL SPECIALIST IN COUNSELING CURRICULUM**

Note: Students employed full-time will be allowed to take no more than six hours per semester without prior written approval from their advisor.

	<b>Semester Hours</b>
1. Core Counseling Courses .....	12
CED 717, CED 735, CED 758, CED 790	
2. Counseling Electives.....	18
Select six of the courses listed below, in consultation with the academic advisor:	
CED 620, CED 701, CED 703, CED 705, CED 707, CED 711, CED 712,	
CED 713, CED 714, CED 715, CED 718, CED 722, CED 770	
<b>Total.....</b>	<b>30</b>

## EDUCATIONAL SPECIALIST IN CURRICULUM AND INSTRUCTION

The Educational Specialist in Curriculum and Instruction program is designed to prepare master teachers with the knowledge and skills to implement evidence-based curriculum and instruction in the K-12 setting and prepare them to serve in key decision-making roles pertaining to effective curriculum and instruction for all learners.

### ***Admission.***

1. A master's degree in a related field from an institution fully accredited by one of the recognized accrediting agencies;
2. A grade point average of 3.25 on coursework completed for the master's degree;
3. A Class AA valid, renewal teaching certificate, or its equivalent;
4. A satisfactory score on a nationally recognized, standardized test of verbal skills listed below:
  - CORE Academic Skills for Educators: Writing (Test #5723) – minimum score of 162
  - Praxis I Writing Test – minimum score of 174 on PPST or 320 on CBT
  - National Teacher Examination (NTE) Communication Skills – minimum score of 653
  - Graduate Record Examination (GRE) Verbal Test – minimum score of 370 (Old Scale) or 144 (New Scale)
  - Miller Analogies Test (MAT) – minimum score of 30
  - Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test – minimum score of 3

***Degree Requirements.*** A candidate for the Educational Specialist degree in Curriculum and Instruction 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 hours in major subject area as required by the major field. Courses at the 500-level are not acceptable on the Educational Specialist degree program.
3. Maintain a grade point average of at least a 3.00 on all graduate work attempted toward the Educational Specialist degree in Curriculum and Instruction. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in Curriculum and Instruction during or after the last term of course work.

## EDUCATIONAL SPECIALIST IN CURRICULUM AND INSTRUCTION CURRICULUM

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
CUR 703, 711, 712, 719; CRD 629; CSP 674; CEL 618; CSD 632	
Total.....	30

## EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The Educational Specialist degree in Educational Administration and Supervision is a 30 credit-hour, online program centered around K-12 administration. The Educational Specialist degree in Educational Administration and Supervision provides the following two tracks: Initial Licensure and Career Level. The Initial Licensure track curriculum is for candidates seeking to receive their K-12 administrator license. The Career Level track curriculum is for existing K-12 administrators.

**Admission.** Requirements for admission to the Education Administration and Supervision degree program are listed below:

1. A master's degree from an institution fully accredited by one of the recognized accrediting agencies;
2. A Class AA valid, renewable teaching certificate, or its equivalent, and a Master's degree in a related field; Ed.S. applicants seeking the career level track who hold a current administrator's Educator License must provide documentation of that license.
3. A grade point average of 3.25 on coursework completed for the master's degree;
4. A documented Praxis Core/Writing score of 162 or higher must be submitted (provided that the average score of the accepted cohort of candidates meets or exceeds the 50<sup>th</sup> percentile).
5. Three years of school related work experience;
6. A letter of recommendation from the current school administrator that addresses the candidates' ethics, leadership abilities and potential, collegiality, and ability to perform in the K-12 setting.

**Degree Requirements.** A candidate for the Educational Specialist degree in Educational Administration and Supervision 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. Courses that are at the 500-level courses are not acceptable on the Educational Specialist degree program.
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 must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination during or after the last term of course work.

### EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION AND SUPERVISION CURRICULUM

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.

#### *Initial Licensure Track*

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
EDL 701, EDL 702, EDL 703, EDL 720, EDL 724, EDL 728, EDL 656, AED 725	
Total.....	30

#### *Career Level Track*

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
AED 636 OR AED 736, SUP 731, AED 701, AED 702, AED 704, CUR 703, AED 721, AED 725	
Total.....	30

## EDUCATIONAL SPECIALIST IN ELEMENTARY EDUCATION

The Educational Specialist in Elementary Education program is designed to prepare quality elementary teachers who can provide effective instruction and provide leadership for fellow teachers at both the primary and intermediate levels. The content of the courses and related experiences give the teachers an in-depth perspective of teaching from a theoretical, holistic, and reflective point of view.

### ***Admission.***

1. A master's degree from an institution fully accredited by one of the recognized accrediting agencies;
2. A Class AA valid, renewable teaching certificate, or its equivalent, and a Master's degree in a related field;
3. 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; and a passing score on the Mississippi Foundations of Reading test. The Mississippi Foundations of Reading test is waived for teacher who received their teaching license prior to May 2016.
4. A grade point average of 3.25 on coursework completed for the master's degree;
5. A satisfactory score on a nationally recognized, standardized test of verbal skills;

***Degree Requirements.*** A candidate for the Educational Specialist degree in Elementary Education 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. Courses at the 500-level 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 a 3.00 on all graduate work attempted toward the Educational Specialist degree in Elementary Education. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in Elementary Education during or after the last term of course work.

## EDUCATIONAL SPECIALIST IN ELEMENTARY EDUCATION CURRICULUM

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
CEL 705 (6 hours), CEL 706 (6 hours), CEL 711, 712; CSP 616 or 600-level course approved by the program coordinator; CED 716	
Total.....	30

## EDUCATIONAL SPECIALIST IN HIGHER EDUCATION

The Educational Specialist in Higher Education is a 30 credit-hour, online program focused on preparing individuals in post-secondary institutions for leadership in Higher Education. The Educational Specialist degree in Higher Education combines courses in two primary content areas, Curriculum and Leadership, to comprehensively prepare stronger instructors and leaders in higher educational settings.

**Admission.**

1. A Master’s degree from an accredited institution;
2. A grade point average of 3.25 on coursework completed for the Master’s degree;
3. Satisfactory score on one of the nationally recognized, standardized tests of verbal skills listed below:
  - CORE Academic Skills for Educators: Writing (Test #5723) – minimum score of 162
  - Praxis I Writing Test – minimum score of 174 on PPST or 320 on CBT
  - National Teacher Examination (NTE) Communication Skills – minimum score of 653
  - Graduate Record Examination (GRE) Verbal Test – minimum score of 370 (Old Scale); 144 (New Scale)
4. Three years of post-secondary-related work experience.

**Degree Requirements.** A candidate for the Educational Specialist degree in Higher Education 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, consisting of 6 hours of core courses and 24hours in major subject area. Courses at the 500-level are not acceptable on the Educational Specialist degree program.
3. Maintain a grade point average of at least a 3.25 on all graduate work attempted toward the Educational Specialist degree in Higher Education. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in Higher Education during the last term of course work.

## EDUCATIONAL SPECIALIST IN HIGHER EDUCATION CURRICULUM

Note: Students employed full-time will be allowed to take no more than six hours per semester without prior written approval from their advisor.

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
CUR 703; CAD 770; SUP 731; AED 701, 702, 721, 736, 739	
Total.....	3

## DOCTOR OF EDUCATION

The Doctor of Education Degree in Professional Studies is designed to prepare educators to assume leadership or curriculum and instruction roles in P-12 and higher education settings. Candidates choose to focus in one of three major tracks: Educational Leadership, Curriculum & Instruction, or Higher Education.

