

DELTA STATE UNIVERSITY

Cleveland, Mississippi 38733

Founded April 9, 1924
Opened September 15, 1925

Graduate Catalog

2018-2019



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.

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CLEVELAND, MISSISSIPPI 38733

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ACCREDITATION

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

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

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

MEMBERSHIPS

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

EQUAL EDUCATION OPPORTUNITY

As an institution of higher education and in the spirit of its policies of equal employment opportunity, the University declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to an applicant's race, color, religion, sex, 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."

**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, 2027

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

NONDISCRIMINATION: As an institution of higher education and in the spirit of its policies of equal employment opportunity, the University declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to an applicant's race, color, religion, sex, national origin, disability related to program performance, disabled veteran status, or Vietnam era veteran status.

UNIVERSITY CABINET

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Shelley Collins, Ph.D.	College of Arts and Sciences
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Stephanie Bell, Ph.D.	College of Education and Human Sciences
Julyn Overstreet, D.N.P.	Robert E. Smith School of Nursing
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Nacole Adams.....	Library Services
Jeanna Dacey Wilkes, M.B.A.	Coordinator of Graduate Studies and Admissions

Send correspondence to:

Office of Graduate Studies
 Kent Wyatt Hall 239
 Delta State University
 Cleveland, Mississippi 38733
 (662) 846-4700

**DELTA STATE UNIVERSITY
ACADEMIC CALENDAR
2018-2019**

Summer Session 2018

FIRST TERM

May 27, Sunday, 2:00 p.m.	Residence halls open
May 28, Monday	Memorial Day
May 29, Tuesday	Classes begin/Registration continues
May 30, Wednesday	Registration closes
May 31, Thursday	Last day a course may be changed from credit/audit
June 4, Monday	Grades of W or F in effect
June 27, Wednesday	Last day to withdraw from a course
June 28, Thursday	Final Examinations
July 2, Monday, 8:00 a.m.	All Grades Recorded by Faculty

SECOND TERM

July 1, Sunday, 2:00 p.m.	Residence halls open
July 2, Monday	Classes begin/Registration continues
July 3, Tuesday	Registration closes
July 4, Wednesday	Fourth of July Holiday
July 5, Thursday	Last day a course may be changed from credit/audit
July 9, Monday	Grades of W or F in effect
August 1, Wednesday	Last day to withdraw from a course
August 2, Thursday	Final Examinations
August 6, Monday, 8:00 a.m.	All Grades Recorded by Faculty

Fall Semester, 2018

August 1, 2018	Date by which new students should apply for admission for fall semester
August 12-18	New Student Week (All Freshmen must move in on Sunday, August 12)
August 19, Sunday, 1:00 p.m.	Residence halls open
August 20	Day and night classes begin; registration continues
August 21	Late registration starts; fees assessed
August 28	Registration closes for fall semester
August 31	Last day a course may be changed from credit/audit
September 3	Labor Day Holiday
September 3, 6:00 p.m.	Classes resume
September 4	Grades of W or F in effect
October 15	Mid-semester
October 16, 12 noon	D and F reports recorded by faculty
November 5	Early Spring semester registration begins
November 9	Fall 2018 graduation application deadline
November 19- November 23	Thanksgiving Holidays (No classes)
November 26, 8:00 a.m.	Classes resume
November 30	Last day to withdraw from a course
December 3-6	Fall Examinations
December 7	Fall Commencement (10:00 am & 2:00 pm)
December 10, 12:00 Noon	All grades recorded by faculty
December 10, 2018 – January 10, 2019	INTERSESSION

Spring Semester, 2019

December 18, 2018	Date by which new students should apply for admission for spring semester
January 6, 2019 Sunday, 1:00 p.m.	Residence halls open
January 7	Day and night classes begin; registration continues
January 8	Late registration starts; fees assessed
January 15	Registration closes for spring semester
January 18	Last day a course may be changed from credit/audit
January 21	Martin Luther King Holiday
January 22	Grades of W or F in effect
March 4	Mid-semester
March 5	D and F reports recorded by faculty
March 11 - 15	Spring Holidays
March 18, 8:00 a.m.	Classes resume
April 1	Early summer and fall registration begins
April 5	Spring 2019 graduation application deadline
April 18, 5:00 p.m. – April 19	Easter Holiday
April 22, 8:00 a.m.	Classes resume
April 26	Last day to withdraw from a course
April 29 - May 2	Final Examinations
May 3	Spring Commencement (10:00 am & 2:00 pm)
May 6, 12:00 noon	All grades recorded by faculty
May 6 – June 6	INTERSESSION

Summer Session 2019**FIRST TERM**

May 26, Sunday, 2:00 p.m.	Residence halls open
May 27, Monday	Memorial Day
May 28, Tuesday	Classes begin/Registration continues
May 29, Wednesday	Registration closes
May 30, Thursday	Last day a course may be changed from credit/audit
June 3, Monday	Grades of W or F in effect
June 25, Tuesday	Last day to withdraw from a course
June 26, Wednesday	Final Examinations
July 1, Monday, 8:00 a.m.	All Grades Recorded by Faculty

SECOND TERM

June 30, Sunday, 2:00 p.m.	Residence halls open
July 1, Monday	Classes begin/Registration continues
July 2, Tuesday	Registration closes
July 3, Wednesday	Last day a course may be changed from credit/audit
July 4, Thursday	Fourth of July Holiday
July 8, Monday	Grades of W or F in effect
July 30, Tuesday	Last day to withdraw from a course
July 31, Wednesday	Final Examinations
August 5, Monday, 8:00 a.m.	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 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 began serving as Delta State University's eighth president on April 15, 2013.

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, Doctor of Education in professional studies, and the Doctor of Nursing Practice.

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 such as arts, humanities, and sciences to unique programs such as commercial aviation and community development, the University is committed to meeting the ever changing and evolving needs of the students it serves. It sustains quality in those programs by maintaining accreditation of all programs for which an accrediting agency exists.

Commitment to Learning, Scholarship, and Student Engagement

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

Commitment to Teaching and Faculty Development

The quality of Delta State's academic programs is central to its educational mission. That quality is affirmed through a dedicated faculty with credentials appropriate to their discipline. The University supports high standards of quality among its faculty and maintains those standards through the Technology Learning Center, a modern faculty development office dedicated to the application of technology to

teaching, and through the Kent and Janice Wyatt Faculty Development Program, a University Foundation initiative that provides resources for faculty growth.

Respect for People and Ideas

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

Commitment to Regional and Economic Development

Delta State, in partnership with various organizations, will advance community and economic development in the Delta region to improve the quality of life and raise the educational level of its citizens. Special attention is given to collaboration with our educational partners: Mississippi Valley State University, Coahoma Community College, Mississippi Delta Community College, the Mississippi Department of Education, and the K-12 schools of the Delta. Moreover, the Delta Center for Culture and Learning, the Capps Archives, the Center of Business Research, and the Center for Community and Economic Development provide a structure to ensure University participation in promoting and celebrating the unique heritage of the Delta while also addressing the longstanding social, economic, and cultural challenges that inhibit advancement.

Encouragement of Innovation and Experimentation

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

Commitment to a Student-Centered Campus

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

Support for the Arts

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

Commitment to Health

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

Commitment to Leadership

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

Commitment to Institutional Effectiveness

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

*Approved by the Board of Trustees of State Institutions of Higher Learning, March 18, 2004.
Revised by IHL June 18, 2013*

FINANCIAL INFORMATION

EXPENSES

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

ITEMS OF GENERAL EXPENSE

(Per Semester)

TUITION FOR FULL-TIME STUDENTS \$3,538.00

(12 to 19 hours for an Undergraduate Student)
(9 to 13 hours for a Graduate Student)

ROOM

Fugler-Hammett and Cain-Tatum	\$2,125.00
Lawler-Harkins	\$2,200.00
Brumby-Castle	\$2,225.00
Blansett	\$2,250.00
Foundation Hall	\$2,400.00

ADDITIONAL PRIVATE ROOM RATE/PER SEMESTER

Fugler-Hammett and Cain-Tatum	\$1,062.50
Lawler-Harkins	\$1,100.00
Brumby-Castle	\$1,112.50
New Men	\$1,125.00
Foundation Hall	\$1,200.00

MEAL PLANS

*All Access + \$190 Flex	\$1,640.00
50 Meals per semester DSU Faculty/Staff \$100 Flex	\$300.00
Campus Dining Dollars \$190 Flex	\$200.00
**B.Y.O.P. – Build Your Own Plan	\$405 to \$1,640.00

*Residence Hall students - if a meal plan is not selected before the last day to add a class, the All Access + 175 Flex a meal plan will be charged to your student account.

**Choose from 50, 80, 100 or 120 Block Meals and add the flex of your choice: \$175, \$400 or \$600. Price dependent on combination of Block and Flex.

PART-TIME TUITION

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

PART-TIME TUITION (per semester hour)

Undergraduate	\$295.00
Graduate	\$393.00

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.

OVERLOAD TUITION

Graduate on or off-campus resident or nonresident pays \$393 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 \$45 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.

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. A non-refundable housing application fee \$75 (check or money order by mail) is required.

A deposit of \$100 is required to be placed on the waiting list for a campus 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 of \$40 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.

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 \$50 fee will be assessed 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 LIVIG EXPENSES. Students withdrawing from residence halls are entitled to an adjustment to room and board 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 calendar and should be very easy to identify and defend.

1st day through the 10th day...75%
 11th day through the 20th day...50%
 21st day through the 25th day...25%
 After 25th day....0%

BUSINESS REGULATIONS

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

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

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

OKRA GREEN ACCOUNT RULES AND REGULATIONS. The Okra Green Dining

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

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

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

are made. After business hours, contact the Campus Police.

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

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

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

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

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

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 ASSISTANCE FOR GRADUATE STUDENTS

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

1. Federal Unsubsidized Stafford Loans
2. Graduate PLUS Loans (**Summer Only**)
3. Federal Work Study
4. Graduate Assistantships

APPLICATION

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

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

DEADLINES

The priority deadline for applying for financial assistance is March 1. Applications will be accepted throughout the year but funds may not be available at registration if the application is not filed prior to March 1. 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 that are admitted as non-degree or undeclared degree are not eligible for federal financial aid.

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

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

Notes:

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

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

WORK OPPORTUNITIES

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

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

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

STUDENT LOANS

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

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

Federal 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. The credit worthiness of the student is a consideration in approval by the Department of Education. This loan must be certified by the school.

SATISFACTORY ACADEMIC PROGRESS

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

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

Minimum Qualitative Academic Standards		Minimum Qualitative Standards	
<u>Overall hours attempted</u>	<u>Grade Point Average</u>	<u>Hours Attempted</u>	<u>Ratio of hours passed</u>
0-6	3.00	0-6	67%
7-11	3.00	7-11	67%
12+	3.00	12+	67%

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 satisfactory academic progress as outlined above or financial aid will be suspended. Students will be removed from **Financial Aid Warning** if they have achieved satisfactory academic progress.

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 unless the student completely withdraws from school. Please view the Academic Catalog to determine the date by which Grades of W or F go into effect and the refund policy of tuition and fees each semester: <http://www.deltastate.edu/PDFFiles/Academic%20Affairs/2017-2018-GR-catalog-COMplete.pdf> (p. 9, 17). 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 who receive financial assistance and then withdraw from school will be placed on financial aid suspension. Students on suspension are not eligible to receive financial aid. W's and F's are not considered successful completions.

Incomplete Courses: Students who have earned I's are ineligible for financial aid the following term because an I is not considered a passing grade. Financial aid will be reinstated once the student completes the course requirements and receives a grade. Should the student fail to obtain grades in the courses in question, he will be responsible for all fees.

Grade Changes: A student's Satisfactory Academic Progress is re-evaluated at the time the Financial Aid Office 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 not eligible 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: Transfer credits that are accepted toward your educational program count as both attempted and completed credits. Transfer credits are calculated into the credits attempted and affect pace of progression and maximum timeframe. Please note, you must review how transfer credit has been accepted by DSU. Students who have accumulated a high number of credits at other institutions that do not apply to their degree program may risk loss of financial aid by meeting the 150% timeframe for their degree program earlier than anticipated.

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.

Summer School: Students attending in the summer semester will have SAP evaluated again at the end of the semester.

Financial Aid Warning: Students may receive financial aid for the semester they are on warning. If they fail to meet the necessary SAP requirements at the end of this period, their financial aid will be suspended until they have regained satisfactory progress status. When a student has been placed on financial aid warning for a semester and has regained SAP at the completion of that semester, that student will be removed from financial aid warning and will be eligible to receive financial aid.

Financial Aid Suspension: Financial aid suspension will result in the loss of all federal aid, including grants, loans and work-study. A student's financial aid may be suspended if their enrollment record indicates to the financial aid staff/director a recurring pattern. This may include, but is not limited to: course drops, withdrawal from school, and degree progress.

SAP Appeal

APPEAL PROCESS

Students who fail to meet satisfactory academic progress standards and lose financial aid eligibility can appeal this decision. Appeals should be made **within thirty days** after the student receives notification of their financial aid suspension status. Appeals must be made in writing and submitted to the Financial Aid Office for consideration by the Financial Advisory Committee. An appeal must be based on mitigating circumstances that affected academic performance. Mitigating circumstances are situations that are outside of the student's control that affect their academic performance. Examples of mitigating circumstances include: death of a relative, student/parent injury or illness, natural disaster, or other unforeseen circumstances. Acceptable reasons for an appeal include the following:

- Medical difficulty. Documentation is required.
- Family difficulty. Documentation is required.
- Emotional difficulty. Documentation is required.
- Learning disability. Documentation is required.
- 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.

Student Notification: Students who submit an appeal will receive a letter from the Financial Aid Office within 30 days from the receipt of the appeal stating the decision of the Financial Advisory Committee of financial aid Probation, placement on a financial aid Academic Plan, or financial aid Suspension.

Appeal Approval: If an appeal is approved a letter will be sent to the student detailing any specific requirements established by the Financial Advisory Committee to help the student achieve Satisfactory Academic Progress. It is the responsibility of the student to follow the stated requirements. Students should consult with a financial aid counselor if they have questions.

Appeal Denial: If an appeal is denied the student may choose to enroll without benefit of financial aid. If a 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.

Regaining Eligibility: Students on financial aid Suspension may regain aid eligibility by meeting the Satisfactory Academic Progress minimum requirements as stated in DSU's Financial Aid Satisfactory Academic Progress policy available online or in the Financial Aid Office.

If you wish to appeal your financial aid suspension status, please complete and submit the Request for Reinstatement of Financial Aid form.

