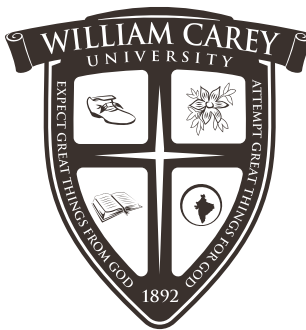


WILLIAM CAREY UNIVERSITY

Graduate Catalog

2018–2019



Hattiesburg, Mississippi
Tradition Community—Biloxi, Mississippi

May, 2018

*Information contained in this catalog is subject to change without prior notice.
Information contained herein shall not constitute a legally binding contract/agreement
upon William Carey University.*

Mission Statement

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.

Vision

William Carey University is a community of learners which seeks to blend faith and learning with living. Within this unique nurturing and challenging environment students prepare to fulfill their diverse callings in the larger global community.

The Carey Creed

“Expect great things from God; attempt great things for God.”

Theme Verse

Each year William Carey University chooses an annual theme which focuses the university on a biblical concept. The theme for 2018-2019 is “Build Each Other Up” and is based on 1 Thessalonians 5:11. In the very first extant writing to the Christian Church, Paul recognized the importance of encouragement and support for one another. While Christians have a personal relationship with God, Christians are also one part of Body of Christ. Christianity was never meant to be lived in isolation nor to be kept merely private. We as a university are stronger, more accountable, and more effective together. Rebuilding from the tornado has further demonstrated the reality that we need each other and the importance of “building each other up.” Because we were encouraged and built up, we encourage and build up others. At Carey, faculty are not just instructors who communicate information; faculty are mentors who build up students and give them the tools to answer God’s calling. Further, in the present climate of negative news and criticism, we emphasize the guiding principles of reverence for God, respect for self, and regard for others.

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GENERAL INFORMATION

ACADEMIC CALENDAR 2018-2019

August 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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September 2018

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November 2018

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December 2018

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30	31					

January 2019

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February 2019

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March 2019

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31						

April 2019

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May 2019

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June 2019

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July 2019

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

UNIVERSITY ACADEMIC CALENDAR, 2018-2019

Fall Trimester Session 2018

August 20	Application deadline for fall trimester
August 21	Fall faculty meeting
August 22	Registration for fall trimester
August 27	Fall Trimester & Term I classes begin
August 27-31	Late registration
September 3	Labor Day holiday (night classes meet)
September 28	End of Term I
October 1	Term II classes begin
October 8-19	Advisement and registration for winter trimester
October 15	Deadline for filing for May 2019 Graduation Deadline for Filing for February 2019 Degree Conferral (to receive diploma without commencement)
October 31	Last day of class
November 1, 2, 5	Final examinations
November 6	Grades due
November 6-9	Fall trimester break

Winter Trimester Session 2018-2019

November 5	Application deadline for winter trimester
November 8	Registration for winter trimester
November 13	Winter Trimester and Term I classes begin
November 12-16	Late registration
November 19-25	Thanksgiving holidays
November 26	Classes resume
December 1	M.Ed. Comprehensive Examinations
December 3	Deadline for <u>late</u> filing of May 2019 graduation application
December 21	End of Term I
December 22	Christmas holidays begin
January 14, 2019	Winter classes resume & Term II begins
January 21	Martin Luther King Day (night classes meet)
January 22-Feb. 1	Advisement and registration for spring trimester
February 13	Last day of classes
February 14, 15, 18	Final examinations
February 19	Grades due
February 19-22	Winter trimester break

Spring Trimester Session 2018

February 18	Application deadline for spring trimester
February 21	Registration for spring trimester
February 25	Spring trimester and Term I classes begin
February 25-March 1	Late registration

March 11-15Spring break
 March 18Classes resume
 March 31Deadline for filing for August 2019 Graduation
 April 5End of Term I
 April 6M.Ed. Comprehensive Examinations
 April 8Term II classes begin
 April 15-26 Advisement & registration for summer and fall
 April 19 Good Friday Holiday
 April 22Classes resume
 May 8Last day of classes
 May 9, 10, 13Final examinations
 May 12Deadline for late filing for August 2019 Graduation
 May 14Grades due
 May 17Graduate Commencement, Hattiesburg
 May 18Graduate Commencement, Tradition