**Application.** Prior to making application for the Doctor of Education program, a student must meet the following criteria:

1. Hold a master's or an educational specialist degree from a college or university accredited by the regional accrediting agency and/or by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation;
2. Have a minimum of two years successful teaching experience or its equivalent.

Evidence supporting that the above criteria have been met must be attached to the application.

**Admission.** Admission to the doctoral program is contingent upon the student obtaining a minimum composite score on the following criteria:

1. Graduate Record Examination (Verbal, Quantitative, and Writing Sub scores);
2. Grade Point Average of at least 3.25 on all graduate work completed;
3. 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 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.

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.

**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 in accordance with Dissertation Seminar (ELR 888).

**Termination from or Denial of Readmission to the Doctoral Degree Program.** The candidate's advisor will periodically review and evaluate the student's progress in the program. If at any time the student is not progressing satisfactorily, it may be recommended that the student be dropped from the program.

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

**Degree Requirements.** A candidate for the Doctor of Education degree in Professional Studies is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. A minimum of 30 approved credit hours at the 700- Ed Specialist level;
3. A minimum GPA of 3.25 on all coursework taken is a requirement for completion of the doctoral program;
4. Earn credit for a minimum of 102 semester hours of graduate work beyond the bachelor's degree, including a minimum of 12 ELR 890 Dissertation hours;
5. Pass a comprehensive examination in Professional Studies while taking ELR 888 during the last semester of coursework and before enrolling in ELR 890 dissertation hours.

## 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 a committee and approved by the Dean of the College of Education and Human Sciences.



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

A handbook for doctoral students is available online. Students employed full-time will be allowed to take no more than six hours per semester, unless approved by coordinator.

### DOCTOR OF EDUCATION CURRICULUM

*Note: All Doctoral Core courses must be taken at Delta State University*

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

<b>Track specific requirements/elective</b> .....	<b>63</b>
Tracks: Curriculum and Instruction, Higher Education, Educational Leadership	
<b>Doctoral Core</b> (required for all tracks).....	<b>27</b>
Research and Statistics .....	12
ELR 702, ELR 804, ELR 805, ELR 888	
Curricular Decision Making.....	6
CUR 812, and CUR 820 or CUR 833 (to align with track)	
Leadership .....	6
SUP 831 or CED 890 (for Counselor Education Track) AED 830	
CUR 834 Doctoral Seminar .....	3
<b>Dissertation</b> (required for all tracks).....	<b>12</b>
<b>Total Hours for Degree</b> .....	<b>102</b>

#### Educational Leadership Track

Approved Educational Leadership coursework from Med and Ed.S. degrees and electives .....	<b>63</b>
Doctoral Core .....	<b>27</b>
Dissertation.....	<b>12</b>
Total Hours .....	<b>102</b>

#### Higher Education Track

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

#### Curriculum and Instruction Track

Major Emphasis.....	33
CEL 610, 611, 618, 705, 706, 810, 811, 812, CRD 624 (Elementary Education concentration only)	
Approved Major Field and Related Courses .....	30
Doctoral Core .....	27
Dissertation.....	12
Total Hours .....	<b>102</b>

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

## MASTER OF SCIENCE IN SPORT AND HUMAN PERFORMANCE

The program functions to meet diverse needs of graduate students seeking advanced professional preparation in the areas of sports administration, sports management, exercise science, human performance, and physical education. The program has three concentrations: sports management, human performance, and exercise science, and prepares 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:** Full admission to the Master of Science in Sport and Human Performance may be granted an applicant who

1. Meets all requirements for admission to Graduate School.
2. Has a baccalaureate degree from an accredited institution, with an overall minimum GPA of 2.75, or 3.0 on the last 60 hours of coursework. Applicants with a 2.5-2.74 undergraduate GPA may be admitted with a hold for B's or better in the first nine hours of graduate coursework.

**Program Requirements:**

In each concentration, relevant undergraduate preparation is expected: 1) a student in the sport administration/management concentration needs preparation in statistics or measurement and evaluation; 2) a student in the exercise science concentration needs preparation in exercise physiology, and anatomy and physiology or kinesiology; 3) a student in the human performance concentration needs preparation in statistics or measurement and evaluation, anatomy and physiology or kinesiology, and exercise physiology. Admitted students are required to enroll in 9 hours of initial course work as specified by the division. NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with less than a grade of 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.

**Degree Requirements.**

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.
3. Earn a B average on the degree core courses (PER 571, 602, 611, 680 and ELR 605)
4. Pass an oral and/or written examination in the candidate's major concentration administered by a committee appointed by the division chair.

### Master of Science in Sport and Human Performance Curriculum

A. Sport Administration/Management Concentration.....	<b>30</b>
1. Core courses required PER 571, 602, 611, 680*; ELR 605 .....	15
2. Concentration required hours PER 617, 670, 685; MKT 540** .....	12
3. Approved electives .....	3
B. Exercise Science Concentration.....	<b>30</b>
1. Core courses required PER 571, 602, 611, 680*; ELR 605 .....	15
2. Concentration required hours PER 561***, 566, 638, 685; HSE 636*** .....	15
C. Human Performance Concentration.....	<b>30</b>
1. Core courses required PER 571, 602, 611, 680*; ELR 605 .....	15
2. Concentration required hours PER 566, 638, 670, 685.....	12
3. Approved electives .....	3
* 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 561 & HSE 636 requires a prerequisite of an undergraduate course in exercise physiology.	

THESIS OPTION: With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours—the thesis does not replace the requirement for comprehensive exams.

## College of Education and Human Sciences

### 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

### 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

### COUNSELOR EDUCATION

**CED 570. CAREER EDUCATION. 3**

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

course. 3 (F,S)

**CED 601. COUNSELING THEORY.** An overview of major theoretical approaches. Attention is given to philosophical assumptions, key theoretical concepts and major techniques of each. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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 (F,S)

**CED 604. PRE-PRACTICUM.** Provides for the development of counseling skills under the supervision of faculty members. 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 630. Lab fee required. 3 (F,S)

**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 (F,S)

**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 (F,S)

**CED 609. COUNSELING PRACTICUM.** Supervised field experience in selected community or school settings. Professional liability insurance is required prior to enrollment. Prerequisite: CED 604. 3 (F,S)

**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 (F,S)

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

**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 (S)

**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 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S,SUM)

**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 (S)

**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 (F,S)

**CED 631. BEREAVEMENT IN CHILDREN AND ADOLESCENTS.** This course examines the understanding and emotional response to death and bereavement by children and adolescents across multiple situations. Emphasis will include bereavement within the family and bereavement within the school and world. Additional emphasis will include assessment and interventions with bereaved children. 3 (F)

**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 (F,S)

**CED 689. INDIVIDUAL STUDIES.** 1-6

**CED 690. THESIS.** 6

**CED 701. 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 counseling educational specialist program. 3

**CED 703. PSYCHODIAGNOSTICS IN COUNSELING.** Psychological classification using the DSM-5, developing treatment plans, working as a counselor in managed care environment, and the use of psychotropic drugs in treatment of psychological disorders. Prerequisite CED 600, 601. 3 (F)

**CED 704. PSYCHOPHARMACOLOGY.** An overview of the psychopharmacological medications as they relate to mental health practice. The basic classification, indications, contraindications, and side-effects of psychotropic drugs will be provided. The goal of this course is to introduce students to the basic terminology as it relates to clinical mental health counseling and pharmacological treatment. 3 (SUM)

**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 (SUM)

**CED 711. CRISIS INTERVENTION TECHNIQUES.** Techniques for the application of counseling in crisis situations. 3 (F,SUM)