APPEAL DECISIONS

Financial Aid Probation: If a student completes their warning semester and is not meeting the SAP requirements, that student may appeal their status. If their appeal is approved they will be eligible to receive financial aid during the following semester. The student will be on financial aid probation status during this semester.

Academic Plan: If it is not possible for a student to meet the SAP standards in one semester, a student who appeals may be given an academic plan and be required to turn in a Program of Study. The first semester of a student's academic plan would be considered financial aid probation.

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 satisfactory academic progress status is evaluated.

Student Notification: Students who are not meeting the minimum Financial Aid Satisfactory Academic Progress standards will be notified by the Financial Aid Office of their Warning or Suspension status. Students who submit an appeal will receive a letter from the Financial Aid Office within 30 days from the receipt of the appeal stating the decision of the Financial Advisory Committee of financial aid Probation, placement on a financial aid Academic Plan, or financial aid Suspension.

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.

Second Degree: Students who are pursuing a second graduate degree must submit a program of study required to complete their second graduate degree. This can be obtained from their advisor or Dean.

Amendments to Policy: This 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.

This policy is effective June 2017. All student receiving financial aid at Delta State University beginning June 1, 2017 are subject to these guidelines.

FINANCIAL ASSISTANCE FOR SUMMER SESSION

Students who plan to attend a summer session and wish to receive financial aid must: 1) have the Free Application for Federal Student Aid for the prior aid year on file in the Office of Student Financial Assistance; 2) complete a separate DSU Summer Financial Aid Application prior to the first week of summer school each year. (Example: If the student will attend summer 2019, he/she should have the 2018-2019 FAFSA on file.) All awards, including student loan applications, will be processed between April 1 and May 31. Delta State University does award the maximum amount of aid during the Fall and Spring semesters. Due to this, Delta State University does allow graduate students to apply for Graduate PLUS loans during the summer term only to help cover expenses.

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 insure compliance with pertinent regulations.

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 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 copy of an application form, which can be obtained from the Graduate Studies Office or in online format. Applications received by the Graduate Studies Office at least twenty days prior to the beginning of the term in which the student plans to enroll receives priority.
2. Official transcripts of all graduate work; Official transcripts of most recent undergraduate degree. Delta State University students are not required to submit 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.
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. There is no obligation on the part of the department offering a degree program to accept coursework taken by a student in non-degree status. A student enrolled as non-degree who decides to pursue a degree must make application in the Graduate Studies Office as a degree-seeking student.

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. 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) and Educational Credential Evaluators (ECE) evaluate all transcripts and should include three components: (1) confirmation of receipt of a degree that is equivalent to a four-year degree in the United States, (2) course-by-course evaluation that 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: 196 compute-based, 70 internet-based or 525 paper-based; 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. Enrollment is mandatory unless the student is 25 years or above and covered under a private health plan through the Delta State University approved insurance company. Proof of such coverage must be submitted prior to arrival at Delta State University and updated at the beginning of each semester of enrollment. Students who are 25 or above that do not enroll in or renew private coverage through the University approved insurance company will be automatically enrolled in group health insurance plan and must pay the full cost of his/her specific policy charge.

Health Requirements. Verification of two MMR vaccinations (Mumps, Measles, and Rubella) dated at least 30 days apart and a negative TB chest x-ray are 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 or FAX (662) 846-4580
international@deltastate.edu

READMISSION

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

GRADUATE INFORMATION

FACULTY ADVISOR

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

TIME LIMIT

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

COURSE NUMBERS

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

COURSE REQUIREMENTS

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

TRANSFER OF CREDITS

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

The Doctor of Education Degree in Professional Studies 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.

No graduate credit is accepted for courses completed by correspondence.

STUDENT RESPONSIBILITIES

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

SECOND MASTER'S DEGREE REQUIREMENTS

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

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

ACADEMIC HONESTY

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

CHEATING AND PLAGIARISM

DEFINITIONS:

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

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

Plagiarism - the appropriation of ideas, facts, phrases, or additional materials 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:

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

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* (archived on the Academic Affairs web page) and in the Policies Manual (archived at /pages/2457.asp). 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, dismissal, probation), the responsible party at that stage shall make the required change and record such action in the appeals file.

1. The student will discuss the grievance with the instructor and seek a solution. This discussion, the first step of the grievance process, must take place no later than the last working day of the next regular term after the course in question.
2. If the problem is not resolved to the satisfaction of the student in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair within fifteen working days of the date of the conference. Upon receiving a student appeal, the department/division chair submits, within fifteen working days, a written request for a response in writing (with documentation) from the instructor. The instructor replies to the chair's request within fifteen working days. The department/division chair notifies the student and instructor in writing of his/her decision, within fifteen working days from the date the response is received from the instructor. All documents must be retained for a minimum of three years; upon sending the response to the student and instructor, the chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
3. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) within fifteen working days of the date of the department/division chair's written response, to the college/school dean with administrative responsibility for the department in which the appeal originated. The college/school dean obtains the appeals folder from the Office of Academic Affairs and reviews the student appeal and the corresponding written responses from the instructor and chair. The college/school dean notifies the student and instructor in writing of his/her decision with a copy to the division/department chair, within fifteen working days from the date the appeal is received. All documents must be retained for a minimum of three years; upon sending the response to the student, instructor, and chair, the dean will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
4. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit a written request for a hearing with the Graduate Academic Appeals Committee within fifteen working days of the date of the dean's response. (Committee contact information available through the Graduate and Continuing Studies Office, 239 Kent Wyatt Hall 662-846-4700). The Graduate Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student, instructor, and chair, and the chair obtains the appeals file from the Office of Academic Affairs. All parties may submit their cases in person to the committee. The Appeals Committee notifies the student, instructor, and chair in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing. All proceedings of the Graduate Academic Appeals Committee are confidential. All documents must be retained for a minimum of three years; upon the Committee's sending the response to the student, instructor, chair, and dean, the Graduate Academic Appeals Committee chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
5. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the Vice President for Academic Affairs within fifteen working days of the date of the Committee's notification. The Vice President for Academic Affairs reviews the appeals file. Within fifteen working days after receiving the appeal, the Vice President for Academic Affairs notifies the student, instructor, and chair in writing of his/her decision, which is final, with a copy to the appropriate dean and the chair of the Graduate Academic Appeals Committee. All documents must be retained for a minimum of three years; the Vice President for Academic Affairs will retain the appeals file in the Office of Academic Affairs.

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

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

GRADES

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

REPEATING COURSES

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

ACADEMIC SUSPENSION AND DISMISSAL

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

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

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

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 on 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.

SCHEDULE CHANGES

The following regulations apply to change of program:

1. The last day to add a class is the sixth class day of a semester (second class day, summer term). (See University Calendar.)
2. To add or drop a course, a student must complete a Drop/Add form from the Registrar’s office. Failure to

observe this regulation results in a recorded grade of “F” in the course.

3. Courses dropped after the deadline printed in the University Calendar are recorded on the student’s permanent record as “W” if the student’s average grade is passing or “F” if failing at the time of withdrawal.
4. No course may be changed from Credit/Audit without permission of instructor after the last day to add a class. (See University Calendar.)
5. The last day to withdraw from a course will be the 75% point in the semester. (See University Calendar.)

CLASS ATTENDANCE

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

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

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

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

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

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

NO-SHOW Status: Students who have never logged into an online course as well as students who have logged into an online class, but have not actively participated will be reported as “No Shows” according to the university’s No Show procedure.

ATTENDANCE BY PERSONS NOT ENROLLED IN A COURSE

The University has the right to determine who is enrolled in a class and to control the presence of the person who is not enrolled in the class. A non-enrolled person is allowed in the classroom only at the discretion of the instructor.

COURSE LOAD LIMITS

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

THESIS

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

DISSERTATION

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

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 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.

WRITING PROFICIENCY

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

COMPREHENSIVE EXAMINATION

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

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

APPLICATION FOR THE DEGREE

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

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

DEGREE PROGRAMS

MASTER OF APPLIED SCIENCE IN GEOSPATIAL INFORMATION TECHNOLOGIES

The MAS-GIT is a fully online degree program 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.

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

1. Meets all requirements for admission to Graduate School.
2. a. Has earned a baccalaureate degree from an accredited institution in a related discipline (e.g., geography, biological and physical sciences, earth science, meteorology, ecology, environmental sciences, forestry, computer information systems, social sciences, interdisciplinary studies).
OR
b. Applicants may be considered for admission to the program if they have earned a baccalaureate degree in other disciplines from an accredited institution and have at least three years of successful relevant experience supported by three letters of recommendation from practitioners in the field.
3. Has earned GPA 2.75 or higher on all undergraduate coursework for full admission. GPA between 2.5 and 2.75 may be considered for provisional admission.
4. Candidates for admission must submit a written 1-2 page statement describing why they wish to enter the program and how the program can lead to career success.
5. Two (2) letters of reference. The letters should be sent directly from the referees.

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

1. Fulfill general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 30 semester hours of graduate credit consisting of 24 hours of required courses and 6 hours of approved electives.
3. A student who receives a grade of D or F or who acquires three grades of C will be removed from the graduate program.
4. Earn an overall GPA of at least 3.0.

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

Curriculum. 24 hours required courses, and 6 hours approved electives.

	Semester Hours
Fall	9
GIS 602. Introduction to Geospatial Science and GIS (GIS I)	3
GIS 661. Geospatial Mathematics, Algorithms, and Statistics	3
REM 616. Remote Sensing	3
Spring	9
REM 611. Digital Image Processing	3
GIS 610. Advanced GIS (GIS II)	3
GIS 631. Photogrammetry	3
Summer I (Select 1)	3
GIS 551. Business Geographics	3
GIS 570. Programming GIS	3
GIS 681. Community Growth	3

Summer II (Select 1)	3
REM 641. Advanced Sensor Systems and Data Collection	3
GIS 580. GIS for the Internet and Spatial Databases	3
REM 631. Info. Extraction from Multi/Hyper&Lidar	3
Following Fall	6
GIS 690. GIS Capstone	6
Total Semester hours	30

MASTER OF ARTS IN LIBERAL STUDIES

Delta State University awards a Master of Arts in Liberal Studies (MALS). The 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 are exposed to perspectives that are useful for solving real problems while deciphering major philosophical, cultural, and social concepts about the world around us. The program targets full-time and part-time students from diverse backgrounds and stages in their professional lives, whether they are or returning to school for graduate education as practicing lawyers, ministers of religion, policy makers, teachers, politicians, administrator or are recent graduates who want to sharpen their analytical, critical thinking, writing and research skills by working with a highly qualified and diverse group of faculty.

Students can choose from one of the following tracks that reflect an interdisciplinary approach to education:

1. Evolving Human Voices: Studies of the Written Word
2. Gender and Diversity Studies
3. Globalization Studies
4. Mississippi Delta Studies
5. Philosophy
6. Religious Studies

Full Admission. To be considered for admission, applicants must:

1. Have earned a baccalaureate degree from an accredited institution;
2. Have earned a grade point average of 3.2 or higher on all undergraduate coursework;
3. Candidates for admission must submit a written statement describing why they wish to enter the program and how the program can lead to career success.
4. Candidates must also submit three letters of recommendation from professors and/or employers. At least one letter should come from a professor who is familiar with the applicant's work.
5. Candidates must submit a resume.
6. Submit a graded writing assignment from an upper-level undergraduate class.

Applications will be considered by the MALS coordinating committee, which consists of the MALS program coordinator, the advisors for each track, and the chairs of the divisions of Social Science & History and Languages and Literature.

Provisional Admission. Applicants may be granted provisional admission status for the first nine (9) hours of graduate course work. All admission requirements must be met within these nine hours. Applicants must have an undergraduate GPA of 3.0 or above to be admitted provisionally.

Degree Requirements. A candidate for the Master of Arts in Liberal Studies is required to:

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 grade point average of at least 3.0 overall;
4. Earn a grade of B or higher in GLS 600;
5. Pass an oral and/or written comprehensive exam administered by a committee appointed by the MALS coordinator;
6. With the consent of the advisor, elect to research and write a thesis for 6 hours credit;
7. Earn at least one-half of all hours toward the MALS degree at the 600 level.

Master of Arts in Liberal Studies Curriculum

A.	GLS 600	3
	GLS 600 (must be taken and passed with a grade of B or above before formal admission to a track)	
B.	Required Courses (stated below by track).....	3-18
C.	Electives (stated below by track).....	15-30

Electives must be relevant to the objectives of the track and chosen from any offerings in the DSU Graduate

Catalog, with advisor approval.

Concentrations of 18 hours in ENG, GEO, HIS, PHI, and SOC are optional.

Track Requirements:

Evolving Human Voices: Studies of the Written Word

A. GLS 600..... 3

B. Required Courses..... 3

 1. ENG 601 3

C. Electives..... 30

Thesis Option: ENG 690 and 9 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

Non-thesis Option: Choose 6 hours from ENG and 9 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

An 18 hour concentration in ENG is optional.

Gender and Diversity Studies

A. GLS 600 3

B. Required Courses 12

 Choose from SOC 501, 514, 521, 522, 550, 556, 532, 600, 601, 624, 670

C. Electives 21

Non-thesis: Choose 21 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval

Thesis: SOC 699 and 15 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval

An 18 hour concentration in SOC is optional.

Globalization Studies

A. GLS 600..... 3

B. Required Courses..... 12

 GEO 680 or GEO 690 (3 hours)

 GEO 685 (3 hours)

 Choose at least 3 hours from GEO 505, 506, or 507

 Choose at least 3 hours from GEO 545, 546, 547, 548, 549, 562

C. Electives..... 21

Non-thesis: Choose 21 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

Thesis: GEO 699 and 15 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval

An 18 hour concentration in GEO is optional.

Mississippi Delta Studies

A. GLS 600..... 3

B. Required: HIS 500 and HIS 631..... 6

C. Electives..... 27

Non-thesis: Choose 21 hours from course offerings in the divisions of Social Sciences & History and

Languages & Literature and 6 hours from other relevant course offerings in the DSU Graduate Catalog, with advisor approval

Thesis: HIS 690 and choose 18 hours from course offerings in the divisions of Social Sciences & History and Languages & Literature and 3 hours from other relevant course offerings in the DSU Graduate Catalog, with advisor approval

An 18 hour concentration in HIS is optional.

Philosophy

A. GLS 600..... 3
 B. Required: PHI 601 3
 C. Electives..... 30

Non-thesis: Choose 30 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

Thesis: PHI 690 and 24 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

An 18 hour concentration in HIS is optional.

Religious Studies

A. GLS 600..... 3
 B. Required Courses..... 9
 PHI 601, THL 601 and THL 602
 C. Electives..... 24

Non-thesis: Choose 24 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

Thesis: THL 690 and 18 hours from relevant course offerings in the DSU Graduate Catalog, with advisor approval.