Summer Sessions 2019

May 28Application deadline for summer term
 May 30Registration for summer
June 3Summer trimester and Term I classes begin
 July 4Independence Holiday
 July 5End of Term I
 July 8Term II classes begin
 July 6M.Ed. Comprehensive Examinations
 July 15Deadline for Filing for November 2019 Degree Conferral
 (to receive diploma without commencement)
 August 9Summer academic session ends; Grades due
 Doctoral Commencement
 August 10Commencement, Hattiesburg, Tradition

CHANGE OF CLASS SCHEDULE 2018-2019

FALL TRIMESTER (10 WEEKS)

August 27, 2018Classes Begin
 August 31, 2018.....Last Day to Add a Class
 September 3, 2018.....“W” Period Begins
 September 3, 2018.....Labor Day Holiday (Night Classes Meet)
 September 28, 2018.....Last Day to Drop With a “W”
 September 29, 2018.....“F” Period Begins
 November 5, 2018.....Fall Term Ends

FALL I TERM (5 WEEKS)

August 27, 2018Classes Begin
 August 29, 2018.....Last Day to Add a Class
 August 30, 2018.....“W” Period Begins
 September 12, 2018.....Last Day to Drop With a “W”
 September 13, 2018.....“F” Period Begins
 September 30, 2018.....Fall Term I Ends

FALL II TERM (5 WEEKS)

October 1, 2018.....Classes Begin
 October 3, 2018.....Last Day to Add a Class
 October 4, 2018.....“W” Period Begins
 October 17, 2018.....Last Day to Drop With a “W”
 October 18, 2018.....“F” Period Begins
 November 5, 2018.....Fall Term II Ends

WINTER TRIMESTER (10 WEEKS)

November 12, 2018.....Classes Begin
 November 16, 2018.....Last Day to Add a Class
 November 19, 2018.....“W” Period Begins
 December 21, 2018.....Last Day to Drop With a “W”
 December 22, 201.....“F” Period Begins
 February 18, 2019.....Winter Term Ends

WINTER I TERM (5 WEEKS)

November 12, 2018.....Classes Begin
 November 14, 2018.....Last Day to Add a Class
 November 15, 2018.....“W” Period Begins
 December 5, 2018.....Last Day to Drop With a “W”
 December 6, 2018.....“F” Period Begin
 December 21, 2018.....Winter Term I Ends

WINTER II TERM (5 WEEKS)

January 15, 2019.....Classes Begin
 January 16, 2019.....Last Day to Add a Class
 January 17, 2019.....“W” Period Begins
 January 30, 2019.....Last Day to Drop With a “W”
 January 31, 2019.....“F” Period Begins
 February 18, 2019.....Winter Term II Ends

J-TERM (1 WEEK)

January 7, 2019.....Classes Begin
 (Must Add/Drop by noon....”W” Period Begins 1:00 p.m.)
 January 8, 2019.....“W” Period Continues
 January 9-11, 2019.....“F” Period
 January 11, 2019.....Last Day of Classes/J-Term Ends

SPRING TRIMESTER (10 WEEKS)

February 25, 2019.....Classes Begin
 March 1, 2019.....Last Day to Add a Class
 March 4, 2019.....“W” Period Begins
 April 5, 2019.....Last day to drop with “W”
 April 6, 2019.....“F” Period Begins
 May 13, 2019.....Spring Term Ends

SPRING I TERM (5 WEEKS)

February 25, 2019.....Classes Begin
 February 27, 2019.....Last Day to Add a Class
 February 28, 2019.....“W” Period Begins
 March 20, 2019.....Last Day to Drop With a “W”
 March 21, 2019.....“F” Period Begins
 April 5, 2019.....Spring Term I Ends

SPRING II TERM (5 WEEKS)

April 8, 2019.....Classes Begin
 April 10, 2019.....Last Day to Add a Class
 April 11, 2019.....“W” Period Begins
 April 24, 2019.....Last Day to Drop With a “W”
 April 25, 2019.....“F” Period Begins
 May 13, 2019.....Spring Term II Ends

MAY-TERM

May 20, 2019Classes Begin
 (Must Add/Drop by Noon/"W" Period Begins 1:00 p.m.)
 May 21, 2019....."W" Period Continues until 5:00 p.m.
 May 22, 2019....."F" Period Begins
 May 27, 2019Memorial Day Holiday (Night Classes Meet)
 May 31, 2019.....May Term Ends