**CED 712. COUNSELING CHILDREN AND ADOLESCENTS.** Techniques for counseling children and adolescents in school and community settings. Prerequisite: CED 620. 3 (F,SUM)

**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 (SUM)

**CED 714. SUBSTANCE AND PROCESS ADDICTION COUNSELING.** Study and application of theory and techniques of counseling to include assessment and treatment of substance abuse disorders and process addiction from an individual and systemic perspective. 3 (SUM)

**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 (F,S)

**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 (SUM)

**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 (F,S)

**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: CED 600. 3 (SUM)

**CED 722. INTRODUCTION TO 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 630. 3 (SUM)

**CED 723. ADVANCED PLAY THERAPY.** This course will provide an overview and exploration of complex play therapy subjects, skills, and challenges beyond the basics of play therapy. Prerequisite: CED 722. 3 (SUM)

**CED 735. SCHOOL COUNSELING PROGRAM EVALUATION.** Practical application of research methods, statistical analysis, qualitative inquiry, needs assessment, and program evaluation of school counseling-related programs. Incorporates research design and relevant statistical methods used in conducting 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. Prerequisite: Admission to Ed.S. in Counseling; Co-requisite: CED 717. 3 (F,S)

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

**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) (SUM)

**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 (F,S)

**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

## 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 600. STEM METHODS.** This course introduces the foundation of STEM education disciplines and the strategies used to deliver integrative STEM education in the K12 setting. The nature of STEM education disciplines, STEM pedagogy, teaching strategies, integrative STEM learning, STEM careers, and problem-based learning are addressed. 3

**CUR 608. HISTORICAL FOUNDATIONS OF EDUCATIONAL THOUGHT AND CURRICULUM METHODOLOGY.** Cultural, historical and philosophical background in educational thought to include curriculum methods. 3 (F,S,SUM)

**CUR 611. CLASSROOM MANAGEMENT.** A study of effective techniques for management and discipline

in the classroom setting. Emphasis placed on current research and literature. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F, SUM)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

**CUR 635. HIGH LEVERAGE PRACTICES IN THE CONTENT AREA.** An in-depth study of high leverage teaching practices in the content areas. 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**CUR 692. SPECIAL TOPICS IN EDUCATION.** Special topics in Education. 1-6

**CUR 701. PHILOSOPHY OF EDUCATION.** Various education philosophies and their application to modern practice. 3 (F,S,SUM)

**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 (F)

**CUR 711. INSTRUCTIONAL STRATEGIES FOR K-12 LEARNING.** In-depth study of major instructional approaches and operational demands for teaching and learning in grades K-12. This course may be cross-listed (combined) with CEL 711/811. 3 (Sum)

**CUR 712. ASSESSMENT AND DATA ANALYSIS.** In-depth study of appropriate assessment procedures for measuring learning and interpretation of assessment results. 3

**CUR 719. CURRICULUM DEVELOPMENT AND INSTRUCTION FOR DIVERSE LEARNERS.** In-depth study of the formation and implementation of curriculum appropriate for addressing the unique needs of diverse students in grades K-12. 3 (S)

**CUR 720. PEER COLLABORATION FOR IMPROVEMENT IN TEACHING AND LEARNING.** This course will examine teacher leadership in the context of peer collaboration for improving teaching practices and subsequent student achievement. It will expand the focus on teacher leadership from self, to peers, to students, increasing the sphere of influence of the teacher leader. 3 (S)

**CUR 792. SPECIAL TOPICS IN EDUCATION.** Special topics in Education. 1-6

**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 (F)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

**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

### 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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. 3

**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 656. SCHOOL LEADERSHIP INTERNSHIP.** Supervised administrative internship in a P-12 school setting assigned through collaboration among the intern, the university, the school and school district, and a supervising licensed principal mentor. Must complete a minimum of 10-15 clock hours of leadership field experiences per week for full semester. *Course may be repeated.* 3

**EDL 701. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP I.** Integration and implementation of the basic elements of the teaching and learning process, program anchors, and organizational effectiveness as related to the school and community. Intense professional research required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**EDL 702. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP II.** A study of developing instructional leadership skills for analyzing effective teaching/learning objectives, implementing effective school scheduling methodologies, creating staff development programs, and understanding the diversity issues in a multicultural school and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**EDL 703. FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP III.** This course is an in-depth study of the role of the principal. Included will be all aspects of school facilities and leadership, including classroom observation techniques, feedback, and conferencing skills. Emphasis will be placed upon developing the skills needed to be a collaborative educational leader. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**EDL 720. EDUCATIONAL LEADERSHIP PRACTICES I.** Development of school leadership skills as related to classroom observation, conferencing with teachers, instructional planning and techniques, curriculum development, and assessment of instruction. Development of a portfolio showing expertise in these areas required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**EDL 724. EDUCATIONAL LEADERSHIP PRACTICES II.** Integration of knowledge bases in the areas of student management services, fiscal control, facility operations, business and industry, an auxiliary governmental service agencies with the development of a plan for school improvement. A portfolio of the plan for school improvement will be the culminating activity required for the class. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**EDL 728. EDUCATIONAL LEADERSHIP PRACTICES III.** A study of building effective relationships between school and community, enhancing professional development, and enhancing school culture for learning. Additionally, developing effective guidance counseling programs, school health programs, and governance of extracurricular activities will be studied. The latest research in all aforementioned areas will be discussed. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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. This course may be cross-listed (combined)

with other sections of the same course or with another course with similar enough content to warrant combination. 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

### EDUCATIONAL PSYCHOLOGY

**EPY 601. PSYCHOLOGY OF LEARNING.** Study of the application of psychological principles to learning environments with special emphasis on the classroom. 3 (F,S)

### ELEMENTARY EDUCATION

**CEL 514. EARLY LITERACY INSTRUCTION I.** Concepts, materials, and research-based assessment and teaching strategies reflecting the science of reading for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonological awareness, phonemic awareness, and phonics. 3

**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 (F,S)

**CEL 611. CLASSROOM MANAGEMENT.** A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,SUM)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

**CEL 615. EARLY LITERACY INSTRUCTION II.** Concepts, materials, and research-based assessment and teaching strategies reflecting the science of reading for early systemic reading instruction, specific of vocabulary, fluency, and comprehension. Prerequisites: CEL 514. 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 (F,S)

**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 (F,S)

**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 (S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**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 in-service activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6 (F)

**CEL 706. PRACTICUM IN UPPER ELEMENTARY/MIDDLE SCHOOL (4-8).** Emphasis on dealing with children in an upper elementary/middle school setting. Development of in-service activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6 (S)

**CEL 711/811. INSTRUCTIONAL STRATEGIES IN ELEMENTARY EDUCATION.** In depth study of major instructional approaches and operational demands. 3 (SUM)

**CEL 712/812. LEADERSHIP ROLES IN K-12 EDUCATION.** Study and identification of leadership roles in K-12 education for teachers, supervisors, administrators and special personnel. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S,F)

**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

### FAMILY AND CONSUMER SCIENCES

**FCS 533. METHODS AND MATERIALS IN CAREER DISCOVERY. 3**

**FCS 544. CHILD NUTRITION.** Application of scientific principles and current research in nutrition to growth and health from conception through adolescence, with emphasis on preschool period. 3

**FCS 546. NUTRITION EDUCATION.** Principles, objectives, methods, and materials for school and

community nutrition education. Prerequisite: Previous course work in nutrition or consent of the instructor. 3

**FCS 547. PROFESSIONAL DEVELOPMENT.** Preparation for the professional job search. Emphasizes goal setting, resume preparation, interviewing, business etiquette, dressing for success, and letter-writing skills needed by college seniors. 3