MASTER OF BUSINESS ADMINISTRATION

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

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

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

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

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

The successful applicant will have a minimum total admission score of 950 according to the following formula:

$$\begin{array}{r}
 \text{(undergraduate degree GPA x 200)} \qquad \qquad \qquad \text{_____} \\
 + \text{ (years of related work experience x 100)} \qquad \qquad \text{_____} \\
 + \text{ (GMAT score)} \qquad \qquad \qquad \qquad \qquad \qquad \text{_____}
 \end{array}$$

Equals 950 or greater

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

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

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, secure approval for, and file a Program of Study;
3. Complete a minimum of 30 semester hours of graduate credits consisting of 18 hours in core business courses and 12 hours of approved electives;
4. Earn and maintain a GPA of at least 3.0 overall.

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

BUSINESS ADMINISTRATION CURRICULUM

	Semester Hours
1. Required Courses.....	18
ACC 600, CIS 601 OR FIN 601 OR MGT 601 OR MKT 601, ECO 612, FIN 600, MGT 605, MKT 600	
2. Approved business emphasis or electives	12
*Exceptions must be approved by the Dean of the College of Business	
OR	
Human Resources emphasis	12
MGT 620, MGT 655, MGT 660, MGT 695	
OR	
Health Care Administration emphasis.....	12
IRR 622, MGT 650, MGT 670, MGT 695	
OR	
Information Systems Management emphasis.....	12
CIS 606, CIS 618, CIS 624, CIS 630	
Total Semester Hours	30

INTEGRATED MASTER OF BUSINESS ADMINISTRATION (i-MBA)

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

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

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

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

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

The successful applicant will have a minimum total admission score of 950 according to the following formula:

(undergraduate degree GPA x 200)	_____
+ (years of related work experience x 100)	_____
+ (GMAT score)	_____

Equals 950 or greater

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

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

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

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

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

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

Operational Strategy Module. In this module students develop marketing strategies integrated with critical financial decision-making that emphasize the interrelationship of the firm and society. Students

learn how to market their product or service to domestic and international markets and perform the financial analysis necessary to insure market viability. This module allows students to focus on managing the physical operations of the business, information technology to improve the effectiveness and efficiency of the business. 9 credit hours.

Strategic Project Planning Module. (Emphasis Module)

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.

General Business:

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

Human Resources Management:

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

Health Care Administration:

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

Information Systems:

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

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

INTEGRATED MASTER OF BUSINESS ADMINISTRATION CURRICULUM

	Semester Hours
Required Courses	30
Module I: Financial Strategy	
ACC 600. Managerial Accounting.	3
FIN 600. Financial Management.	3
MGT 601. Applied Decision Science.....	3
Module II: Operational Strategy	
MGT 605. Human Resource Management.	3
MKT 600. Strategic Marketing.	3
ECO 612. Managerial Economics.	3
Module III: Strategic Project Planning (Select One)	
Entertainment Industry	
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	
Human Resources Management	
MGT 620. Recruitment, Selection, and Performance Appraisal.....	3
MGT 655. Wage and Salary Administration.	3
MGT 660. Human Resources Legislation and Current Issues.....	3
MGT 695. Strategic Project Management.	3
OR	
Health Care Administration	
IRR 622. Risk Management for Healthcare Industry.	3
MGT 650. Health Care Law and Ethics.	3
MGT 670. Health Care Management and Policies.	3
MGT 695. Strategic Project Management.	3
OR	
Information Systems Management	
CIS 606. Enterprise Data Warehousing.	3
CIS 618. Business Intelligence.	3
CIS 624. Enterprise Resource Planning.	3
CIS 630. Information Technology Strategy and Management.	3
Entertainment Industry emphasis	12
MGT/DMI 604, MGT/DMI 635, MGT/DMI 665, MGT 695	
OR	
General Business emphasis	12
MGT 625, MGT 640, MGT 695, CIS 600	
OR	

Human Resources emphasis 12
MGT 620, MGT 655, MGT 660, MGT 695

OR

Health Care Administration emphasis..... 12
RR 622, MGT 650, MGT 670, MGT 695

OR

Information Systems Management emphasis..... 12
CIS 606, CIS 618, CIS 624, CIS 630

MASTER OF COMMERCIAL AVIATION

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

Full Admission. Full admission to the Master of Commercial Aviation program may be granted to an applicant who has earned a 3.0 quality point average baccalaureate degree which is fully accredited by one of the recognized accrediting agencies, and meets all other requirements for admission to the Graduate School.

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

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate credits consisting of 15 hours of core courses in aviation and 15 hours from the Commercial Aviation or GIS/RS track. A maximum of 3 semester hours may be transferred with the approval of the graduate coordinator or department chair.
3. Earn a grade point average of at least 3.0 in the major field and overall.

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

MASTER OF COMMERCIAL AVIATION CURRICULUM

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

MASTER OF PROFESSIONAL ACCOUNTANCY

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

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 demonstrated writing proficiency as evidenced by scores of at least 3.5 on the GMAT Analytical Writing component or 3.0 on the Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test.
5. Has a GPA of 3.0 on all business core courses, with no grade less than a “C” for 15 hours for the following: Accounting Systems, Finance, Management Principles, Strategic Management, and Marketing Principles, 3 hours each.
6. Has on file a Graduate Management Admission Test (GMAT) score of at least 380.
7. Has completed, secured approval for, and filed a program of study.

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

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

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

ACCOUNTING CURRICULUM

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

MASTER OF EDUCATION

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 Public School Concentration Independent School Concentration
- Elementary Education
- Clinical Mental Health Counseling
- School Counseling
- Health, Physical Education & Recreation
- Secondary Education with concentrations in Art, English, History, Social Science (offered collaboratively through the College of Arts and Sciences and the College of Education)
- Special Education (Mild/Moderate Disabilities)
- 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.

Admission. Minimum requirements for admission are:

1. A baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.
2. A Mississippi Class A teaching license, or an equivalent professional license. For the Master of Education in Special Education and in Counseling, a Class A teaching license is not required; candidates may apply for a Class AA license at the end of the program without a previous Class A license. All other programs require a Class A license or its equivalent. However, upon the recommendation of the department chair, licensure requirements may be waived for those candidates who are currently employed by or preparing for employment in junior or senior colleges, or are seeking employment in other positions not requiring licensure. The candidate must sign a waiver stating that he/she recognizes that the M.Ed. will not lead to licensure. The candidate must still meet all field experience and other assessment requirements of the program. The waiver will be kept on file in the department and a copy submitted to the office of the Dean of the College of Education. In the event that the licensure requirement is waived, it is incumbent upon the candidate to recognize the potential limitation upon the scope of areas within which he or she might seek employment in the future.
3. An overall minimum undergraduate grade point average (UGPA) as established by each program.
4. An official score(s) from a standardized or departmental test(s) as required by the program. (See program requirements for acceptable test)

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

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete graduate work consisting of core courses, major field hours and elective hours as specified.
3. Earn a grade point average of at least 3.0 in the major field and overall.
4. Earn a B average in the prescribed core courses. (See also individual program requirements.)
5. Pass an oral and/or written examination in the candidate's major field administered by a committee appointed by the division chair.

Thesis option: With the consent of the advisor, a candidate may elect to write a thesis for the 6 semester credit hours in the major field. (See individual program requirements)

MASTER OF EDUCATION IN SECONDARY EDUCATION

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

- Art English History
- Social Science

Additional admission requirements.

1. A baccalaureate degree from an accredited institution with an undergraduate major suited to the discipline in

which the applicant wishes to study. The BFA and the BA in Art Education are considered appropriate degrees for applicants wishing to pursue the Art concentration.

2. Passing score on an appropriate Praxis II examination in the content area, as determined by the Mississippi Department of Education or the equivalent.
3. All admission requirements must be met within the first (9) hours of graduate course work.

Concentration Specific Admission Requirements.

A. Art

1. A grade point average of 3.0 or higher on all undergraduate coursework and course relevant to the discipline.
2. Submission of a visual arts portfolio.

B. English

1. A grade point average of 3.0 or higher on all undergraduate coursework.
2. Submission of an academic writing sample.

C. History

1. A grade point average of 3.0 or higher on all undergraduate coursework and courses relevant to the discipline.
2. An official score for the analytical writing section of the GRE test to be submitted within the first semester of graduate study.
3. Submission of a graded writing assignment from an upper-level undergraduate history class.
4. Grade point average of 3.25 or higher on all undergraduate history classes.

D. Social Science

1. A grade point average of 3.0 or higher on all undergraduate coursework and courses relevant to the discipline.
2. An official score for the analytical writing section of the GRE test to be submitted within the first semester of graduate study.
3. Submission of a graded writing assignment from an upper-level undergraduate social science class.
4. Grade point average of 3.25 or higher on all undergraduate social science classes.

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) 3-15

A. ART

1. CUR 608, ELR 605, EPY 601..... 9
2. Required Courses 12
 CUR 682, ART 660, ART 664, ART 665
3. Electives in Art..... 12*
 Studio electives..... 6
 Art history..... 3
 Electives..... 3

*Specific courses to be determined after review of portfolio and transcript The Thesis option is not allowed in this Concentration.

B. ENGLISH

1. Core Education CUR 608, ELR 605, EPY 601 9
2. Required Courses 12*
 ENG 601 3
 One period course 3
 One genre course 3
 One major figure course 3

- 3. Electives in English 12

*Three of the total hours in English must be in British Literature and three in American literature. At least nine hours of the English courses must be at the 600 level.

C. HISTORY

- 1. CUR 608, ELR 605, EPY 601 9
- 2. Required Courses 12-15
 - SSC 602 3
 - History 500 (unless HIS 400 or its equivalent has been completed) 3
 - Seminar in United States History 3
 - Seminar in European History 3
 - HIS 600 level (elective) 3
- 3. Electives in History (or electives in a related field approved by the graduate advisor)..... 9-12

D. SOCIAL SCIENCE

- 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 Teacher Work Sample and the Teacher Intern Assessment Instrument.

COLLEGE OF EDUCATION AND HUMAN SCIENCES

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 Class A teaching certificate, or its equivalent.

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

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

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

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

4. A satisfactory score on a nationally recognized, standardized test of 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.
6. M.Ed. in HPER applicants an overall UG GPA of 2.75 or 3.0 on last 64 hours is required. The following exams may be used to meet the writing admission requirement:
 - a. Collegiate Assessment of Academic Proficiency (CAAP) - 3.0
 - b. Graduate Record Exam (GRE) Writing Portion - 3.5
 - c. PRAXIS Pre-Professional Skills Test (PPST) Writing Portion - 173 or core Academic Skills for Educators (CASE) Writing Portion - 162

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 an overall UGPA of 2.75 or 3.00 on the last 64 hours of required coursework is required.)

The following exams may be used to meet the writing admission requirement unless applicant has ACT >2:

- a. Collegiate Assessment of Academic Proficiency (CAAP) - 3.00
- b. Graduate Record Exam (GRE) Writing Portion – 3.5
- c. Miller’s Analogy Test - 30
- d. Praxis: Pre-Professional Skills Test (PPST) Writing Test - 174
- e. Praxis: Core Academic Skills for Educators (CORE) Writing – 162

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

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 certificate, or its equivalent. (A Master of Education degree applicant who do 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 degree will be awarded.)
2. 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. 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.
4. In addition, applicants will be evaluated using the following criteria on an admission rubric (available in division), and must earn a minimum composite score for eligibility for admission:
 - a. Overall undergraduate grade point average;
 - b. Number of years of teaching experience;
 - c. GRE Score (waived for any applicant who has already completed another graduate degree);
 - d. Letter of recommendation from school administrator;
 - e. Documents chosen by the applicant in a submitted admission packet, limited to 4 letter size pages,

to provide information about the applicant’s professional experiences and understanding of ethics in education, understanding of teaching and learning, experiences in leadership and potential for leadership.

- f. Interview with faculty (may be virtual, phone, or face-to-face). Applicant may be asked during the interview to provide further explanation about documents submitted in the packet and rationale for their inclusion.

Prospective students currently employed or preparing for employment in junior or senior colleges, nonpublic institutions, or positions not requiring certification, may be considered for waiver of certification and/or related admission requirements. Waiver forms are obtained from the program coordinator through the office of the department/division. These waivers require approval by the program coordinator, division chair, and dean of the college. 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.

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

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

Independent school concentration applicants must meet the general admission requirements set forth by the college for the MEd. 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.

	Semester Hours
A. Public School Concentration	33
1. Core Education Courses	9
EPY 601, ELR 605, CUR 608	
2. Required Courses	24
EDL 601, EDL 602, EDL 603, EDL 620, EDL 624, EDL 628, EDL 656 (repeated one time or 6 credit hours)	
g. Interview with faculty (may be virtual, phone, or face-to-face). Applicant may be asked during the interview to provide further explanation about documents submitted in the packet and rationale for their inclusion.	

Master of Education in Elementary Education	33-36
1. Core Education Courses	9
EPY 601, ELR 605, CUR 608	
2. Required Courses	21
CEL 610, 611, 618, 620, 621, 630, and CRD 624	
3. Electives (with advisor’s approval)	0-6
Master of Education in HPER	33

For admission to HPER an overall UG GPA of 2.75 or 3.0 on last 64 hours is required.

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

- a. Collegiate Assessment of Academic Proficiency (CAAO) - 3.0
- b. Graduate Record Exam (GRE) Writing Portion - 3.5
- c. PRAXIS Pre-Professional Skills Test (PPST) Writing Portion - 173 or core Academic Skills for Educators (CASE) Writing Portion - 162

1. Core Education Courses	9
EPY 601, ELR 605, CUR 608	
2. Required Courses	18
PER 601, PER 611, PER 680, PER 684, PER 685, HSE 636	

Interest Area Electives

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

*Students who do not hold a Bachelor’s Degree in HPER or related area MUST take PER 638.

Master of Education in Special Education:

Admission: 1) A bachelor’s degree from an accredited institution, 2) An overall GPA of at least 3.0, and 3) Passing scores on the Core Academic Skills for Educators (CORE) exam (all three sections).

A. Emphasis on TEACHING THE MILDLY/MODERATELY DISABLED (for individuals who do not hold an undergraduate degree which included supervised internship)	30
1. Core Education Courses	6
EPY 601, ELR 605	
2. Required Courses	24
CSP 545, CSP 550, CSP 640, CSP 643, CSP 647, CSP 651, CSP 674, CSP 686	
B. Emphasis on TEACHING THE MILDLY/MODERATELY DISABLED (for individuals who do not hold an undergraduate degree which included student teaching).....	33
1. Core Education Courses	6
EPY 601, ELR 605	
2. Required Courses	27
CSP 545, CSP 550, CSP 547, CSP 557, CSP 640, CSP 643, CSP 651, CSP 672, CSP 686	

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, secondary grades 7-12, or special education K-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 4-6), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Special Education (grades K-12), Speech Communications, and Technology Education.