SUMMER TRIMESTER (10 WEEKS)

June 3, 2019Classes Begin
 June 7, 2019Last Day to Add a Class
 June 10, 2019....."W" Period Begins
 July 4, 2019Holiday (Night Classes Meet)
 July 5, 2019.....Last Day to Drop With A "W"
 July 6, 2019....."F" Period Begins
 August 9, 2019.....Summer Term Ends

SUMMER I TERM (5 WEEKS)

June 3, 2019Classes Begin
 June 5, 2019Last Day to Add a Class
 June 6, 2019....."W" Period Begins
 June 19, 2019Last Day to Drop With a "W"
 June 20, 2019....."F" Period Begins
 July 4, 2019Holiday (Night Classes Meet)
 July 5, 2019.....Summer Term I Ends

SUMMER II TERM (5 WEEKS)

July 8, 2019Classes Begin
 July 10, 2019Last Day to Add a Class
 July 11, 2019....."W" Period Begins
 July 24, 2019Last Day to Drop With a "W"
 July 25, 2019....."F" Period Begins
 August 9, 2019Summer Term II Ends

WILLIAM CAREY UNIVERSITY HISTORY

William Carey University had its earliest origins in Poplarville, Mississippi, when the noted educator W. I. Thames opened Pearl River Boarding School in 1892. A disastrous fire destroyed the school in 1905. Professor Thames moved to Hattiesburg where he opened South Mississippi College in 1906. South Mississippi College, under the leadership of Professor Thames as its president, quickly gained a reputation for having a strong faculty, especially in art, music, history, and home economics. After a fire destroyed the immense administration building, including classrooms, library, and a 1500-seat auditorium, the young institution was forced to close.

In 1911 W. S. F. Tatum, wealthy lumberman and Methodist layman, acquired the property and offered it as a gift to the Baptists. He set two conditions: successful operation of a Christian school for girls for five years and an enrollment of at least 100 students the first year. In September, 1911 the school opened with a new name, Mississippi Woman's College, under the leadership of President W. W. Rivers. In November, 1911 the debt-free college was offered to the Mississippi Baptist Convention and was accepted.

The growth of Mississippi Woman's College was a source of pride for Mississippi Baptists. Under the leadership of President J. L. Johnson, Jr. from 1912 to 1932, a splendid new administration building was completed in 1914 and named Tatum Court in honor of the college's major benefactor. New brick dormitories were added (Ross and Johnson Halls) as well as an infirmary and a model home, which was used as a laboratory for domestic science classes. During this period, the campus expanded to 40 acres.

An early objective of Mississippi Woman's College was to train intelligent, concerned citizens who could establish Christian homes. By 1925 college stationery boldly proclaimed on its letterhead, "Mississippi Woman's College: The School with a Mission." The student body dedicated itself to the mission of the college. Such dedication accounts for Mississippi Woman's College becoming known by the late 1920s as one of the South's outstanding Christian colleges for women. Continued growth and an emphasis on missions characterized the presidency of Dr. W. E. Holcomb from 1932 to 1940.

When the exigencies of the depression era forced the college to close in 1940, its facilities were used as housing for army officers from Camp Shelby. In 1946 Mississippi Woman's College underwent major renovations and re-opened. Dr. I. E. Rouse was elected president in 1946 and served until 1956. In 1953 the Mississippi Baptist Convention voted to move the college into coeducational status after more than four decades of serving as a female institution. This vote necessitated a new name for the institution. In 1954 the board of trustees selected the name of William Carey College in honor of the eighteenth century English cobbler-linguist whose decades of missionary activity in India earned him international recognition as the "Father of Modern Missions."

Under the leadership of Dr. J. Ralph Noonkester as president, William Carey College enjoyed significant growth. In 14 years, a total of 14 new buildings rose on the Hattiesburg campus. The college attracted national attention with baseball, basketball, and tennis teams, the traveling chorale, the theatre performance groups, scientific honor societies, student mission efforts, a large number of mission volunteers, and a high percentage of acceptances to medical school. Dr. Noonkester served as president from 1956 to 1989.

In 1968 William Carey entered a new era when it announced a merger with the prestigious Mather School of Nursing in New Orleans. Accredited BSN courses were offered in educational facilities at Southern Baptist Hospital in New Orleans. The nursing program was later moved to the campus of New Orleans Baptist Theological Seminary and expanded to the Hattiesburg campus.