**FCS 587. OCCUPATIONAL HOME ECONOMICS.** 3

**FCS 590. FIELD OR WORK EXPERIENCE.** 6

**FCS 592. SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES.** Current developments 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

### HEALTH EDUCATION INTEREST AREA

**HSE 539. SCHOOL HEALTH INSTRUCTION.** Principles, methods, and materials for teaching elementary and secondary health based on the National Health Education Standards. Extensive literature review of health risk behaviors confronting today's K-12 students. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**HSE 549. PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** 3

**HSE 560. DRUG USE AND ABUSE.** Physiological and pharmacological effects of chemical substances of abuse on the human body. Behavior of users, alternatives to use and abuse, and coping strategies will be included. Extensive research of drug categories and/or effects of drug use and abuse are part of this course. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**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

### 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 (S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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

### PHYSICAL EDUCATION AND RECREATION, AND SPORTS ADMINISTRATION INTEREST AREAS

**PER 531. ADMINISTRATION OF RECREATION IN PRIVATE SECTORS.** Designing, staffing, financing, leadership, and current trends. Field trips required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

(F,EVEN)

**PER 533. COMMUNITY CENTERS AND PLAYGROUNDS.** Leadership techniques, programs, and operations. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S, ODD)

**PER 535. RECREATION SEMINAR.** Discussions and projects will be conducted concerning current issues and problems in the recreation profession. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**PER 542. PHILOSOPHY AND PSYCHOLOGY OF COACHING.** Interactions of the coach with the administration, student body, players, press, and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F, S)

**PER 544. SPORTS IN AMERICAN CULTURE AND SOCIETY. 3**

**PER 545. OUTDOOR EDUCATION IN RECREATION.** Principles of outdoor adventure, discussion, and education. Trips are required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

**PER 550. PRINCIPLES OF BODY CONDITIONING. 2**

**PER 560. EXERCISE TESTING.** Physiological responses and adaptations to the stress of exercise. Measurement and evaluation of cardiorespiratory functions, body composition, strength, muscular endurance, and flexibility. Includes emphasis on clinical and research testing methodologies as well as diagnostic and functional testing with contraindications to testing. Prerequisite: HSE 336; Corequisite: PER 561. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**PER 561. EXERCISE PRESCRIPTION.** A study of the process of designing a person's suggested program of physical activity using professional guidelines and based on measurement and evaluation of cardiorespiratory function, body composition, strength, muscular endurance, and flexibility. Focus on the development of an exercise regimen as determined by established training principles (overload, progression, specificity, individuality, reversibility, and retrogression) and the factors that activate the overload principle (intensity, duration, frequency, mode, and skill and fitness level). Emphasis will be placed on clinical aspects of exercise testing, prescription, and research related to the development of training principles and guidelines. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (Sum)

**PER 570. SPORTS ADMINISTRATION. 3**

**PER 571. SPORTS MANAGEMENT.** A study of the history and theories of administration and management, the organizational concepts utilized, and discussion of techniques, problems and current issues involved with the direction of today's physical education, sports and recreational programs. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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 (F)

**PER 602. RISK MANAGEMENT IN SPORTS.** This course focuses on the legal concepts relevant in human resource management, sport governance, and risk management common in physical education. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**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 (S)

**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 (F)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

**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.** Practicum with experience in the area of health, physical education, or recreation. Experience will be in the area of emphasis for the program. The practical experience will be under the supervision of a field based professional in collaboration with the instructor of record. Students enrolled in the MEd program will contract to complete specific objectives and complete a teacher work sample project during the practicum. 3 (F,S)

**PER 689. SPECIAL TOPICS (Topic to be inserted).** 1-6

**PER 690. THESIS.** 6

## PSYCHOLOGY

**PSY 502. LEARNING AND COGNITION.** 3 (F)

**PSY 503. THEORIES OF PERSONALITY.** 3 (F,S)

**PSY 504. PSYCHOLOGY OF TESTS AND MEASUREMENTS.** 3 (F)

**PSY 505. PSYCHOLOGY OF ADOLESCENCE.** 3 (F,S)

**PSY 506. HISTORY OF PSYCHOLOGY.** 3 (F)

**PSY 515. CLINICAL PSYCHOLOGY.** 3 (F)

**PSY 592. SPECIAL TOPICS IN PSYCHOLOGY.** Current developments in Psychology. May be repeated with change in topics May be cross-listed with PSY 492. 3 (F,S,SUM)

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

**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 (F,S)

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

### 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 (S)

**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 (SUM)

**CRD 629. DIAGNOSIS and REMEDIATION OF READING DIFFICULTIES.** Approaches and instruments for identifying reading problems, determining methods and materials appropriate for remediating reading problems, and implementing targeting reading instruction during supervised work with students in a laboratory setting. Includes significant, integrated field experiences focused on developing the knowledge, skills, and dispositions necessary for successfully identifying and remediating reading difficulties. Prerequisites: CEL 514 and CEL 615. 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**

### 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 (F,S,SUM)

**ELR 701. RESEARCH FOR EDUCATIONAL PRACTITIONERS.** 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 (F,S,SUM)

**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 (F,S)

**ELR 789. ACTION OR FIELD RESEARCH USING QUALITATIVE METHODS.** Investigation and reporting of a significant problem using qualitative research and reporting skills. Prerequisite: ELR 605, 702. 3 (S)

**ELR 804. STATISTICS FOR EDUCATIONAL RESEARCH.** Application, computation and interpretation



of correlation and test of significance techniques. 3 (F)

**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 (S)

**ELR 888. DISSERTATION SEMINAR.** Discussion of dissertation topics and designs; problems occurring during the dissertation process. 3 (F)

**ELR 890. DISSERTATION.** 1-9 (F,S,SUM)

### 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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 (F)

**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 I.** Capstone course. Supervised internship in special education for majors who do not hold an undergraduate degree in education with student teaching. Candidates will take a year-long internship for 6 hours, registering for 3 hours each semester. Waivers may be available for those with alternative licensure and teaching experience. Credit/noncredit course. Prerequisite/Corequisite CSP 640 and CSP 643. 3 (F,S)

**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 557. INTERNSHIP IN SPECIAL EDUCATION II.** Capstone course. Part two of supervised internship in special education for majors who do not hold an undergraduate degree in education with student teaching. Candidates will take a yearlong internship for 6 hours, registering for 3 hours each semester. Waivers may be available for those with alternative licensure and teaching experience. Credit/noncredit course. 3 (F,S)

**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 (F)

**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 material and development of individualized educational programs appropriate to the learning style of preschool and elementary children 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 (F)

**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 (F,S)

**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 (F)

**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 (F)

**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. TEACHING FOR INCLUSION.** Exploring the role of special education and general education teachers in inclusive settings. Developing skills in differentiated instruction, Response to Intervention (RTI), collaboration and co-teaching, classroom and behavior management. Requires a field-based practicum. Appropriate for special education and elementary education teachers. 3

**CSP 689. INDIVIDUAL STUDIES.** 3

**CSP 690. THESIS.** 6

## 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 (F)

**SUP 831. SUPERVISORY TECHNIQUES.** Analysis and application of techniques and legal implications for guiding instructional delivery and improvement, including supervising the teaching processes, planning for student outcomes, and evaluation observed teaching. 3 (SUM)

#### **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

## SCHOOL OF NURSING

Vicki Bingham, Ph.D., RN, Dean  
Robert E. Smith School of Nursing Building  
(662) 846-4255  
<http://www.deltastate.edu/school-of-nursing/>

### **Mission**

The mission of the Delta State University Robert E. Smith School of Nursing is to transform healthcare in the Mississippi Delta and beyond by preparing graduates to be nurse leaders at the baccalaureate, master, and doctoral levels through excellence in education, evidence-based research, interprofessional practice, and multidimensional partnerships in a diverse society.