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 official documentation of a composite ACT score of 21 or higher;
- 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 (Not applicable to the Non-Licensure track); For the elementary (4-6) license only, documentation of passing score on The Mississippi Foundations of Reading test;
- D. A minimum overall undergraduate GPA of 2.75;
- E. Three reference letters supporting the applicant’s character and teaching potential;
- F. 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;
- G. Admitted students are required to enroll in 6 hours of initial course work as specified by the program of study. (Prior approval is required). NOTE: A minimum GPA of 2.5 is required for the first 6 hours and a minimum of a 3.0 after the first 12 hours. A student who does not meet the minimum 3.0 GPA requirement will be removed from the program.

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

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:30

- 1. Pre-Teaching Courses6
CUR 611, CUR 612
- 2. First Year Teaching/Internship6
*CUR 650 (two semesters, 3 hours each)
- 3. Required Courses 18

CSP 546, CML 509, CRD 628, ELR 605, CSD 614, CSD 632

B. Elementary Track:	33
1. Pre-Teaching Courses	6
CEL 611, 612	
2. First Year Teaching/Internship	6
*CEL 650 (two semesters, 3 hours each)	
3. Required Courses	21
CSP 546, CML 509, CRD 628, ELR 605, CRD 624, CML 532, CEL 614	
C. Non-Licensure rack, Elementary (K-6) Concentration	30
1. Core Courses	6
CEL 611, 612	
2. Required Courses	21
CSP 686, CSD 614, CSD 632, CML 509, ELR 605, CRD 628	
3. Approved Elementary Elective	3
D. Non-Licensure Track, Secondary	30
1. Core Courses	6
CUR 611, CUR 612	
2. Required Courses	18
CSP 686, CSD 614, CSD 632, CML 509, ELR 605, CRD 628	
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 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 36 credit-hour program has three concentrations; sports management, human performance, and exercise science. It typically entails two years of graduate study to prepare students for professional opportunities in athletic administration/management, human performance, exercise science and fitness management, as well as supervisory roles in the area of physical activity.

Admission. Requirements for admission are:

1. A baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.
2. Prerequisite courses for the sport management concentration includes a course in statistics or measurement and evaluation; for the exercise science concentration a course in exercise physiology, and anatomy and physiology or kinesiology; and for the human performance concentration courses in statistics or measurement and evaluation, anatomy and physiology or kinesiology and exercise physiology.
3. An overall undergraduate grade point average (UGPA) of a minimum of 2.75 or 3.0 on the last 64 hours of required course work.
4. 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 less than a grade point average 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.
5. The following exams may be used to meet the writing admission requirement:
 - a. Collegiate Assessment of Academic Proficiency (CAAP) - 3.0
 - b. Graduate Record Exam (GRE) Writing Portion - 3.5
 - c. PRAXIS Pre-Professional Skills Test (PPST) Writing Portion - 173 or core Academic Skills for Educators (CASE) Writing Portion - 162

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field concentration hours and elective hours as specified. At least one half of major field courses must be at 600-level or higher;
3. Earn a grade point average of at least 3.0 in the major field concentration and overall;
4. Earn a B average on the degree core courses (PER 601, 602, 611, 680 and ELR 605)
5. Pass an oral and/or written examination in the candidate's major concentration administered by a committee appointed by the division chair;
6. Optional. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field.

CONCENTRATIONS IN THE MASTER OF SCIENCE IN SPORT AND HUMAN PERFORMANCE

A. Sport Administration/Management Concentration	36
1. Core courses required PER 601, 602, 611, 680*; ELR 605	15
2. Concentration required hours PER 571, 617, 670, 685; MKT 540**	15
3. Approved electives	6
B. Exercise Science Concentration	36
1. Core courses required PER 601, 602, 611, 680*; ELR 605	15
2. Concentration required hours PER 560***, 561, 566, 638, 685; HSE 636***	18
3. Approved electives	3
C. Human Performance.....	36
1. Core courses required PER 601, 602, 611, 680*; ELR 605	15
2. Concentration required hours PER 571, 638, 670, 685; HSE 636***	15
3. Approved electives	6

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

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

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

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

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

Sustainable Development Track:

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

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

Required: ECO 560, 612, 623, 652

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

MASTER OF SCIENCE IN SOCIAL JUSTICE AND CRIMINOLOGY

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

Admission: Requirements for Admission are

1. An undergraduate degree in the proposed area of study or a related area.
2. a. A minimum acceptable overall undergraduate grade point average of 3.00 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64 undergraduate hours.
OR
b. Applicants *may* be considered for conditional admission to the program if they have at least three years of successful relevant experience supported by three letters of recommendation from practitioners in the field. In addition, candidates must also be interviewed by the Social Justice and Criminology Graduate Committee to determine eligibility.
3. An official GRE test score to be submitted within the first semester of graduate study.

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

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Candidates for admission must submit a written statement describing why they wish to enter the program and how the program can lead to career success. They must also submit three letters of recommendation from professors and/or employers, and a resume.
3. Complete a minimum of 36 semester hours of graduate work as specified. At least one half of major field courses must be at 600-level.
4. Earn a grade point average of at least 3.0 in the major field and overall.
5. In the first semester of graduate study, students are expected to consult with the Coordinator of the Master of Science in Social Justice and Criminology program who serves as the advisor for the students. 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 their tenure as a graduate student.

6. 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.

SOCIAL JUSTICE AND CRIMINOLOGY CURRICULUM

Master of Science Degree

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

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

MASTER OF SCIENCE IN NATURAL SCIENCES

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

Areas of Emphasis: Biological Sciences or Physical Sciences

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

Full Admission and Non-degree Admission. Admission requirements differ for each area of emphasis. Application does not guarantee admission to a graduate program. Admissions are selective and decision to admit or not admit an applicant is by 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 subdiscipline areas: taxonomy/ecology; cytology/microbiology/genetics; anatomy/developmental biology/physiology, and
3. Has earned a minimum acceptable overall undergraduate grade point average of 2.75 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64

undergraduate hours, and

4. Holds or qualifies to hold a Class A teaching certificate, or its equivalent based on a baccalaureate degree in biology. An applicant lacking a teaching certificate must sign a waiver stating that he/she realizes that the M.S.N.S. does not constitute certification.

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

1. Establish a graduate advisory committee, and
2. File a tentative program of study approved by the advisory committee, the 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
3. Earn a minimum overall GPA of 3.0 in all coursework listed on the approved program of study and separately in all major courses in biology listed on the program of study, and
4. Pass a final oral comprehensive examination formulated and administered in part by the 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
5. 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

1. Holds a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies, and,
2. Has completed, as a minimum, coursework equivalent to two semesters general chemistry, two semesters of organic chemistry, one semester of quantitative analysis, and one semester of physical chemistry, and
3. Has earned a minimum acceptable overall undergraduate grade point average of 2.75 with a 3.00 GPA minimum on all major and other relevant coursework completed during the applicant's last 64 undergraduate hours, and
4. Submit a score for either the Graduate Record Examination (GRE) general test or the Praxis II Science Content Exam, and
5. Holds or qualifies to hold a Class A teaching certificate, or its equivalent based on a baccalaureate degree in chemistry (for the option A applicants only). An option A applicant who does not yet qualify

for an A certificate may be admitted, but with the stipulation that the requirements of the State of Mississippi for an A certificate in physical science teaching must be met before the degree will be awarded. This requirement is not subject to waiver.

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

1. Establish a graduate advisory committee, and
2. File a program of study approved by the advisory committee, the Division Chair, and the Dean of Arts and Sciences, and (A student who fails to complete #1 and #2 as specified will be moved to Non-degree status for the next term of enrollment and prohibited from enrolling in additional major coursework applicable to the degree program. Requirements must be satisfied during that term of enrollment or the student will be dropped from the program.)
3. Be accepted by a major advisor for research direction (for the option B - research applicants only). An applicant seeking a research focus should consult with appropriate faculty who have compatible interests prior to application. There can be no guarantee that the research option will be available unless it has been negotiated between the student and a graduate faculty member willing to serve as the research director. The faculty member must provide a written statement of acceptance for research direction to the student and the division Chair. Acceptance of a student for research direction by a given faculty member is made only when the student is considered to have the potential to successfully complete an independent research program and with the knowledge that the faculty member and division have sufficient and appropriate resources available to support the needs of the student. Because of time and resource constraints, more applications for research direction are received than can be accepted. Thus, research option positions are very selective and competitive.

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University, and
2. Complete a minimum of 33 semester hours of graduate credit, one-half of which must be 600-level, and
3. Earn a minimum overall GPA of 3.0 in all coursework listed on the approved program of study and separately in all major courses in chemistry listed on the program of study, and
4. Pass oral 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 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
**A maximum of three semester hours of credit earned in biology courses taught in a workshop format may be applied toward fulfilling the 15 hours of biology electives. Enrollment in the workshop must be approved by the student's advisor.	
Total	33

*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.....	18-21
CHE 504, 541	6
(If not taken in undergraduate program)	
CHE 612	3
CHE 625	3
CHE 680.....	3
CHE 689 OR CHE 690 (Thesis).....	3-6
2. Electives in Related Field.....	12-15
Total	33

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing provides study beyond the baccalaureate in Nursing. The role specialties are administrator, educator, and practitioner. The graduate student in the **administrator** role completes a minimum of 495 theory and 660 clinical clock hours. The graduate student in the **educator** role completes a minimum of 495 theory and 720 clinical practice clock hours. The graduate student in the **practitioner** role completes a minimum of 422 theory and 1,020 clinical practice clock hours.

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

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

Students considered for Full Admission to the Graduate Program for both the MSN degree and Post Master's Certificate in the Robert E. Smith School of Nursing must meet the following requirements:

- A. Apply to Delta State University Graduate School and meet admission requirements as outlined in the Delta State University Graduate Bulletin.
- B. *Meet admission requirements to the Robert E. Smith School of Nursing Graduate Program as follows:
 1. Baccalaureate degree in Nursing with a minimum GPA of 3.00 overall (MSN degree requirement).
 2. Master of Science in Nursing degree with a minimum GPA of 3.0 overall (Post master's certificate requirement).
 3. Completion of Robert E. Smith School of Nursing Master of Science in Nursing Program Application.
 4. An analytic score of ≥ 3.0 on the Graduate Record Exam (MSN degree requirement)
 5. At least one year of continuous clinical nursing experience as a Registered Nurse for Nurse Administrator and Nurse Educator.
 6. At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
 7. Submission of a resume (further information included in application packet).
 8. 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.
 9. Three current (<1 year) letters of professional/academic reference. At least one reference must be academic in nature.
 10. Completion of an interview conducted by Robert E. Smith School of Nursing faculty prior to admission with a score of 50 or better (application packet must be complete before an interview is scheduled).
 11. A grade of "C" or better on a graduate level pathophysiology course (prerequisite)(Applies only to Nurse Practitioner and Educator Tracks).
 12. A grade of "C" or better on an introductory course in Statistics (MSN degree requirement).
- C.
 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 taken at an approved health care agency (not a police or sheriff's department) and a criminal background check completed. Any cost of this requirement will be the student's responsibility.

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

Students with Provisional Admission will be granted Full Admission after completing at least 9 semester hours of course work, 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 provisionally admitted and who do not make a grade of at least a “B” or better on all courses in the first 9 semester hours of work, following admission to the program, will be dismissed from the program.

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

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

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

1. Graduate students take all core courses, role specific courses, a research option, and electives to total 42-48 semester hours.
2. 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 complete a written comprehensive examination with a score of 83 or better during the last semester of the student’s plan of study. The examination covers all major field courses including transfer and off-campus work. To take the comprehensive exam, the candidate must be enrolled in, or have completed, the final course work and have a 3.0 grade point average.
3. A grade point average of at least 3.0 is required in the major field and overall.
4. Students must complete a project for degree completion.

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

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

	Semester Hours
1. Required Core Courses	7
NUR 601, NUR 604, NUR 606	
2. Administrator Role	31
NUR 607, NUR 615, NUR 616, NUR 619, NUR 622, NUR 645, NUR 646, NUR 649, NUR 652 MBA 505, MGT 600, MGT 605, MGT 620	
3. Educator Role	36
NUR 602, NUR 605, NUR 607, NUR 612, NUR 613, NUR 614, NUR 617, NUR 618, NUR 621, NUR 623, NUR 625, NUR 642, NUR 643, NUR 644	
4. Practitioner Role	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.	
5. Research Option.....	3
6. Electives	<u>0-6</u>
Total.....	44-49

Post Master's (Fast Track) Nurse Educator Certificate

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

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

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

Post Master's Nurse Administrator Certificate

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

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

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

Total..... 33

Family Nurse Practitioner Certification/Post-Master’s APRN Certification

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

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

	Semester Hours
NUR 602 Advanced Health Assessment	3
NUR 625 Advanced Health Assessment Practicum.....	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.....	41

The Master of Science in Nursing (MSN) at Delta State University Robert E. Smith School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655K Street, NW, Suite 750, Washington, DC, 20001, Telephone: 202-887-6791.

EDUCATIONAL SPECIALIST IN EAS/ELE

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

Admission. Requirements for admission to Education Administration and Supervision and Elementary Education are

1. A master's degree from an institution fully accredited by one of the recognized accrediting agencies;
2. EdS. 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;
3. A grade point average of 3.25 on coursework completed for the master's degree;
4. A satisfactory score on a nationally recognized, standardized test of verbal skills;
5. Three years of school related work experience (for Educational Administration and Supervision);
6. Educational Administration and Supervision applicants must hold a valid Mississippi Standard AA Educator's teaching certificate or equivalent. 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.

In addition to the above requirements, EdS applicants who hold an administrator's Educator License must provide documentation of that license.

In addition to above requirements, EdS applicants seeking initial administrator Educator Licensure will be evaluated using the following criteria on an admission rubric, and must earn a minimum composite score for eligibility for admission:

- a. Overall graduate grade point average;
- b. Number of years of teaching experience;
- c. Letter of recommendation from school administrator;
- d. Documents chosen by the applicant in a submitted admission packet, limited to 4 letter size pages, to provide information about the applicant's professional experiences and understanding of ethics in education, understanding of teaching and learning, experiences in leadership and potential for leadership.
- e. Interview with faculty (may be virtual, phone, or face-to-face). Applicant may be asked during the interview to provide further explanation about documents submitted in the packet and rationale for their inclusion.