In the early 1970s, several school districts on the Mississippi Gulf Coast requested that Carey offer graduate education courses on location, and the M.Ed. degree was offered at several schools along the coast. Another dimension opened for the institution in 1976 with the purchase of the Gulf Coast Military Academy campus in Gulfport, and Carey established a permanent presence overlooking the Gulf of Mexico. Business courses were added, as well as a nursing degree, until a full blown campus was developed. . Known as Carey on the Coast, the extension campus operated on Highway 90 until it was completely destroyed by Hurricane Katrina in 2005. Thirty acres were purchased in the Tradition Planned Community, and the beginning of a new campus was constructed. An additional 20 acres were eventually added, and WCU–Tradition set a record enrollment of 1152 students in the fall of 2015.

In June 1989 Dr. James W. Edwards was elected as the seventh president and served until 1997. Under his leadership, enrollment in church-related vocations increased, the art program at Carey on the Coast was upgraded, the college debt was restructured, and a trimester system was inaugurated. The Lucile Parker Gallery was opened on the Hattiesburg campus, and the Sarah Gillespie Art Gallery was upgraded. A campus beautification project was inaugurated.

Dr. Larry W. Kennedy served as president from 1998 to 2006. Many physical improvements were made to existing facilities. New construction on the Hattiesburg campus included the nursing building, Fail-Asbury Hall; the education classroom building, Lorena Roseberry Smith Hall; Donnell Hall, which houses the Center for the Life and Work of William Carey; soccer fields; an intramural field, and the Milton Wheeler baseball field. The college's \$7.5 million debt was paid off ahead of schedule. In 2005 all three campuses were affected by Hurricane Katrina, with the Coast campus being completely destroyed. In 2006 the status of the institution was changed from college to university to honor its growth and enhance its potential in an increasingly global environment, thus the name was officially changed to William Carey University.

In February 2007, Dr. Tommy King was named the ninth president of the university, the first alumnus to serve in this position. Under his leadership, the university completed the Larry Kennedy Sports Complex, the Milton Wheeler Baseball Field, the Joseph and Nancy Fail Softball Field, and Byrd and Braswell residence halls. In 2009 the Coast campus was relocated to the newly built Tradition campus, Smith/Rouse Library was expanded, and the Sarah Ellen Gillespie Museum of Art was dedicated. In 2010 the Joe and Virginia Tatum Theatre and the first buildings of the College of Osteopathic Medicine (COM) were completed. In 2011 the Asbury Administrative Center, the third building in the medical school complex, was completed. Also, the former facilities building was renovated to become the Old Cobbler Shop, Hackelton, Student Center. In 2012 McMillan Hall underwent major renovations and an expansion that doubled its size. In 2013 the 92-bed Davis Hall was completed, bringing residential occupancy up to 750 beds. In 2014 the Randy and Brenda Ross Anatomy Wing of the COM, the Bass Memorial Chapel, the Warren prayer garden, and the new School of Business Building were completed.

Dr. King led the university to establish new academic programs and to add new athletic teams. In 2008 the Southern Association of Colleges and Schools raised the institution to Level V status, which permits the granting of doctoral degrees. A Master of Biomedical Science degree was added in 2009. In 2010 the inaugural class of the College of Osteopathic Medicine began, the specialist degree in higher education administration was offered. The Bachelor of Music in contemporary worship degree was added in 2011. The M.Ed. in educational leadership, Ed.D. and Ph.D. in higher education administration, Ph.D. in nursing education and administration, and department of criminal justice began in 2012. The intercultural studies major was first offered in 2013. An additional education doctoral degree, the Ed.D. in educational leadership K-12, was first offered in 2015. The Doctor of Physical Therapy program, established in 2014, admitted its first students in the fall of 2016. Tennis was reinstated to the athletic program in 2009, with cross country and women's golf added in 2010-2011. Track and field for men and women began in fall of 2012. Indoor track and field was added in the fall of 2015 and volleyball was added in 2016. A multi-use facility to house volleyball, intramural basketball, JV basketball practice and band was completed in the fall of 2016. A state of the art track and field facility was completed in the spring of 2017.