The Robert E. Smith School of Nursing combines study in the liberal arts, life sciences, and behavioral sciences with the study of nursing to offer the Master of Science in Nursing (MSN) degree, Post-Master's certificate, and Doctor of Nursing Practice (DNP) degree.

The purpose of the Robert E. Smith School of Nursing graduate programs is to prepare advanced nurses to meet the health care or nursing education needs of the people of the Mississippi Delta and beyond. FNP Graduates of this program meet educational eligibility to apply for national certification with the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC) in the role of Family Nurse Practitioner and to apply for state licensure as an Advanced Practice Registered Nurse (APRN) in primary care of families/across the lifespan.

## MASTER OF SCIENCE IN NURSING AND POST MASTER'S CERTIFICATE

The Master of Science in Nursing is an online program that provides study beyond the Baccalaureate in Nursing to earn a degree or certificate in the role concentrations of educator or practitioner. The graduate student in each role concentration completes required core, research, and role specific theory and practicum courses. The Nurse Educator program of study is under revision at this time.

**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 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 practitioner students. 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 MSN degree and Post Master Certificate programs in nursing: Full Admission and Admission with Conditions.

Students considered for Full Admission to the Graduate Program for both the MSN degree and Post Master's Certificate in the Robert E. Smith School of Nursing must meet the following requirements:

A. Meet admission requirements as follows:

- Apply to Delta State University Graduate and Continuing Studies
  - Complete the Robert E. Smith School of Nursing Program application.
    - Baccalaureate degree in Nursing with a minimum GPA of 3.00 overall (MSN degree requirement).
    - Master of Science in Nursing degree with a minimum GPA of 3.0 overall (Post master's certificate requirement).
    - At least one year of continuous clinical nursing experience as a Registered Nurse or Nurse Educator.
    - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
    - Submission of a resume.

- A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical. Individuals who hold a restricted license may or may not be eligible for admission.
  - Completion of an interview conducted by Robert E. Smith School of Nursing faculty.
  - A grade of “C” or better on a graduate level pathophysiology course (prerequisite).
  - A grade of “C” or better on an introductory course in Statistics (MSN degree requirement).
- B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing, evidence of personal health 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 and a criminal background check completed. Any cost of this requirement will be the student’s responsibility.

***Admissions with Conditions:***

Students who have earned grade(s) of “C” in non-degree courses and students who have a grade point average (GPA) less than 3.0 in a baccalaureate or master’s degree may be admitted with conditions. Students will be granted Full Admission after completing at least 9 semester hours of course work, following admission to the program, with at least a grade of “B” on all courses and by meeting other requirements for progression. Students who are admitted with conditions 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, following admission to the program, will be dismissed from the program.

***Progression:***

To progress in the program, the student must maintain a GPA of 3.0 or better each semester. Students must demonstrate a safe level of practice at all times in order to remain and progress in the program.

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

***Degree or Certificate Requirements:*** A candidate for the Master of Science in Nursing degree or Certificate are required to meet the following:

1. Degree-seeking students take all core courses, role specific courses, and a research option to total required semester hours.
2. Certificate-seeking students take core courses and role specific courses to total required semester hours.
3. Depending upon the program of study the student must complete one of the following: a HESI APRN-FNP Exam with a score of 800 or better; an APEA Post-Predictor University Exam with a score of 70% or better; or subsequent standardized exams with a 70% or better during the last semester of the student’s plan of study. To take the standardized exam, the candidate must be enrolled in, or have completed, the final coursework and have a GPA of 3.0 or better.
4. An overall GPA of 3.0 or better is required.
5. Degree-seeking students must complete a capstone project.

***Non-Degree Students.*** The non-degree student is enrolled in graduate courses but not admitted to a degree program in the Robert E. Smith School of Nursing. To enroll as a non-degree student, the student must seek admission to the university and obtain permission from the Chair of Nursing. 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.

***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 Robert E. Smith School of Nursing and not after a student is enrolled.

**MASTER OF SCIENCE IN NURSING CURRICULUM**

	<b>Semester Hours</b>
1. Required <b>Core</b> Courses .....	7
NUR 601, NUR 604, NUR 606	
2. <b>Educator</b> Role .....	<b>Under Revision</b>
3. <b>Practitioner</b> Role. ....	39
FNP - NUR 602, NUR 605, NUR 620, NUR 624, NUR 625, NUR 630, NUR 631, NUR 634, NUR 635, NUR 638, NUR 639, NUR 640, NUR 680.	
4. <b>Research</b> Option.....	3
Total.....	<b>49</b>

*Post Master's (Fast Track) Nurse Educator Certificate – Under Revision*

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

*Post-Master's Family Nurse Practitioner Certificate*

Students who have a master's degree in nursing may be admitted to selected courses necessary to meet educational eligibility to take the Family Nurse Practitioner national certification exam.

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

	<b>Semester Hours</b>
NUR 602 Advanced Health Assessment .....	3
NUR 625 Advanced Health Assessment Practicum.....	3
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.....	4
NUR 634 Family Nurse Practice II.....	3
NUR 635 Family Nurse Practice II Practicum .....	5
NUR 638 Family Nurse Practice III .....	2
NUR 639 Family Nurse Practice III Practicum.....	5
NUR 620 Role Synthesis (Nurse Practitioners).....	2
NUR 640 Informatics in Clinical Practice .....	2
NUR 680 Family Nurse Practitioner Review Course.....	2
Total.....	<b>41</b>

**The Master of Science in Nursing (MSN) and Post Master's Family Nurse Practitioner Certificate at Delta State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.**

## DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is an online degree program designed for registered nurses (Associate, Baccalaureate, and Masters prepared) who want to earn a terminal nursing practice degree and seeking educational eligibility, if needed, to take the Family Nurse Practitioner certification exam.

**Application.** While the application deadline is February 15th, an individual may apply to the Graduate Nursing Program anytime throughout the year. Once an applicant's file folder is complete, an interview will be scheduled.

**Admission.** Admission to the doctoral program is contingent upon the individual completing the following criteria as based on current education level:

### Post BSN Admission Requirements

- A. Meet admission requirements as follows:
- Apply to Delta State University Graduate and Continuing Studies
    - Complete the Robert E. Smith School of Nursing Program application.
      - Bachelor of Science degree in Nursing with a GPA of 3.0 or better.
      - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
      - Submission of a resume.
      - A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical. Individuals who hold a restricted license may or may not be eligible for admission.
      - Completion of an interview conducted by Robert E. Smith School of Nursing faculty.
      - A grade of “C” or better on a graduate level pathophysiology course (prerequisite).
      - A grade of “C” or better on an introductory course in Statistics.
- B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing, evidence of personal health 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 and a criminal background check completed. Any cost of this requirement will be the student’s responsibility.

### Post MSN [non-FNP & FNP]

#### Admission Requirements

- A. Meet admission requirements as follows:
- Apply to Delta State University Graduate and Continuing Studies
    - Complete the Robert E. Smith School of Nursing Program application.
      - Master of Science degree in Nursing with a GPA of 3.0 or better.
      - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
      - Submission of a resume.
      - A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical.

Individuals who hold a restricted license may or may not be eligible for admission.

- A copy of current national family nurse practitioner certification (ANCC & AANP) [FNP only]
  - Completion of an interview conducted by Robert E. Smith School of Nursing faculty.
  - A grade of “C” or better on a graduate level pathophysiology course (prerequisite).
  - A grade of “C” or better on an introductory course in Statistics.
- B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing, evidence of personal health 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 and a criminal background check completed. Any cost of this requirement will be the student’s responsibility.