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

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

EDUCATIONAL SPECIALIST CURRICULUM

Educational Specialist Degree in Education Administration and Supervision and Elementary Education

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

	Semester Hours
1. Core Education Courses..... CUR 701, ELR 701	6
2. Major Field and Electives	24, 27
Total	30, 33

EAS EMPHASIS

EDUCATIONAL ADMINISTRATION AND SUPERVISION.....	27
PROGRAM for Initial Administrator Educator	
Licensure Candidates	
Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses	27
EDL 701, EDL 702, EDL 703, EDL 720, EDL 724, EDL 728, EDL 656 (repeated for 6 credit hours), AED 725	
PROGRAM for Career Level Administrators who already hold an Educator Licensure in Administration	
Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses	27
AED 636 OR AED 736, SUP 731, AED 701, AED 702, AED 704, CUR 703, AED 739, AED 725, AED 721	
Total.....	33

ELE EMPHASIS

ELEMENTARY EDUCATION	30
1. Core Courses	6
CUR 701, ELR 701	
2. Required Courses	24
CEL 705 (6 hours), 706 (6 hours), 711,712; CSP 616; CED 716	

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 evidence of a minimal score on a nationally recognized standardized test of verbal and written skills, consistent with the minimal scores currently used for admission in Delta State University's Educational Specialist degrees within the College of Education. Currently, these consist of:
 - a. Collegiate Assessment of Academic Proficiency (CAAP) - 3.00
 - b. Graduate Record Exam (GRE) Writing Portion – 3.5
 - c. Miller's Analogy Test - 30
 - d. Praxis I: Pre-Professional Skills Test (PPST) Writing Test - 174
 - e. Core Academic Skills for Educators (CORE) Writing - 162
7. Provide three letters of recommendation from:
 - a. a current or former supervisor in the field of education who can address the candidate's professional school counseling qualifications
 - b. a college instructor who can address the candidate's ability for successful graduate performance in this program
 - c. another professional reference who can address the candidate's professional counseling skills and identity.
8. Provide a curriculum vita demonstrating leadership and professional counseling identity and involvement.
9. 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 in order 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 after the student has completed the courses and studies required in the program, with the exception of those in progress at the time of the examination. It will cover the four core classes mandated for all students: CED 717: Advanced School

Counseling, CED 735: Advanced Counseling Research Methods, 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.

	Semester Hours
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	
Total.....	30

DOCTOR OF EDUCATION

The Doctor of Education Degree in Professional Studies is designed to prepare educators to assume leadership roles in teaching in P-12 and higher education, educational leadership, and counselor education. Candidates choose to focus in one of four major tracks: Counselor Education, Educational Leadership, Elementary Education, 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;
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 and Quantitative Subscores);
2. Grade Point Average 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 track coordinator as needed.

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

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

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

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

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

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

DISSERTATION

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

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

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

DOCTOR OF EDUCATION CURRICULUM

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

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

Doctoral Core (required for all tracks)	27
Research and Statistics	12
ELR 702, ELR 804, ELR 805, ELR 888	
Curricular Decision Making.....	6
CUR 812, and CUR 820 or CUR 833 (to align with track).....	6
Leadership	6
SUP 831 or CED 890 (for Counselor Education Track) AED 830	
CUR 834 Doctoral Seminar	3
Track specific requirements/elective	63-72
Tracks: Curriculum and Instruction, Higher Education, Educational Leadership, Counselor Education	
Dissertation (required for all tracks).....	12
Total Hours for Degree	102-111

Educational Leadership Track

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

Higher Education Track

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

Curriculum and Instruction Track

Doctoral Core	27
Dissertation.....	12
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
Total Hours	102

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

Counselor Education Track

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

Master's Degree (Prerequisites)

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

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) online degree program is designed for registered nurses (Associate, Baccalaureate, and Masters prepared) who wish to earn a terminal nursing practice degree and seeking 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:

BSN (Post RN) Admission Requirements

1. Apply to Delta State University and meet admission requirements as outlined in the Delta State University Undergraduate and Graduate Bulletins.
2. Meet admission requirements to the Robert E. Smith School of Nursing RN-DNP Program as follows by February 15:
 - GPA of 3.0 or better on a 4.0 scale upon entry into the program with an overall 3.0 GPA upon completion of the Bachelor of Science in Nursing degree.
 - A grade of "C" or better in all non-nursing (pre-requisite) support courses.
 - Completion of a Robert E. Smith School of Nursing Doctoral Program application
 - Three current (< 1 year) letters of professional/academic reference. At least one reference must be academic in nature.
 - 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.
 - An analytic score of at least 3.0 on the Graduate Record Exam (GRE) by completion of the BSN degree requirements.
 - At least one year of continuous clinical nursing experience with patient contact as a Registered Nurse within the past three years by completion of the BSN degree requirements.
 - Submission of a resume`.
 - Completion of an interview with the Robert E. Smith School of Nursing faculty members prior to admission with a score of 50 or better (application packet must be complete before an interview is scheduled).
 - A grade of "C" or better on a graduate level pathophysiology (prerequisite) course either by completion of the BSN degree requirements or prior to enrolling in all other graduate level courses.

Post BSN Admission Requirements

1. Apply to Delta State University Graduate School and meet admission requirements as outlined in the Delta State University Graduate Bulletin.
2. Meet admission requirements to the Robert E. Smith School of Nursing Graduate Program as follows by February 15:
 - Bachelor of Science degree in Nursing with a minimum 3.0 GPA.
 - A grade of "C" or better on an introductory course in statistics.
 - Completion of a Robert E. Smith School of Nursing Doctoral Program application.
 - Three current (< 1 year) letters of professional/academic reference. At least one reference must be academic in nature.
 - 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.
 - An analytic score of at least 3.0 on the Graduate Record Exam (GRE).

- At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years.
- Submission of a resume`
- Completion of an interview with the Robert E. Smith School of Nursing faculty members prior to admission with a score of 50 or better (application packet must be complete before an interview is scheduled).
- A grade of "C" or better on a graduate level pathophysiology (prerequisite) course prior to enrolling in all other graduate level courses.

**Post MSN
[non-FNP & FNP]**

Admission Requirements

1. Apply to Delta State University Graduate School and meet admission requirements as outlined in the Delta State University Graduate Bulletin.
2. Meet admission requirements to the Robert E. Smith School of Nursing Graduate Program as follows by February 15:
 - Master of Science degree in Nursing with a minimum GPA of 3.0.
 - A grade of "C" or better on an introductory course in statistics.
 - Completion of a Robert E. Smith School of Nursing Doctoral Program application.
 - Three current (< 1 year) letters of professional/academic reference. At least one reference must be academic in nature.
 - 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]
 - An analytic score of at least 3.0 on the Graduate Record Exam (GRE).
 - At least one year of continuous clinical nursing experience with patient contact as an RN or advanced practice nurse within the past three years.
 - Submission of a resume`
 - Completion of an interview with the Robert E. Smith School of Nursing faculty members prior to admission with a score of 50 or better (application packet must be complete before an interview is scheduled)
 - A grade of "C" or better on a graduate level pathophysiology (prerequisite) course prior to enrolling in all other graduate level courses.

Scholarly Project

Each student will complete an evidence-based scholarly 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 will need to involve the system and stakeholders that will be impacted in each phase of the project. The project implements innovations in clinical practice, applies evidence-based interventions, and proposes changes to care delivery models. With implementation of the project, the student must be able to demonstrate the impact through measurable outcomes.

The project is faculty-guided and will demonstrate evidence of critical thinking and ability to apply research principles through problem identification and proposal development, implementation, and evaluation. The scholarly project will take on many forms but will be unique to the student's area of specialization and designed by the student in collaboration with a faculty advisor, committee members, and clinical mentor(s).

Examples of scholarly 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 outcome
- *implementation of an evidence based guideline for clinical practice
- *other scholarly projects as approved by faculty

The student is responsible for assuming the leadership role for the development, implementation, evaluation, and dissemination of the scholarly project.

Degree Requirements

A candidate for the Doctor of Nursing Practice (DNP) degree is required to meet the following:

1. Take all core and role specific courses, and the scholarly project to total specific semester hours for program of study.
2. Either score 800 or better on an APRN-FNP exam, 70% or better on an APEA Post-Predictor University Exam, or pass a written comprehensive exam with a score of 83 or better. The examination covers all major field courses including transfer and off-campus work. To take the comprehensive exam, the candidate must be enrolled in, or have completed the final Family Nurse Practitioner coursework and have a 3.0 grade point average. (Required only for Post RN, Post BSN, and Post MSN [non-FNP]).
3. A grade point average of at least a 3.0 in the major field and overall.
4. Successfully present the project proposal, implement the project, defend the project, complete a Final Report of the project, and submit a DNP Portfolio to the DNP Scholarly Project Advisory Committee.

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
RN-DNP

	Semester Hours
RN/BSN completion courses	27
NUR 309, 311, 312, 314, 320, 331, 358, 402, 403, 442, 443	
FNP core	49
NUR 601, 602, 603, 604, 605, 606, 620, 624, 625, 630, 631, 634, 635, 638, 639, 640, 680	
Doctoral Core	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
Scholarly Project	7
NUR 887, 890	
Total Hours for Degree	107

POST BSN/MASTER (non-FNP)-DNP

	Semester Hours
FNP core	46-49
NUR 601, 602, 603, 604, 605, 606, 620, 624, 625, 630, 631, 634, 635, 638, 639, 640, 680	
Doctoral Core	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
Scholarly Project	7
NUR 887, 890	
Total Hours for BSN-DNP Degree	80
Total Hours for Post Master's (non-FNP)-DNP Degree	71-80
(9 hours available to transfer)	

POST MASTER (FNP)-DNP

	Semester Hours
Doctoral Core	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
Scholarly Project	7
NUR 887, 890	
Total Hours for Degree	31

COURSES OF INSTRUCTION

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

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

College of Arts and Sciences

ART

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

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

ART 665. PRACTICUM IN ART EDUCATION. Practical experience in the teaching of art. This course requires students to engage in field experiences to include videotaping of teaching and provide teacher work

samples. 3

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.

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

DIVISION OF MATHEMATICS AND SCIENCES

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 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

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

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)

GEOSPATIAL INFORMATION SYSTEMS

GIS 551. BUSINESS GEOGRAPHICS. Key concepts in the field of business geographics, including motivation for using geospatial technology in business applications, the different geographic data sets available for use by business analysts, and modeling of spatial data for business applications. 3

GIS 570. PROGRAMMING GIS WITH VISUAL BASIC AND PYTHON. 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 602. INTRODUCTION TO GEOSPATIAL SCIENCE AND GIS (GIS I). This course provides students with an introduction to the theory and practice of spatial science. Fundamental concepts include geodesy, coordinate systems and projections, basic computer science, the scientific methods. Students will gain basic competency in the use of GIS, GPS, remote sensing hardware and software packages and learn to apply these skills in coordination with the scientific method to solve problems/answer questions. 3

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

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

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

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

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

REMOTE SENSING

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

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

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

REM 641. ADVANCED SENSOR SYSTEMS AND DATA COLLECTION. 3

DIVISION OF LANGUAGES AND LITERATURE

ENGLISH

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

ENG 504. CREATIVE NONFICTION. Reading and writing of personal essays, memoirs, autobiography, narrative nonfiction, travel/nature/science writing, and biography/profiles. Attention to issues of publication. 3

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

ENG 510. CREATIVE DRAMA. 3

ENG 511. CONTEMPORARY LITERATURE. Fiction, poetry, and drama since 1945. 3

ENG 514. MODERN POETRY. Twentieth-century poetry. 3

ENG 515. SOUTHERN LITERATURE. Poetry and prose of leading writers of the South from colonial to

modern times with special emphasis on Mississippi writers. 3

ENG 516. UNDERSTANDING FILM. An introduction to the analysis of film. Lecture 2 hours, laboratory 2 hours. 3

ENG 526. THE ENGLISH NOVEL. The eighteenth and nineteenth centuries. 3

ENG 532. CHAUCER. 3

ENG 535, 536. SHAKESPEARE. Representative comedies, tragedies, histories, and romances with an introduction to the poetry. 3,3

ENG 537. GREAT ENGLISH DRAMA. 3

ENG 539. RENAISSANCE. 3

ENG 540. MILTON. 3

ENG 541. RESTORATION AND EIGHTEENTH CENTURY. 3

ENG 542. JANE AUSTEN. The study of the novels, juvenilia, and unfinished work as well as the critical approaches and social and cultural contexts. 3

ENG 543. EARLY NINETEENTH CENTURY. 3

ENG 544. LATER NINETEENTH CENTURY. Literature of the Victorian Period, Tennyson through Hopkins. 3

ENG 545. TONI MORRISON AND HER CONTEMPORARIES. Examination of works by Toni Morrison and her contemporary writers. 3

ENG 546. THE AMERICAN NOVEL. From the beginnings to the present. 3

ENG 547. MODERN DRAMA. Representative drama of America, Britain, and Europe. 3

ENG 548. THE MODERN NOVEL. 3

ENG 550. MYTHOLOGY. Mythology as background to literature. 3

ENG 551. ENGLISH SEMINAR IN _____. Concentration on specified author(s), genre(s), literary currents, or topic(s). 3

ENG 552. LITERATURE BY WOMEN. Women's voices in prose and poetry from the fourteenth century to the present. 3

ENG 553. AFRICAN-AMERICAN LITERATURE. The study of major and minor works by African-American writers. 3

ENG 554. NATIVE AMERICAN LITERATURE AND ART. 3

ENG 555. YOUNG ADULT LITERATURE. 3

ENG 556. GRAMMAR FOR TEACHERS. 3

ENG 560. DETECTIVE FICTION. The history and subgenres of detective fiction. 3

ENG 561. BLUES LITERATURE. This course will examine how the Blues changed America and the world. In general, it is an interdisciplinary analysis of African American literature, history, music and culture. In particular, it is an investigation of The Mississippi Delta Blues and the social, political, and economic context from which it arose. 3

ENG 570. WRITERS OF THE MISSISSIPPI DELTA. Examination of works by authors born in or otherwise connected to the Mississippi Delta Region from the era of Native-American dominance to the present. 3

ENG 575. THE BIBLE AS LITERATURE. This course studies the development of the Hebrew Bible within its ancient near eastern cultures, the literary forms of the Hebrew Bible such as prose and poetry, the literary forms of the New Testament such as gospel and hymn, and the emergence of the English Bible and its influence on English literature. 3

ENG 581. SPORTS LITERATURE. 3

ENG 592. SPECIAL TOPICS IN ENGLISH. Current developments or independent study in English. 1-6