On January 21, 2017, the Hattiesburg campus suffered a severe tornado, resulting in damage to nearly all campus facilities. Six buildings were damaged beyond repair: Tatum Court, Ross Hall, Johnson Hall, Ross Anatomy Wing of the College of Osteopathic Medicine, 512 Tuscan, and a building off campus that was not in use. For the remainder of the winter 2017 trimester, classes were completed online or were housed at off-campus locations. The University of Southern Mississippi provided residential space and services for students and academic and administrative space for several programs. Area churches and other educational institutions also generously offered space. By the beginning of the spring trimester, seven residence halls were repaired and reopened to welcome students back to campus. Several academic buildings were also restored to the point that classes for most programs could be held on campus. Over the course of nine months, all buildings were repaired. Groundbreaking for the School of Pharmacy at Tradition took place in April 2017, and the dedication of the new Clinton gym addition was held in May 2017.

The Asbury Academic Center, which houses the Lucile Parker Gallery as well as faculty offices and classrooms, was dedicated in April 2018, and the addition to Tatum theater was dedicated in May, 2018. Ross and Johnson Halls will be completed in the summer of 2018. A new Tatum Court administration building is scheduled for completion in December 2018.

The university has been recognized by *U.S. News & World Report* as a "Great School, Great Price" and as a "Top Tier Regional University," as well as a "Military Friendly School" by Victory Media for six consecutive years. The university has also been ranked in the top 100 "Best Value" in the United States by Educate to Career's College Rankings Index.

The university is organized into the following academic units: the Ralph and Naomi Noonkester School of Arts and Letters; the School of Natural and Behavioral Sciences; the School of Business; the School of Education; the Donald and Frances Winters School of Music and Ministry Studies; the College of Health Sciences; and the College of Osteopathic Medicine.

The dramatic developments over the years demonstrate that William Carey University has accepted William Carey's challenging motto:

“Expect great things from God; attempt great things for God.”

GOVERNANCE

William Carey University is a nonprofit corporation operating as an institution of higher learning from its domicile in Hattiesburg, Mississippi. The university operates under the governance of a board of trustees elected by the Mississippi Baptist Convention.

Locations

William Carey University has two campuses:

Hattiesburg is the home of the main campus, founded in 1906. On 150 acres, the university is conveniently located on the south side of the city. Hattiesburg is known as the "Hub City" because it is located at the intersections of Interstate 59 and U.S. Highways 49, 98 and 11. The city is centrally located less than 100 miles from the state capital of Jackson, as well as the Gulf Coast, New Orleans and Mobile. With a population of nearly 50,000, Hattiesburg is the educational, retail and medical center for the southeast Mississippi region.

The William Carey University—Tradition Campus is located on Highway 67 in Biloxi. The 50-acre campus has two state-of-the-art buildings housing administrative and academic offices and classrooms equipped with the latest technology, a guard house and facilities building. A new pharmacy building and academic building are under construction. This campus opened for classes in the fall of 2009.

This campus opened for classes in the fall of 2009.

Accreditation

William Carey University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, 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 William Carey University.

All normal inquiries regarding the operation of the university, including admissions, financial aid, educational programs, and other operational matters should be addressed directly to the university and not to the Commission. The Commission should be contacted only if there is evidence of significant non-compliance with the requirements or standards for accreditation.

The music department of the Winters School of Music and Ministry Studies is an accredited institutional member of the National Association of Schools of Music. The music therapy program is accredited by the American Music Therapy Association. The Joseph and Nancy Fail School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, (202-887-6792); by the board of trustees, Institutions of Higher Learning of the State of Mississippi,

and approved by the Louisiana State Board of Nursing. Programs in education are approved by the Mississippi Department of Education using NCATE standards.

William Carey University College of Osteopathic Medicine is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address and phone number of the accrediting agency are: Secretary, COCA; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; Telephone 312/202-8124; Fax 312/202-8424.

The right to grant masters degrees was approved for William Carey College on December 12, 1972, when the Southern Association extended Level III status to the institution, and the Specialist in Education degree program was subsequently approved in 1978. In December 2008, William Carey University was raised to Level V, and approval was granted to offer the Doctor of Osteopathic Medicine (D.O.) degree.

The university holds membership in the following professional organizations: American Association of Colleges for Teacher Education, Mississippi Association of Colleges of Teacher Education, Private Colleges of Education in Mississippi, American Association of Colleges of Nursing, Southern Council of Collegiate Schools of Nursing, National League for Nursing, Mississippi Association of Independent Colleges, and the American Council on Education.