### **DNP Project**

Each student will complete an evidence-based DNP project related to a specific topic of interest in advanced nursing practice. The project allows the student to utilize and apply the concepts and skills learned while enrolled in the DNP program. The intent of the project is to improve health care outcomes through the systematic application of existing research evidence to nursing practice and designed to benefit a group, population, or community rather than an individual patient.

Each student will identify a problem or need and develop an in-depth understanding of the issue through extensive review of the research literature.

Successful, sustainable projects must be developed in partnership with the targeted system or community. Therefore, students need to involve the healthcare system and stakeholders that will be impacted in each phase of the project. The project is designed to integrate innovative strategies in clinical practice through the application of evidence-based interventions to change care delivery models and improve health outcomes. With implementation of the project, the student must be able to demonstrate the impact through measurable outcomes.

The project is student-led with faculty-mentoring and demonstrates evidence of critical thinking and the ability to apply research principles through problem identification, proposal development, project implementation, and evaluation. The DNP project may take on many forms but should be unique to the student's specialty area of practice and designed by the student in collaboration with a faculty advisor, committee members, and clinical mentor(s).

### **Examples of DNP projects:**

- \*a program needs assessment with program development and evaluation of an existing program
- \*development of an assessment instrument/protocol
- \*a cost/benefit analysis of program models
- \*construction of a practice model or an innovation for practice
- \*database creation to track direct care assessment or outcomes
- \*implementation of an evidence-based guideline for clinical practice
- \*other projects as approved by faculty

The student is responsible for assuming the leadership role for the development, implementation, evaluation, and dissemination of the DNP project.

### ***Degree Requirements***

A candidate for the Doctor of Nursing Practice (DNP) degree is required to meet the following:

1. Complete all core courses, role specific courses, and the scholarly project to total semester hours required for each program of study.
2. Score 800 or better on an APRN-FNP exam, 70% or better on an APEA Post-Predictor University Exam, or subsequent standardized exams with a 70% or better. To take the standardized exam, the candidate must be enrolled in, or have completed the final Family Nurse Practitioner coursework and have a GPA of 3.0



- or better. **(Required only for Post BSN and Post MSN [non-FNP]).**
- 3. An overall GPA of 3.0 or better.
- 4. Successful development, implementation, and dissemination of the DNP Project.
- 5. Demonstrate meeting all course requirements through submission of the DNP Portfolio.

***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 Robert E. Smith School of Nursing and not after a student is enrolled.

**DOCTOR OF NURSING PRACTICE CURRICULUM**

*POST BSN/MASTER (non-FNP)-DNP*

	<b>Semester Hours</b>
FNP core .....	36-38
NUR 602, 603, 605, 624, 625, 630, 631, 634, 635, 638, 639, 680	
DNP Core.....	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
Scholarly Project .....	7
NUR 887, 890	
<b>Total Hours for Post BSN-DNP Degree .....</b>	<b>69</b>
<b>Total Hours for Post Master’s (non-FNP)-DNP Degree .....</b>	<b>57-69</b>
(12 hours available to transfer)	

*POST MASTER (FNP)-DNP*

	<b>Semester Hours</b>
DNP Core.....	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
Scholarly Project .....	7
NUR 887, 890	
<b>Total Hours for Degree.....</b>	<b>31</b>

The Doctor of Nursing Practice (DNP) at Delta State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.

Credit hours are computed on the basis of one 50-minute class equals one hour of credit and four clinical hours are equal to one hour of credit.

**NUR 601. ADVANCED THEORETICAL ISSUES IN NURSING AND ETHICS.** Focuses on synthesizing theoretical and ethical concepts in the development of nursing knowledge. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

**NUR 602. ADVANCED HEALTH ASSESSMENT.** This course builds on the basic physical assessment skills of registered nurses and prepares the student to complete comprehensive and episodic health assessments. Students utilize patient data to detect signs and symptoms of pathophysiological change and psychosocial variations from an individual, family or community perspective. The synthesis and application of anatomical-physiological, psychosocial, cultural, spiritual health concepts, growth and development, aging process, and ethical practice are emphasized to achieve competence in comprehensive and episodic health assessments as an advanced practice nurse. Effective strategies will be developed to address health care issues, including health promotion, disease prevention, communication and patient-teaching skills using a holistic approach. Prerequisites: Official admission to nursing graduate program and NUR 603. Corequisite: NUR 625. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3.

**NUR 603. ADVANCED PATHOPHYSIOLOGY.** This course analyzes the biophysical 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 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. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 620. ROLE SYNTHESIS (NURSE PRACTITIONERS).** Focus on role synthesis in advanced nursing practice. Prerequisite: Official admission to the nursing graduate program. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

**NUR 624. DIFFERENTIAL DIAGNOSIS IN PRIMARY CARE.** This course focuses on increasing knowledge and skills 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 differentiate abnormal from normal findings using advanced assessment techniques, interpret diagnostic study results, and use clinical reasoning to formulate diagnoses for culturally diverse individuals and families across the lifespan utilizing case studies. Health promotion and disease prevention strategies are introduced. Prerequisites: Official admission to the nursing graduate program and NUR 603. Corequisites: NUR 602, 625. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

**NUR 625. ADVANCED HEALTH ASSESSMENT PRACTICUM.** This clinical practicum course provides 180 hours of clinical practice under the preceptorship of a certified Nurse Practitioner in primary care settings. During supervised clinical practicum experiences, emphasis is placed on the application of theoretical knowledge and advanced practice nursing skills to perform comprehensive and episodic health assessments on patients in primary care settings. The practicum provides clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse. Prerequisites:

Official admission to the nursing graduate program and NUR 603. Corequisite: NUR 602. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Lab/Clinical 12-16 hours per week. 3

**NUR 630. FAMILY NURSE PRACTICE I.** This course is designed to prepare the student to apply evidence-based principle of health promotion and disease prevention for individuals, families, communities, and aggregate/clinical populations. Basic principles of epidemiology will be introduced. Quality improvement models will be described. Diversity will be examined relative to social and communication patterns, roles and values/beliefs underlying health-illness behaviors. The course assists the student in expanding, synthesizing, and utilizing current theoretical and research-based frameworks regarding family systems. Strategies to promote health and prevent disease for patients across the lifespan in urban and rural primary care settings are explored with an emphasis on utilization of evidence-based clinical practice guidelines. The impact of lifestyle, cultural, and environmental factors on health and/or health disparity are discussed. Assessment and care of individuals and families at all developmental stages will be highlighted throughout the course through the use of case studies and discussion forums. Prerequisites: NUR 601, 602, 606, 625. Corequisites: NUR 605, 631. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 631. FAMILY NURSE PRACTICE I PRACTICUM.** This clinical practicum course provides 240 hours of clinical practice under the preceptorship of a certified Nurse Practitioner in primary care settings. Emphasis is placed on health promotion and disease prevention, patient teaching, problem management, family involvement, and interprofessional collaborative practice among healthcare professionals. Concepts of primary, secondary and tertiary care are introduced. The student is expected to assume increasing responsibility for primary health care services of individuals and families through history taking, differential diagnosis, treatment/management of health care problems, and documentation of findings. Prerequisites: NUR 601, 602, 606, 625. Corequisites: NUR 605, 630. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Clinical 16-20 hours per week. 4

**NUR 634. FAMILY NURSE PRACTICE II.** This course focuses on theoretical components for the diagnosis, treatment, and management of acute illnesses across the lifespan and the health promotion management of women, expectant families, and children. Acute illnesses across the lifespan commonly seen in primary care will be studied. Well-woman care, family planning, and reproductive tract disorders are also included in the course content. Prerequisites: NUR 604, 605, 630, 631. Corequisite: NUR 635. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3.