ENG 593. INTERNSHIP IN PUBLISHING. Prerequisite: permission of instructor. 1-3

ENG 595. APPROACHES TO TUTORING WRITERS. Theoretical and practical approaches to individual writing instruction for Writing Center tutors. Prerequisite: permission of instructor. Maximum 6 semesters. 1

ENG 599. THEATRE TOUR OF LONDON. 3

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

ENG 603. SEMINAR IN ENGLISH LITERATURE. A survey of major English writers. 3

ENG 604. SEMINAR IN AMERICAN LITERATURE. A survey of major American writers. 3

ENG 605. LANGUAGE DEVELOPMENT AND COMPOSITION. Theories of composition and methods of teaching it. 3

ENG 606. TECHNICAL WRITING. Theory of and practice in the presentation of technical information for various disciplines. 3

ENG 610. PROBLEMS IN TEACHING ENGLISH. Varied solutions to problems in teaching composition, language, grammar, and literature. Research and reports on problems in teaching composition, including various solutions to them. 3

ENG 642. NEO-CLASSICISM. Criticism, satire, essay, and poetry of the English Restoration and Eighteenth Century. 3

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

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

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

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

ENG 689. INDIVIDUAL STUDIES. 1-6

ENG 690. THESIS. 6

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

PHILOSOPHY

PHI 505. CREATIVE AND CRITICAL THINKING. Correct principles of reasoning, semantics, propaganda, common fallacies, and scientific methodology. 3

PHI 506. ETHICS. Principal theories of the ideal approach to life, the status of value, and the problems of morality in relation to specific areas of modern life. 3

PHI 510. ANCIENT PHILOSOPHY. Greeks through Renaissance. Prerequisite: PHI 201. 3

PHI 511. MODERN PHILOSOPHY. Renaissance to modern times. Prerequisite: PHI 201. 3

PHI 512. A HISTORY OF WOMEN PHILOSOPHERS. A survey of women thinkers in the history of philosophy, including Hypatia of Alexandria, Hildegard of Bingen, Heloise, Julian of Norwich, Catherine of Siena, Margaret Cavendish, Anne Finch, Mary Astell, Mary Wollstonecraft, Emilie du Châtelet, Helena Petrovna Blavatsky, Ayn Rand, Hannah Arendt, Simone de Beauvoir, Simone Weil, and others. 3

PHI 533. PHILOSOPHY AND THE PARANORMAL. Critical examination of extraordinary claims: psychic phenomena, UFOs, ancient ETs, the afterlife, near-death experiences, and out-of-body experiences in the works of philosophers of the past and scientists today. Special emphasis given to building critical thinking,

reading, and listening skills to address these phenomena in a balanced manner. 3

PHI 541. PHILOSOPHY OF RELIGION. Systematic consideration of such concepts as existence of God, faith, creation, revelation, miracles, and problem of evil. 3

PHI 542, 543. RELIGIONS OF THE WORLD. PHI 542, considers Judaism, Christianity, and Islam. PHI 543 considers Hinduism, Buddhism, Confucianism, and Taoism. 3, 3

PHI 570. PHILOSOPHY AND LITERATURE. Philosophical issues and implications of selected literary works. 3

PHI 575. THE BIBLE AS LITERATURE. This course studies the development of the Hebrew Bible within its ancient near eastern cultures, the literary forms of the Hebrew Bible such as prose and poetry, the literary forms of the New Testament, such as gospel and hymn, and the emergence of the English Bible and its influence on English literature. 3

PHI 592. SPECIAL TOPICS IN PHILOSOPHY. Current developments in Philosophy. 1-6

PHI 601. PHILOSOPHY: AN ADVANCED INTRODUCTION. A graduate-level introduction to the discipline of philosophy: epistemology, metaphysics, ethics, politics, and religion, including an overview of the history of philosophy. 3

PHI 605. PHILOSOPHY AND SCIENCE. This course explores how natural philosophy broke away from philosophy and eventually became the separate study of science. Special attention is given to the empirical observations of Copernicus, Galileo, Newton and others who challenged the Aristotelian view of the natural world. 3

PHI 608. PHILOSOPHY IN THE MODERN ERA. The study of philosophy from the 19th and 20th century, including an in depth examination of the rise of American philosophy and the impact of Continental philosophy, including the new horizons of such figures as William James, the Vienna Circle, Ludwig Wittgenstein, and Jean Paul Sartre as well as contemporary figures as Daniel Dennett and John Searle. New theories in language and consciousness will also be explored. 3

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

PHI 689. INDIVIDUAL STUDIES. 3

THEOLOGY

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

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

THL 690. THESIS. 6

DEPARTMENT OF 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

DIVISION OF SOCIAL SCIENCES AND HISTORY

ANTHROPOLOGY

ANT 570. CULTURAL ANTHROPOLOGY. 3

COMMUNITY DEVELOPMENT

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

SOCIAL JUSTICE AND CRIMINOLOGY

CRJ 502. HOMELAND SECURITY. 3

CRJ 505. INTRODUCTION TO CRIMINAL JUSTICE THEORY. 3

CRJ 506. CRIMINAL PROCEDURE. 3

CRJ 507. CRIMINAL LAW. 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 510. APPLIED CRIMINAL INVESTIGATIONS. 3

CRJ 512. LEGAL LIABILITIES FOR CRIMINAL JUSTICE PERSONNEL. 3

CRJ 515. DRUG IDENTIFICATION AND ENFORCEMENT. 3

CRJ 520. SEMINAR IN CORRECTIONAL CRIMINOLOGY. 3

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

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

CRJ 534. GLOBAL TERRORISM. 3

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

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

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

CRJ 541. ORGANIZED CRIME. 3

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

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

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

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

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

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

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

CRJ 592. SPECIAL TOPICS IN CRIMINAL JUSTICE. Current issues and developments in criminal justice. A graduate research project is inclusive resulting in a written composition and presentation. 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 will address controversial issues in Criminal Justice, including recent legal decisions reflecting upon the field. Topics will include those in the areas of law enforcement, corrections, juvenile justice, and courts. 3 (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)

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 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)

GEO 704. GEOGRAPHY OF TOURISM. 3

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

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

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

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

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

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

GEO 745. GEOGRAPHY OF THE UNITED STATES. Study of physical and human diversity, economic

resources and activities, historic settlement patterns, and cultural landscapes of the U.S. 3

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

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

GEO 748. GEOGRAPHY OF AFRICA. 3

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

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

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

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

GEO 799. RESEARCH/THESIS. 6

HISTORY

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

HIS 506. THE AMERICAN MILITARY EXPERIENCE, 1775-Present. The role of the military with emphasis on the relationship of military policy, organization, and technology to political, social, and economic developments. 3

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

HIS 510. AMERICAN INTELLECTUAL HISTORY. 3

HIS 511. MISSISSIPPI HISTORY. Social, political, economic, and cultural history of the State of Mississippi. 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 516. THE ANCIENT WORLD TO 500 A.D. 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 518. HISTORY OF CHRISTIANITY. The history of Christianity from its origins in the Ancient Near East through the Middle Ages. 3

HIS 520. MEDIEVAL HISTORY, 500-1500. Political, social, cultural, and economic development in Western Civilization. 3

HIS 522. RENAISSANCE AND REFORMATION, 1300-1648. Renaissance and Reformation as elements in the transition from Medieval to Modern Europe. 3

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

HIS 524. EUROPE, 1815-1914. Political, social, and intellectual developments from the Congress of Vienna to the outbreak of World War I. 3 (F)

HIS 526. EUROPE, 1914-Present. Political, social, and intellectual developments from the outbreak of World War I. 3

HIS 529. THE HOLOCAUST. An investigation into the origins, nature, and development of Antisemitism, climaxed by the Nazi attempt to exterminate the Jews of Europe in the mid-twentieth century. 3

HIS 530. THE HISTORY OF TERRORISM. 3

HIS 533. AFRO-AMERICAN HISTORY. Role of the African-American in the social, economic, political, and cultural development of the U.S. 3

HIS 534. COLONIAL AMERICA TO 1763. 3

HIS 535. THE AMERICAN REVOLUTIONARY ERA, 1763-1789. Social, political, and economic aspects of the American Revolution, including the U.S. Constitution. 3

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

HIS 537. THE CIVIL WAR AND RECONSTRUCTION, 1850-1877. Social, political, economic, and military aspects of the Civil War and Reconstruction. 3

HIS 538. UNITED STATES HISTORY, 1877-1917. Social, political, and economic development. 3

HIS 539. UNITED STATES HISTORY, 1917-1945. 3

HIS 540. UNITED STATES HISTORY, 1945-PRESENT. Social, political, and economic development. 3

HIS 543. AMERICAN CIVIL WAR MILITARY OPERATIONS I: SHILOH. History of land operations during the American Civil War, focusing primarily on the battle of Shiloh. This course contains a strong field component. If 443 is used to meet an American requirement for history majors, 444 may be used only as an elective. 3

HIS 544. AMERICAN CIVIL WAR MILITARY OPERATIONS II: VICKSBURG. History of siege and littoral operations during the American Civil War, focusing primarily on the siege of Vicksburg. This course contains a strong field component. 3

HIS 545. SPORTS IN AMERICAN CULTURE AND SOCIETY. The development and significance of sports in American life from the colonial period to the present, with emphasis on the 20th century. 3

HIS 555. WOMEN AND THE FAMILY: ANCIENT WORLD TO EARLY MODERN PERIOD. A study of the family and gender roles from the ancient world to 1700. 3

HIS 556. THE OLD SOUTH. Social, political, and economic development of the Southern region of the U.S.

Emphasis on colonial settlement, the antebellum period, slavery, and sectionalism. 3

HIS 557. THE NEW SOUTH. Social, political, and economic development of the Southern region of the U.S. Emphasis on Reconstruction, segregation, civil rights, and the emergence of the modern South. 3

HIS 558. HISTORY OF THE UNITED STATES PRESIDENCY. Study and evaluation of all American presidents from George Washington to the present. 3

HIS 560. ENGLISH HISTORY TO 1688. 3

HIS 561. ENGLISH HISTORY, 1688-Present. 3

HIS 562. CHINA AND JAPAN. 3

HIS 566. HISTORY OF RUSSIA. Political, social, economic, and cultural developments. 3

HIS 568. LATIN AMERICAN HISTORY, PRE-EUROPEAN TO COLONIAL PERIOD. 3

HIS 569. LATIN AMERICAN HISTORY INDEPENDENCE TO MODERN PERIOD. 3

HIS 570. UNITED STATES DIPLOMATIC HISTORY. U.S. foreign policy from the Revolution to the present, with emphasis on the twentieth century. (Formerly HIS 405) 3

HIS 571. THE ABC POWERS: HISTORY OF ARGENTINA, BRAZIL, AND CHILE. 3

HIS 572. HISTORY OF MEXICO TO THE PRESENT. 3

HIS 580. CONTEMPORARY WORLD, 1945-Present. 3

HIS 592. SPECIAL TOPICS IN HISTORY. 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 633. SEMINAR IN LATIN AMERICAN HISTORY, NINETEENTH AND TWENTIETH CENTURIES. Selected problems and historical sources of the period.

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 I 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

HIS 710. ADVANCED STUDIES IN PRE-MODERN EUROPE. Review and advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 712. ADVANCED STUDIES IN EARLY MODERN EUROPE. Review and advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 718. ADVANCED STUDIES IN MODERN EUROPE. Review and advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 722. ADVANCED STUDIES IN U.S. HISTORY TO 1800. Review and advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 725. ADVANCED STUDIES IN NINETEENTH CENTURY U.S. HISTORY. Review and

advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 728. ADVANCED STUDIES IN TWENTIETH CENTURY U.S. HISTORY. Review and advanced study of content of the period and pedagogy for classroom teachers. 3

HIS 799. ADVANCED INDEPENDENT STUDIES IN HISTORY. Research and independent study in history and pedagogy for classroom teachers. 3 or 6.

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 508. LEGISLATION. Organization and procedures of legislative bodies; bill drafting and committee functions in the legislative process. 3

PSC 514. GENDER IN A CROSS-CULTURAL PERSPECTIVE.

PSC 520. THE AMERICAN PRESIDENCY. Emphasis on executive branch of the federal government. 3

PSC 522. GOVERNMENT REGULATION OF BUSINESS. Methods and types of government control, organization and procedures of administrative agencies, development, principles, and influences of administrative law, judicial interpretation. 3

PSC 526. PUBLIC OPINION AND PARTICIPATION. An examination of the political role of the public's beliefs and preferences in theory and in practice. Among the topics covered are how public opinion is measured, its uses, conditioning effects of socioeconomic factors, the manipulation of opinion, and its effect on community development and voting. A semester project and written report are required. 3

PSC 531. CLASSICAL TO MEDIEVAL POLITICAL THEORY. An examination of the traditions in political theory throughout the classical and medieval periods. Emphasis will be placed on the Socratic tradition in the works of Plato and Aristotle. Prerequisite: PSC 201. 3 (F)

PSC 532. RENAISSANCE TO MODERN POLITICAL THOUGHT. An examination of the traditions of early modern political thought from the Renaissance to the Late Modern Periods, with an emphasis on the social contract theorists through - out the Age of the Enlightenment. 3 (S)

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 543. MEDIA LAW AND POLITICS. Philosophy, law, and politics of the media focusing on the legal rights and obligations of print and broadcast journalism. The course reviews the origin and development of First Amendment protections, with emphasis on the history of censorship, problems of defamation, obscenity, libel, privacy, prior restraint, fair trial/free press, and access to information. 3

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 551. POLITICS AND CHANGE. 3

PSC 552. DEMOCRATIC POLITICAL THOUGHT. 3

PSC 559. AGRICULTURAL LAW. 3

PSC 560. PRINCIPLES OF PUBLIC ADMINISTRATION. Administrative organization and activities, fiscal and personnel management, administrative law and public relations, special problems related to federal, state, county, and municipal administrations. 3

PSC 562. AMERICAN POLITICAL THOUGHT. 3

PSC 563. ECONOMIC AND POLITICAL RATIONALITY. Students use both historical and analytical frameworks to explain the social intelligence that constitutes American liberal democracy. Emphasis is placed on the relationship between political and economic rationality, politics and markets, the tension between the public and private, and the trade-offs between equality and efficiency. 3

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. UNITED STATES FOREIGN POLICY. 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

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

PSC 707. EARLY MODERN POLITICAL THEORY. 3

PSC 711. MODERN POLITICAL THEORY. 3

PSC 715. THE CONSTITUTIONAL REPUBLIC. 3

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

PSC 721. 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 3

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

PSC 729. PUBLIC POLICY. 3

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

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

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

PSC 737. RESEARCH DESIGN. 3

PSC 741. ADVANCED NATIONAL SEMINAR. 1-9

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

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

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

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

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

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

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

PSC 780. TUTORIAL IN POLITICAL SCIENCE. 1-6

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

PSC 789. DIRECTED INDIVIDUAL STUDY. 1-6

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

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

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

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

PSC 799. RESEARCH/THESIS. 6

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 SCIENCE

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

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

SOC 700. COMMUNITY DEVELOPMENT. Approaches community development from a multi-disciplinary perspective using intervention strategies such as self- help of process approach, the technical assistant approach and instigating conflict to create change in a community. 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 701. SOCIOLOGY OF THE FAMILY. 3

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

SOC 705. HEALTH AND SOCIETY. 3

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

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

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

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

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

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

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

SOC 745. RESEARCH DESIGN. 3

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

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

SOC 785. METHODS IN POPULATION. 3

SOC 789. DIRECTED INDIVIDUAL STUDY. 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

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

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

DIVISION OF ACCOUNTANCY, COMPUTER INFORMATION SYSTEMS AND FINANCE

ACCOUNTANCY

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

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

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 612. GLOBAL SUPPLY CHAIN MANAGEMENT. The conceptualization, design, and implementation of supply chains in dynamic global markets that strategically utilize information technologies to improve decision making regarding resources, logistics, procurement and supply contracting, product and process design, and revenue management, inventory and risk management. 3 (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. APPLIED DECISION SCIENCE. An MBA core course designed to help students understand and apply management science and statistical models in a dynamic, competitive decision making environment using microcomputer technology. Emphasis is on the use of information technology and formal models in support of managerial decision making. Models are developed and used in the functional areas of marketing, production and finance. These models are based upon principles from microeconomics, accounting/finance/control, operations, marketing and strategic planning/business policy. Prerequisites: MGT 555 or equivalent. 3

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

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

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

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

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

sit for Certified Cash Manager (CCM) exam. 3

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

INSURANCE AND REAL ESTATE

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

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

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

MANAGEMENT, MARKETING, AND BUSINESS ADMINISTRATION

MANAGEMENT

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

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

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

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

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

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

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

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

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

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

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

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

GENERAL BUSINESS

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

College of Education and Human Sciences

DIVISION OF COUNSELOR EDUCATION AND PSYCHOLOGY

COUNSELOR EDUCATION

CED 570. CAREER EDUCATION. 3

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

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

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

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

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

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

CED 609. COUNSELING PRACTICUM. Supervised field experience in selected community or school settings. Professional liability insurance is required prior to enrollment. Prerequisite: CED 604, 617 or 627. 3

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

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

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

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

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

CED 627. FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING. Overview of the

history, philosophy, procedures and techniques of organizing and providing counseling services in clinical mental health settings. Course includes models, methods, ethical and professional issues, and challenges specific to the practice of clinical mental health counseling with diverse populations. 3

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

CED 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

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

CED 689. INDIVIDUAL STUDIES. 1-6

CED 690. THESIS. 6

CED 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

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

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

CED 707. CONSULTATION AND COUNSELING OF DIVERSE POPULATIONS.

Study and application of consultation theory. Attention given to the handicapped, substance abusers, juvenile delinquents, the culturally different, and other special populations. 3

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

CED 712. COUNSELING CHILDREN AND ADOLESCENTS. Techniques for counseling children and adolescents in school and community settings. Prerequisite: CED 620. 3

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

CED 714. SUBSTANCE 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

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

600, 601, 604, and 605. 3

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

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

CED 718. COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of spirituality, religiosity, and counseling, focusing on the impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: CED 600. 3

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

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

CED 735. ADVANCED COUNSELING RESEARCH METHODS. Practical application of research methods, statistical analysis, qualitative inquiry, 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. Prerequisite: Admission to Ed.S. in Counseling; Co-requisite: CED 717. 3

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

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

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

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

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

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

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

PSYCHOLOGY

PSY 502. LEARNING AND COGNITION. 3

PSY 503. THEORIES OF PERSONALITY. 3

PSY 504. PSYCHOLOGY OF TESTS AND MEASUREMENTS. 3

PSY 505. PSYCHOLOGY OF ADOLESCENCE. 3

PSY 506. HISTORY OF PSYCHOLOGY. 3

PSY 515. CLINICAL PSYCHOLOGY. 3

PSY 592. SPECIAL TOPICS IN PSYCHOLOGY. 1-6

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

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

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

EDUCATIONAL PSYCHOLOGY

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

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

DIVISION OF TEACHER EDUCATION, LEADERSHIP, AND RESEARCH EDUCATIONAL LEADERSHIP AND RESEARCH

ADMINISTRATION

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

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

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

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

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

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

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

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

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

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

AED 689. INDIVIDUAL STUDIES. 3

AED 690. THESIS. 6

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

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

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

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

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

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

AED 736. PRACTICUM II IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The

second practicum experience focuses on the legal, financial, and regulatory aspects of the school district operation. Prerequisite: AED 636 and 6 hours of administration at the Specialist level. Fee required. 3

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

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

AED 740. ISSUES AND CONCEPTS OF PERSONNEL MANAGEMENT. An in-depth study of personnel management areas to include policies, organizational structures, recruitment, selection, compensation, development, evaluation, reward structures, and termination. 3

AED 746. FACILITIES MANAGEMENT. Problems of building, maintenance, and daily operation of schools. 3

AED 750. ROLES AND FUNCTIONS OF THE SUPERINTENDENCY. A study of the techniques, leadership skills, and attitudes required for effective executive function. 3

AED 751. SCHOOL BUSINESS MANAGEMENT. Local, state and federal issues in school finance with emphasis on fiscal management at the district level. 3

AED 752. SUPERINTENDENTS' ACADEMY. Intensive preparation for individuals aspiring to the superintendency. District level administrative practices and procedures are examined. Students interact with noted professionals in the field. Admission by permission of the instructor. 3

AED 830. LEADERSHIP THEORY AND APPLICATION. An in-depth study of current leadership theory, models, and practices and their relationship to leadership roles and responsibilities. 3

EDUCATIONAL ADMINISTRATION AND SUPERVISION

EDL 601. FOUNDATIONS I: INSTRUCTIONAL LEADERSHIP. This course establishes the foundation for the program participant's vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the *Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning* program anchors are presented. 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 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

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

EDL 620. LEADERSHIP PRACTICES I. Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. 3

EDL 624. LEADERSHIP PRACTICES II. Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. 3

EDL 628. LEADERSHIP PRACTICES III. Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. 3

EDL 640. ORGANIZATIONAL AND SCHOOL ISSUES I. This course is intended to provide the candidates with the opportunity to develop and conduct a cap-stone 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

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

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 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

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. 3

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. 3

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 extra curricular activities will be studied. The latest research in all aforementioned areas will be discussed. 3

EDL 740. SCHOOL AND COMMUNITY ISSUES I. Exploration of legal issues, compliance, and regulatory controls relating to the school and community. Prerequisites: Must meet admission criteria for the Educational Specialist in Administration and Supervision program and be approved by the Cohort Program Coordinator and Educational Specialist Program Coordinator. 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

ADULT EDUCATION

CAD 502. METHODS AND TECHNIQUES OF VOCATIONAL EDUCATION. 3

CAD 592. SPECIAL TOPICS. 1-6

CAD 601. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. Review of historical foundations of vocational education and a study of the philosophical background. 3

CAD 770. INTRODUCTION TO ADULT EDUCATION. Emphasis on history, philosophy, objectives, program development, trends, and societal characteristics for the adult learner. 3

CAD 771. PSYCHOLOGY OF THE ADULT LEARNER. Characteristics of adult learners; social, economic, emotional, and physical factors that influence learning; theories of learning and of teaching. 3

CAD 772. METHODOLOGY IN ADULT EDUCATION. Course objectives, methods, materials, and evaluation procedures appropriate for adult students; demonstration and observation of adult teaching. 3

CAD 775. ADMINISTRATION OF CONTINUING EDUCATION. Duties and responsibilities of director of continuing education; competencies necessary for leadership in organizing, administering, supervising, and evaluating continuing education. Prerequisites: AED 638. 3

RESEARCH

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

ELR 701. 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

ELR 702. EDUCATIONAL RESEARCH DESIGN. This course will provide detailed examination of types of research design as well as the statistical procedures associated with each. It will be a continuation of ELR 605. 3

ELR 789. ACTION OR FIELD RESEARCH USING QUALITATIVE METHODS. Investigation and reporting of a significant problem using qualitative research and reporting skills. Prerequisite: ELR 605, 702. 3

ELR 804. STATISTICS FOR EDUCATIONAL RESEARCH. Application, computation and interpretation of correlation and test of significance techniques. 3

ELR 805. EDUCATIONAL RESEARCH WRITING. This course focuses on advanced analysis and evaluation of current research studies and writing research proposals. Prerequisites: ELR 702 and full admission to the doctoral program. Corequisite or prerequisite: ELR 804. 3

ELR 888. DISSERTATION SEMINAR. Discussion of dissertation topics and designs; problems occurring during the dissertation process. 3

ELR 890. DISSERTATION. 1-9

SUPERVISION

SUP 631. SUPERVISION OF INSTRUCTION. Theories, principles, and practice of school supervision in grades K-12. Prerequisite: AED 610. 3

SUP 633. PERSONNEL APPRAISAL/EVALUATION SYSTEMS. Analysis of the integral components necessary for achieving the outcomes desired from an appraisal and or personnel evaluation system, with the learner emphasis directed toward the effective leadership behaviors and skills required to effectively manage such systems. Prerequisite: AED 638. 3

SUP 634. SUPERVISION OF STUDENT TEACHING. Demands upon student teachers and supervisors with a formal analysis of research and varied programs. 3

SUP 635. SUPERVISION OF SCHOOL SERVICES AND SPECIAL ACTIVITIES.

Problems as related to the principal in supervising guidance programs, media services and other co-curricular activities. 3

SUP 636. PRACTICUM IN SUPERVISION. An advanced seminar in supervisory services and current problems from a central office viewpoint. Prerequisite: 12 hours of administration or supervision courses at the master's level. 3

SUP 689. INDIVIDUAL STUDIES. 3

SUP 690. THESIS. 6

SUP 731. SUPERVISION ROLES IN INSTRUCTION. A study of the roles and functions of the educational leader in the development and implementation of curriculum and instruction programs. 3

SUP 831. SUPERVISORY TECHNIQUES. Analysis and application of techniques and legal implications for guiding instructional delivery and improvement, including supervising the teaching processes, planning for student outcomes, and evaluation observed teaching. 3

TEACHER EDUCATION

CURRICULUM

CUR/CEL 550. WHOLE SCHOOLS INSTITUTE: INTEGRATING FINE ARTS INTO THE CURRICULUM. 3

CUR 558. DELTA AREA WRITING PROJECT: TEACHING WRITING ACROSS THE CURRICULUM. Theoretical base, strategies, and approaches for incorporating the teaching of writing in all disciplines. Development of participants' own writing and hands on practice with teaching strategies. Admission by permission of instructor. 6

CUR 592. SPECIAL TOPICS IN CURRICULUM. 1-6

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

CUR 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. 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/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

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

CUR 682. TEACHING ART IN SECONDARY SCHOOLS. Issues related primarily to comprehensive curriculum design and assessment for the art teacher; also advocacy and professionalism. 3

CUR 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

CUR 703. DYNAMIC LEADERSHIP FOR CURRICULUM AND ASSESSMENT. This course will include current research and theory of effective teaching and learning as they relate to curriculum and instruction in P-12 schools. Also included will be effective analysis of student assessment and other types of data as related to decision making for P-12 school leaders. 3

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

CUR 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

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

ELEMENTARY EDUCATION

CEL/CUR 550. WHOLE SCHOOLS INSTITUTE: INTEGRATING FINE ARTS INTO THE CURRICULUM. Exploration of theory and practice for integrating the fine arts in the whole school curriculum. Hands on experiences. Admission by permission of instructor. 3

CEL 565. PROBLEM AREAS IN ELEMENTARY EDUCATION. 1-6

CEL 610. EFFECTIVE INSTRUCTION IN THE ELEMENTARY SCHOOL. A study of the characteristics of effective teaching in the elementary school with emphasis on research and literature in the field. 3

CEL 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. 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

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

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

CEL 617. SOCIAL STUDIES IN ELEMENTARY EDUCATION. Current practices and procedures for teaching social studies in the elementary school. Emphasis placed on unit organization as a basic instructional procedure. 3

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

CEL 620. FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION. Identification and analysis of various aspects of early childhood education, including theories, instructional practices and developmental stages. Major emphasis on current research. 3

CEL 621. EDUCATION IN THE INTERMEDIATE GRADES. Analysis of various aspects of education for children in grades four through eight. Discussed will be theories, instructional strategies, and developmental stages. 3

CEL 625. ISSUES IN ELEMENTARY EDUCATION. Analysis of various current topics in elementary education. Emphasis on current research in field. 3

CEL 630. PRACTICUM IN ELEMENTARY EDUCATION. Analysis of problems in elementary education from a classroom perspective. 3

CEL/CUR 649. TEACH MISSISSIPPI INSTITUTE INTERNSHIP: DIMENSIONS OF LEARNING. Supervised internship. Emphases will include applying educational principles and theories to field experiences; understanding the link between theory and practice; and exploring current issues in education. Prerequisites: CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. 3

CEL/CUR 650. DIMENSIONS OF LEARNING/INTERNSHIP. Supervised Internship. Emphases will include applying educational principles and theories to field experiences, understanding the link between theory and practice, and exploring current issues in education. Prerequisites: CEL/CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. 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

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

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

CEL 711/811. INSTRUCTIONAL STRATEGIES IN ELEMENTARY EDUCATION. In depth study of major instructional approaches and operational demands. 3

CEL 712/812. LEADERSHIP ROLES IN ELEMENTARY EDUCATION. Study and identification of leadership roles in elementary education for teachers, supervisors, administrators and special personnel. 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

CEL 789. ACTION OR FIELD RESEARCH. Investigation and reporting of some significant problem encountered by the individual using professional research and reporting skills. 3

CEL 790. THESIS. 6

CEL 810. INNOVATIONS IN ELEMENTARY SCHOOLS. Vital trends and issues affecting elementary school programs. 3

MEDIA-LIBRARY SCIENCE

CML 509. TECHNOLOGY IN EDUCATION. Utilization of the computer and other media services in instruction. Techniques and methods of application in school settings are emphasized. 3

CML 532. CHILDREN'S LITERATURE. Emphasis on the importance of books, electronic text, and reading in the life of young children. This course will address how children's literature, including multicultural works, should be incorporated into the 4-8 reading program. 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