**NUR 635. FAMILY NURSE PRACTICE II PRACTICUM.** This clinical practicum course provides 300 hours of clinical practice under the preceptorship of a certified Nurse Practitioner or Physician in gynecologic, pediatric, and primary care settings. Students apply theoretical and evidence-based knowledge gained in previous course work to the care of patients and families experiencing acute health alterations. Emphasis is placed on detailed history taking, diagnosis, treatment, management and documentation of health care problems. Students manage common acute illnesses in individuals across the lifespan in a variety of clinical settings. Application of primary prevention strategies and health maintenance is incorporated in the care of the well-woman, expecting families, and children. Clinical practicum hours in this course will include 90 hours Women's Health, 90 hours in Pediatrics, and 120 hours in Primary Care. Prerequisites: NUR 604, 605, 630, 631. Corequisite: NUR 634. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Clinical 16-24 hours per week. 5

**NUR 638. FAMILY NURSE PRACTICE III.** This course focuses on the diagnosis, treatment and management of chronic disease and complex care needs of patients across the lifespan. Concepts will be applied to meet the biological, psychosocial, mental and spiritual needs of patients across the lifespan. Students will combine history taking, physical examination techniques and diagnostic interpretation with problem-solving and clinical strategies to develop management plans for patients across the lifespan. Concepts of primary, secondary and tertiary care are incorporated into management plans with an emphasis on the utilization of the interprofessional collaborative team approach to arrange and evaluate care for patients across the lifespan with chronic disease and/or multiple co-morbidities. Prerequisites: NUR 634, 635. Corequisite: NUR 639. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

**NUR 639. FAMILY NURSE PRACTICE III PRACTICUM.** This clinical practicum course provides 300

hours of clinical practice under the preceptorship of a certified Nurse Practitioner in primary care and specialty clinic settings. The course provides students with the skills to function as an advanced practice nurse in addressing health promotion, disease prevention, and acute, chronic and complex alterations in health of patients across the lifespan. Students have opportunities to practice in an increasingly independent role as a Family Nurse Practitioner. All clinical practicum hours may be completed in a primary care setting. Students have an option to complete a specified number of clinical hours in specialty clinics, if desired. Clinical practicum hours in this course total 300 hours and may include up to 90 hours in a specialty clinical setting. Prerequisites: NUR 634, 635. Corequisite: NUR 638. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Clinical 16-24 hours per week. 5

**NUR 640. INFORMATICS IN CLINICAL PRACTICE.** This course provides an introduction to the field of nursing informatics. The social, ethical and legal issues in nursing and healthcare informatics will be presented. The course focuses on the impact of information systems and emerging information technology roles in the dynamic field of healthcare. Emphasis is placed on developing an understanding of how automation is used to manage information in healthcare its applications within healthcare settings, the value of technology for managing healthcare data and the role of the advanced practice nurse in the process. This graduate-level overview course provides required informatics knowledge and skills for all learners as well as the foundation for all additional informatics courses. Prerequisites: Official admission to the nursing graduate program and NUR 603. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2.

**NUR 680. FAMILY NURSE PRACTITIONER REVIEW COURSE.** This course focuses on transition into the advanced practice nursing role. The emphasis is placed on preparation for entry into advanced practice including Family Nurse Practitioner course content review for national board certification. The course will also include reviews of the scope of practice, standards of care, and legislative rules and regulations governing advanced practice nursing. Prerequisites: NUR 634, 635. Corequisites: NUR 638, 639. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

**NUR 687. RESEARCH/EVIDENCE-BASED QUALITY IMPROVEMENT PROJECT.** The MSN program culminates in the successful completion of a research/evidence-based quality improvement project to demonstrate synthesis of the students' work from previous courses and lays the foundation for future scholarship. Directed research/evidence-based quality improvement topics are selected to meet the particular needs and interests of the students. The project development, implementation, and dissemination of findings is completed over the 2-year program. Students will earn either credit or no credit. A maximum of 3 credit hours must be earned to meet graduation requirements. Prerequisites: NUR 601, 606. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1

**NUR 801. ADVANCED THEORY AND ETHICAL ISSUES IN ADVANCED NURSING PRACTICE.** This course focuses on theoretical perspectives and foundations for inquiry into advanced nursing practice and provides a foundation in ethics as it applies to the health professions. The student will draw on clinical experiences to promote moral reflection and personal values clarification. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 804. HEALTH CARE POLICY AND ECONOMICS IN CLINICAL PRACTICE.** This course provides an overview of health care policy and selected policy models. Economic, legal, and social factors impacting policy development are addressed. The policy making processes at the organizational, local, state, national, and international level are explored. The role of an advanced practice nurse in influencing policy in health care delivery, outcomes, and professional nursing is emphasized. Students develop leadership skills and are actively involved in field experiences. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 806. EVIDENCE BASED NURSING PRACTICE: THEORY, DESIGN AND METHODS.** This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the DNP. Quantitative and qualitative research methods related to the generation of evidence will be analyzed. Students will examine selected research studies, gain skills in analyzing methods, and apply research findings to practical problems. Students will also begin to design their own scholarly project reflecting their topic of interest. This

course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 808. ADVANCED STATISTICS FOR CLINICAL PRACTICE.** This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. Across the varied topics, emphasis is placed on: (1) becoming knowledgeable of the underlying logic of each statistical technique, (2) the appropriate use and underlying assumptions of the procedure, (3) interpretation of results from statistical software, and (4) evaluation of published results using statistical procedures. Pre-requisites: NUR 806. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 810. EPIDEMIOLOGY AND POPULATION HEALTH.** This course provides an overview of fundamental topics in clinical epidemiology and how these concepts are applied in the measurement and evaluation of population health. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 820. LEADERSHIP AND ROLE DEVELOPMENT IN ADVANCED NURSING PRACTICE.** This course synthesizes leadership theory and organizational models within the context of the health care industry. Systems leadership and organizational behavior concepts are also reviewed as they relate to leadership. Based on these theories, models, and behaviors the student will derive the DNP's role in complex health care organizations. Pre-requisites: NUR 801. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 822. BUSINESS MANAGEMENT AND QUALITY CARE IN CLINICAL PRACTICE.** This course examines health care economics and the business of clinical practice as it relates to the delivery of quality health care services. This course will analyze the interplay between the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes. Within a quality improvement framework, students will explore economic concepts and measurement tools to critically appraise a health care issue, design strategies to improve clinical outcomes and evaluate the achievement of the improvement goals. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 824. INFORMATION MANAGEMENT AND DECISION SUPPORT IN CLINICAL PRACTICE.** This course examines the essential knowledge needed to understand information systems and technologies that are transforming health care. The student gains the ability to critique informatics program proposals, understand the role of the informatics specialist in managing health care information for decision-making and program planning, and analyze the utility and functionality of technology. The course prepares the student to use available technology tools to present, interpret, and organize data. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

**NUR 887. DNP PROJECT DEVELOPMENT.** This course provides the student with mentored opportunities to identify, develop, implement, evaluate and disseminate an independent DNP project focusing on problems of practice within specific populations. Students are supported by a DNP Project Advisory Committee in translating research/theory into teaching and evidence-based practice. The range of projects will be varied as they relate to the unique clinical practices of each DNP student. The student is expected to practice a minimum of 60-120 hours in a clinical area related to their topic of interest. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Clinical 4-8 hours per week. 1-2.

**NUR 890. DNP PROJECT.** The DNP program culminates in the successful completion of a DNP project that demonstrates synthesis of the student's work and lays the groundwork for future evidence-based practice. Students will engage in evidence-based inquiry to analyze, evaluate, or transform a relevant aspect of clinical practice. The intent of the DNP project is to demonstrate the student's understanding of new DNP concepts/knowledge and the ability to lead and practice at the highest level of professional, clinical practice. This

course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination.

The DNP project may take on many forms but will be unique to the student's area of specialization and designed by the student in collaboration with their faculty advisor and clinical mentor(s). The project should make a significant, evidence-based contribution to existing nursing knowledge.

Examples of DNP projects include: (1) a program needs assessment with program development and evaluation, (2) evaluation of an existing program, (3) development of an assessment instrument/protocol, (4) a cost/benefit analysis of program models, (5) construction of a practice model or an innovation for practice, (6) database creation to track direct assessment or outcome, (7) implementation of an evidence-based guideline for clinical practice, (8) or other DNP projects as approved.

Students also will integrate DNP role behaviors into clinical practice, analyze practice-based issues from the DNP perspective, and generate a portfolio that documents their achievement of the DNP program objectives. The student is expected to practice a minimum of 300 hours in a clinical area related to their topic of interest. Pre-requisites: NUR 887. Clinical 4-12 hours per week. 1-7

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## GLOSSARY OF ACADEMIC TERMINOLOGY

### ACADEMIC CALENDAR

The calendar of important semester-specific dates and deadlines for students officially registered for courses listed on Delta State's Course Schedule, as well as for all Delta State University (DSU) degree-seeking students, academic and administrative departments, and instructors. The Academic Calendar for each Academic Year is approved by the Academic Council and Cabinet, and is posted on the Academic Calendar page on the Academic Affairs website and in the academic catalogs.

### ACADEMIC DEGREE

The title to be conferred by the University upon completion of the academic program. Some degrees include the name of the field of study (e.g., Bachelor of Science in Social Justice & Criminology, Master of Professional Accountancy); others (e.g., Bachelor of Arts, Master of Education) do not. Once the degree is conferred, the degree will be reflected on the transcript and diploma.

### ACADEMIC PROGRAM/PROGRAM OF STUDY

A sequence of credit courses that lead to an academic credential (e.g., degree and academic major tied to the degree, academic minor, university certificate).

### ACADEMIC YEAR

The period of instruction composed of the fall, spring, and summer semesters. The academic year begins at the start of the fall semester and ends after the last day of the summer semester.

### COGNATE

A set of courses outside the major that is designed to complement other components of the student's course of study and to support selected professional goals. Depending on the academic degree and discipline, a cognate may be a required component of a degree. A cognate will not appear on the transcript or diploma.

### CONCENTRATION

A set of courses associated with a major that is designed to focus a student's course of study according to interest and/or career goals. Depending on the academic degree and discipline, a concentration may be a required component of a degree. A concentration will not appear on the transcript unless required for licensure. A concentration will not appear on the diploma.

### CORE

A defined group of courses within a particular major or minor that is required of all students completing that major or minor.

### DISCIPLINE

A branch of knowledge or subject area as organized in a specific group of courses by an academic department or division.

### DOUBLE MAJORS

A program of study in which a student pursues two or more majors within the same degree program (e.g., BA, BS). Double majors are not granted to students until they have met the requirements for both majors. (The required number of hours in each major will vary.) Students seeking double majors (one degree with two majors) will be awarded one diploma. The two different majors will be noted on the transcript. Minors are not required for students seeking double majors.

### DUAL DEGREES

A program of study in which a student pursues two degrees at the same level (e.g., bachelor, master). Two bachelor degrees are not granted to students until they have met the requirements for the second degree and have earned a minimum of 24 semester hours in addition to the requirements for the first degree. Students seeking dual degrees (two different degrees with two majors) will be awarded a diploma for each degree.

## INSTRUCTIONAL MODES

The different modes for delivering a course to students at DSU.

### *FACE-TO-FACE (F2F)*

Course meets with faculty and students at the same time (synchronous) in a designated physical space for the designated period of time listed on the course schedule/Banner. Note: All F2F courses must be prepared—and F2F instructors must also prepare their students—to move entirely online in the event of instructor illness, campus closures, or other reasons. Unlike with Hybrids, F2F instruction will be replaced by online instruction only in times of extenuating circumstances.

### *ONLINE (OL)*

One hundred percent of the course instruction with substantive faculty-student and student-student interactions transpire within the University's learning management system. Instruction is asynchronous, meaning that instructional activities do not require the instructor and students to be engaged at the same time.

### *ONLINE SYNCHRONOUS (OS)*

Course meets online on a regular and predictable basis at the day and time listed on the course schedule/Banner. Synchronous meetings are intended to be a platform for strategic faculty-student, student-student, or student-content engagements. Faculty should not schedule synchronous class meetings during every designated class time and synchronous meetings should not comprise more than seventy-five percent of designated class times. Students registering for the course are expected to be prepared to meet during every scheduled class time. Faculty provide and maintain a schedule in the University's learning management system of all synchronous activities. This mode of instruction is not intended for use in a fully-online program.

### *HYBRID (HYB)*

Course meets online with regularly scheduled, required, and strategic F2F interactions that avoid passive activities, such as lecturing without dialectical exchanges with most students.

Designated meeting times are listed on the course schedule/Banner. Course meets routinely F2F with the entire class on selected days (e.g., Thursdays) during the semester with a focus on:

- a) intensive engagement with the instructor or classmates,
- b) use of campus equipment, or
- c) other activities that do not lend themselves well to online delivery.

## INTERDISCIPLINARY PROGRAM

An interdisciplinary program is an academic pathway (degree or concentration) consisting of a combination of courses from two or more disciplines, as determined in consultation between an advisor and a student.

## LICENSURE PROGRAM

A set or sequence of courses and experiences required for a student to be eligible to obtain a license issued by an agency, group or professional organization.

## MAJOR

A coherent set of required and elective courses approved by the University's academic program review process and meeting state criteria that, when completed by a student, signifies a degree of preparation in a field or fields of study. The credit hour requirements for the major are set by the respective colleges and academic units and may not consist of less than 120 hours (undergraduate) and 30 hours (graduate). A student must formally declare a major by the end of their first year.

## MINOR

A cohesive set of required and elective courses that, when completed by a student, connotes knowledge and skills in a discipline, region or topic area, but not at the depth of a major. The minor is designed for students who are not majoring in the same area and typically requires between 18-24 credit hours, as set by the respective academic unit and college. A student must formally declare the minor for it to appear on the transcript of record. Depending on the academic degree and discipline, a minor may be a required component of a degree.

**PART OF TERM**

A sub-division of a full term or an expansion across a full term. A course offered in a part of term has different add/drop/withdrawal/no show, etc. deadlines. Students, faculty and staff can find the deadlines on the Important Deadlines page on the website. Intersessions, 5-week sessions and half term sessions are considered parts of term. Full summer classes are also technically considered a part of term.

**TERM/SEMESTER**

A division of the academic year during which a course of studies is offered. The terms at Delta State are currently Summer I and II (approximately 4 weeks each), Fall (approximately 15 weeks) and Spring (approximately 15 weeks).

**TRANSCRIPT**

A physical or electronic record of a student's academic history of coursework completed at DSU and the grades and associated grade point average received. Also listed on the transcript are declared academic credentials, awarded academic credentials for students who have completed their degree, and university honors awarded by the institution upon the conferral of a degree. Only DSU students who have been enrolled in DSU regular or dual enrollment/credit courses will have a DSU academic transcript.

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