CML 801. EDUCATIONAL TECHNOLOGY: THE COMPUTER AND MEDIA SERVICE. Utilization of the computer and other media services in instruction and supervision. Techniques and methods of coordinating these services in the school district. 3

READING

CRD 505. ISSUES AND TRENDS IN TEACHING READING. 3

CRD 622. FUNDAMENTALS OF TEACHING READING. Basic skills in teaching reading from grades 1-12; techniques, methods, and materials in a complete reading program. 3

CRD 624. LITERACY INSTRUCTION IN THE ELEMENTARY SCHOOL. Selection and use of materials and teaching strategies for systematic reading and writing instruction utilizing the essential elements of reading, specific to phonemic awareness, phonics, vocabulary, fluency, and comprehension in grades 1-6; study of appropriate instructional strategies for diverse learners; selection and use of materials and instructional strategies for teaching reading and writing in the content areas. 3

CRD 626. ANALYSIS AND CORRECTION OF READING DIFFICULTIES. Examination of a variety of diagnostic instruments useful for planning remedial instruction; practice in administration of instruments and interpretation of results; study of appropriate remediation procedures based upon diagnosis. Prerequisites: CRD 622; CRD 624; CRD 625 or consent of instructor. 3

CRD 627. READING PRACTICUM. Laboratory experience with students under supervision. Prerequisites: CRD 622; CRD 624 or CRD 625; CRD 626 or permission of instructor. 3

CRD 628. READING AND WRITING ACROSS THE CURRICULUM. Study of current theory and knowledge about reading and written communication. The course will integrate knowledge and practice to increase understanding of various methods for the use of reading and writing skills across the curriculum. 3

CRD 630. PSYCHOLOGY OF READING. Psychological bases for reading abilities and difficulties;

selection of methods according to the nature of the individual child. 3

CRD 632. ADVANCED DIAGNOSIS. Examination and evaluation of assessment instruments used in the area of diagnosis; study of levels of diagnosis appropriate for classroom and clinic. Prerequisites: CRD 626; CRD 627 or permission of instructor. 3

CRD 689. INDIVIDUAL STUDIES. 3

SECONDARY EDUCATION

CSD 527. TRENDS IN SECONDARY CURRICULUM DEVELOPMENT. 1-6

CSD 614. METHODS OF INSTRUCTION IN SECONDARY SCHOOLS. A study of characteristics of effective teaching in the secondary school with emphasis on current research and literature in the field. 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

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

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

CSP 583. DEVELOPMENTAL DISABILITIES. Educational, community planning and service delivery for individuals with developmental disabilities including governmental, social service, mental health and educational services. 3

CSP 584. LEARNING DISABILITIES. Issues in the education of individuals with exceptional learning needs. 3

CSP 585. EMOTIONAL DISABILITIES. Educational and community based services for individuals with

emotional/behavioral disorders. 3

CSP 616. BEHAVIORAL MANAGEMENT. Systems of behavior management for school and community. 3

CSP 640. EDUCATION OF YOUNG CHILDREN WITH EXCEPTIONAL LEARNING NEEDS. Assessment techniques, preparation of 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

CSP 647. ACTION RESEARCH IN SPECIAL EDUCATION. Supervised interaction with individuals with exceptional learning needs. Includes candidate self evaluation and research based field study. Prerequisite: Undergraduate degree in education with student teaching. 3

CSP 648. PARENT-TEACHER-STUDENT RELATIONSHIPS IN SPECIAL EDUCATION. A study of parent involvement in special education with emphasis on conferencing, counseling and training parents/guardians to meet their child's individual needs. 3

CSP 649. SPECIAL TOPICS IN THE STUDY OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. Special topics relevant to the study of individuals with exceptional learning needs. This course is used for specific special topics. The designated topic is listed in the course bulletin when offered. 3

CSP 651. FOUNDATIONS OF SPECIAL EDUCATION IN INCLUSIVE SETTINGS. Discussion, study, and research of issues in special education: legislation, legal mandates, policies and procedures, characteristics and identification, and service delivery. Provides overview of the field of special education for those seeking a Master of Education in Special Education. For M.Ed. candidates in special education only. 3

CSP 672. FUNDAMENTALS OF EFFECTIVE TEACHING IN SPECIAL EDUCATION. This course is designed for graduate candidates without undergraduate training in education. It will introduce the candidates to writing lesson plans, Bloom's taxonomy, stages of learning, knowledge forms, learning style and accommodation and modification of teaching for individuals with exceptional learning needs. 3

CSP 674. ADVANCED INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION. This course is designed for graduate candidates with undergraduate training in education. It will introduce candidates to advanced concepts on lesson planning, curriculum development, IEP development, taxonomics 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

DIVISION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

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

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 process of designing a persons suggested program of physical activity systematically and individually; basing the exercise regimen on established training principles (overload, progression, specificity, individuality, reversibility, and retrogression) and the factors which activate the overload principle (intensity, duration, frequency, mode, and skill and fitness level); emphasis will be given to clinical aspects and research related to the development of training principles and guidelines. Corequisite: PER 560. 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. 3 (Sum)

PER 570. SPORTS ADMINISTRATION. 3

PER 571. SPORTS MANAGEMENT. A study of the history and theories of sports management, the organizational and management concepts utilized, and discussion of techniques, problems and current issues involved with the direction of today's 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. 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. 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. 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. 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

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

Semester hours are computed on the basis of one 50 minute class equals one semester hour of credit and four clinical hours are equal to one semester hour of credit.

NUR 601. ADVANCED THEORETICAL ISSUES IN NURSING AND ETHICS. Focuses on synthesizing 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 607. INSTRUCTIONAL METHODOLOGIES. Analysis and application of selected theories of learning and teaching maintenance across the life span, with emphasis on program 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. Theory 2 hours per week. 2

NUR 612. ADULT EDUCATION I. Focuses on implementation of advanced teaching concepts. Prerequisites: NUR 601, 602, 606, 623, 625. Corequisite: NUR 642. 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 613. ADULT EDUCATION II. Focus on the utilization of technology and course management methods in classroom, clinical, and distance learning. Prerequisite: NUR 604, 605, 612, 642. Corequisite: NUR 643. 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 614. ADULT EDUCATION III. Focus on concepts of evaluation and remediation in varied teaching/learning environments. Prerequisite: NUR 613, 643. Corequisite: NUR 644. 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 615. ADMINISTRATIVE CONCEPTS. Focuses on analysis of basic concepts related to administration and management of systems, including selected financial concepts. Prerequisites: Official admission to the nursing graduate program. Corequisite: NUR 645. 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 616. NURSING ADMINISTRATION I. Focuses on evaluation of the administrative role in a selected system, including analysis of internal and external forces influencing the nursing administrative role. Prerequisites: NUR 601, 606, 615, 645. Corequisite: NUR 646. 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 1 hour per week. 1

NUR 617. CURRICULUM DESIGN AND EVALUATION. A study of concepts and theories, basic to content and curriculum development and evaluation in teaching in an academic or client centered setting. Theory 3 hours per week. 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

NUR 618. NURSE EDUCATOR PRACTICUM. Students function in the role of nurse educator with an approved preceptor in academic programs and/or health care settings; serves as the capstone course for nurse educator students. Prerequisites: NUR 613, 643, 617; Corequisite: NUR 614, 644. 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 hours per week. 4

NUR 619. NURSING ADMINISTRATION II. Focuses on innovations, emerging changes, and restructuring in nursing and health care systems. Analysis and design of innovations in nursing or health system delivery. Prerequisites: NUR 616, 646. Corequisite: NUR 649. 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 1 hour per week. 1

NUR 620. ROLE SYNTHESIS (NURSE PRACTITIONERS). Focus on role synthesis in advanced nursing practice. Prerequisite: Official admission to the nursing graduate program. 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 621. ROLE SYNTHESIS (NURSE EDUCATORS). Focuses on role synthesis in advance nursing education. 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 622. NURSING ADMINISTRATION III-ROLE SYNTHESIS. Focuses upon the analysis of health policy, legal, ethical, and community issues of particular concepts to the nurse administrator. Prerequisites: NUR 619, 649. Corequisite: NUR 652. 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 623. TEACHING AND LEARNING THEORY. Focus on theories and processes of teaching and learning to facilitate learner development and socialization. Prerequisite: Official admission to the nursing graduate program. 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 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 in an OB-GYN clinical setting, 90 hours in a pediatric clinical setting, and 120 hours in a primary care setting. 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, 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 642. ADULT EDUCATION I PRACTICUM. Focuses on development of objectives, teaching plans, and evaluation techniques in various settings within nursing. Prerequisite: NUR 601, 602, 606, 623, 625. Corequisite: NUR 612. 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 8 hours per week. 2

NUR 643. ADULT EDUCATION II PRACTICUM. Focuses on technology utilization and course management methods in various settings within nursing. Prerequisites: NUR 604, 605, 612, 642. Corequisite: NUR 613. 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 8 hours per week. 2

NUR 644. ADULT EDUCATION III PRACTICUM. Focuses on evaluation and remediation methods in various settings within nursing. Prerequisites: NUR 613, 643. Corequisite: NUR 614. 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 8 hours per week. 2

NUR 645. ADMINISTRATIVE CONCEPTS PRACTICUM Focuses on implementation of basic concepts related to administration and management of healthcare systems. Prerequisite: Official admission to nursing graduate program. Corequisite: NUR 615. 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 hours per week. 1

NUR 646. NURSING ADMINISTRATION I PRACTICUM. Focuses on implementation of the administrative role in a healthcare system. Prerequisites: NUR 601, 606, 615, 645. Corequisite: NUR 616. 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 12 hours per week. 3

NUR 649. NURSING ADMINISTRATION II PRACTICUM. Focuses on design of an innovative health delivery system. Prerequisites: NUR 616, 646. Corequisite: NUR 619. 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 12 hours per week. 3

NUR 652. NURSING ADMINISTRATION III-ROLE SYNTHESIS PRACTICUM. Focuses on evaluation of innovations in nursing/health care delivery; serves as the capstone course for nurse administrator students. Prerequisites: NUR 619, 649. Corequisite: NUR 622. 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 hours per week. 4

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 686. NURSING SEMINAR (ELECTIVE). Seminar regarding various topics currently related to the health care system. 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 687. RESEARCH PROJECT. The MSN program culminates in the successful completion of a research project to demonstrate synthesis of the students' work from previous courses and lays the foundation for future scholarship. Directed research study 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. One credit hour per semester for a maximum of 3 credit hours. 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. 1-3

NUR 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. 1-6

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 builds upon the leadership and organizational change course to examine health care economics and the business of clinical practice as it relates to the delivery of quality health care services. The 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. Pre-requisites: NUR 804, 820. 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. SCHOLARLY PROJECT DEVELOPMENT. This course provides the student with mentored opportunities to identify, develop, implement, evaluate and disseminate an independent scholarly project focusing on problems of practice within specific populations. Students are supported by a Scholarly 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. SCHOLARLY PROJECT. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. Students will engage in scholarly inquiry to analyze, evaluate, or transform a relevant aspect of clinical practice. The intent of the scholarly 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 scholarly 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 scholarly 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 scholarly projects as approved.

Students will also 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

Graduate Faculty
2018-2019

- JOHN GERSHWIN ALVAREZ, Ph.D., *Associate Professor of Health, Physical Education and Recreation*
B.S., Arkansas State University; M.S., Radford University; Ph.D., University of Mississippi
- MICHAEL BENNETT AMSPAUGH, D.P.A., *Associate Professor of Accountancy*
B.A., Ohio University; M.B.A., University of Michigan-Flint; D.P.A., Western Michigan University
- NINA LUCILLE BAGHAI RIDING, Ph.D., *Professor of Biology and Environmental Sciences*
B.S., University of Wyoming; M.S., University of Idaho; M.S., University of Rochester; Ph.D., University of Texas
- NATASHA BARNES, Ed.D., *Assistant Professor of Counselor Education*
B.S., M.S., William Carey; Ed.D., Argosy University
- GEORGE R. BEALS, Ph.D., LPC, *Assistant Professor of Counselor Education*
B.A., Troy State University; M.A., University of Alabama at Birmingham; Ph.D., Mississippi State University
- BRIAN NATHANIEL BECKER, Ph.D., *Associate Professor of Ancient/Medieval History*
B.A., University of Missouri-Columbia; M.A., Ph.D., Western Michigan University
- KAREN GEORGINA BELL, Ph.D., *Associate Professor of German*
B.A., University of Waterloo, Ontario; M.A., Ph.D., Queens University, Ontario
- STEPHANIE BELL, Ph.D., *Assistant Professor of Counselor Education*
B.A., Loyola University New Orleans; M.S., Mississippi College; Ph.D., University of Mississippi
- JOSEPH ALLEN BENTLEY, Ph.D., *Professor of Chemistry*
B.S., M.A., University of Arkansas at Little Rock; Ph.D., University of Texas; Postdoctoral Studies: Emory University, Massachusetts Institute of Technology
- VICKI LYNNETTE BINGHAM, Ph.D., R.N., *Dean of the School of Nursing and Associate Professor of Nursing*
B.S.N., Delta State University; M.S.N., University of Mississippi Medical Center; Ph.D., University of Alabama, Birmingham
- ERIC ARDELL BLACKWELL, Ph.D., *Associate Professor of Biology*
B.S., M.S., Jacksonville State University; Ph.D., University of Alabama at Birmingham
- LACEY BLESSITT, D.N.P., A.P.R.N., F.N.P.-B.C., *Assistant Professor of Nursing* B.S., B.S.N., M.S.N., D.N.P., Delta State University
- LIZA BONDURANT, Ph.D., *Assistant Professor of Mathematics*
B.S., M.S., Ph.D., State University of New York-Albany
- DAVID A. BREAU, Ph.D., *Dean, College of Arts and Sciences and Professor of Political Sciences*
B.A., Nicholls State University; M.A., University of New Orleans; Ph.D., University of Kentucky
- AMY CANNISTRA, M.A., *Assistant Professor of Graphic Design*
B.F.A., Milwaukee Institute of Art; M.A., M.F.A., University of Wisconsin-Madison
- CAROLYN CASALE, Ed.D., *Assistant Professor of Secondary Education*
B.A., College of Staten Island; M.A., Brooklyn College; Ed.D., Columbia University
- LAUREN COKER-DURSO, Ph.D., *Assistant Professor of English*
B.A., Southwestern University; M.A., Ph.D., Saint Louis University
- JUDITH COLEMAN, *Assistant Professor of English and Coordinator of Composition*
B.A., Millsaps College; MSTU, University of Oxford; M.A., Ph.D., University of Iowa
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