The School of Education at William Carey University is accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Teacher Preparation (NCATE/CAEP), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Hattiesburg and Biloxi. Programs in education are approved by the Mississippi Department of Education.

Institutional Effectiveness

Engaging in a continual quest for quality, the university maintains a comprehensive system of planning and evaluation in all major aspects of the institution. The university uses the institutional mission statement as the foundation for evaluation. By using a variety of assessment methods, the institution implements its evaluative results to improve the education programs and support activities. The institution's effectiveness in achieving its established goals determines educational quality. As part of its annual planning process, the university uses assessment results for continual improvement of academic programs, student learning, and support services.

Nondiscrimination Statement

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the bylaws of the university, William Carey University does not discriminate against any person on the basis of race, color, national or ethnic origin, sex, gender, age, or disability in admissions or in the administration of its education policies, scholarships, loan programs, athletic and other school-administered rights, privileges, programs, and activities generally accorded or made available to students at the school.

William Carey University College of Osteopathic Medicine (WCUCOM) will not discriminate on the basis of race, gender, sex, color, religion, creed, national origin, age or disabilities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Academic Affairs, 710 William Carey Parkway, Hattiesburg, MS 39401 (601) 318-6101.

Policy on Privacy of Student Records

Under the “Family Educational Rights and Privacy Act of 1974” as amended, William Carey University students have the right to inspect and review any and all records, files, and data directly related to them. The university will not ordinarily release students’ records to any outside agency without the written consent of the student. Consent forms are available in the registrar’s office and on the WCU website.

William Carey University will release “directory information” on students to any interested member of the public unless the student requests in writing that it be withheld.

WILLIAM CAREY LIBRARY SYSTEM

The mission of the William Carey University Libraries is to provide a learning environment that meets the information needs of the university’s students, faculty, and staff. This mission is accomplished through the provision of information resources and services that support the teaching, learning, research, and service needs of the university community.

William Carey University Libraries’ resources are available to the university’s students, faculty, and staff, as well as to sanctioned visitors and guests. Sanctioned visitors and guests may include members of the local clergy or staff of a local church, special guests of the WCU president or board of trustees, and alumni of William Carey University. Upon registration with WCU Libraries, sanctioned visitors and guests may check out books and may use WCU Library facilities.

WCU Libraries’ online collection includes over 50 research databases comprising e-journals and e-books. This online collection is accessible through the WCU Libraries website from any WCU on-campus computer. WCU students, faculty, and staff can also access online collections from any off-campus location via the WCU Libraries website by utilizing their WCU email addresses and passwords as logins when prompted for full-text access. Licenses for databases, electronic books and journals, and other online materials prohibit access to these materials by individuals who are not WCU students, faculty, or staff.

The WCU Libraries’ graduate research collections are located at the Dumas L. Smith/I.E. Rouse Library on the Hattiesburg campus, and at the Tradition Campus Library. Smith/Rouse Library houses over 62,000 print and media items. The Tradition Campus Library houses over 9,000 print and media items. An online catalog, accessible through the WCU Libraries website, provides information about all library holdings, including the location of physical items. All items in the collection are available for checkout at any WCU Library. Requests for items from a non-WCU library can be made by completing the interlibrary loan form on the WCU Libraries website: www.wmcarey.edu/library.

WCU Libraries develops and maintains services that support the missions of the library and the university. Library hours of operation for each facility are available on the library’s website, including regular trimester hours and special hours for trimester breaks, holidays, and mini-sessions. Other services available at all library locations include interlibrary loan

for requesting materials that are not owned by WCU Libraries, reference and information services provided by experienced library staff, workshops in the use of library and information resources, and email and text reference services.

The Dumas L. Smith/I. E. Rouse Library

The Smith/Rouse Library on the Hattiesburg campus houses books, periodicals, music scores, microforms, and other library materials that support the university's graduate school curriculum. A computer lab is available in the Smith/Rouse Library with access to the Internet, as well as to word processing, spreadsheet, and presentation software. Printing and photocopying services are provided, as well as a microform reader/printer, and audiovisual equipment. Group study rooms for two to six persons are available on a first come, first served basis, and a classroom equipped with student computers is available for targeted reference instruction.

Smith/Rouse Library houses the Clarence Dickinson Collection, which contains over 1,700 books, including many rare hymnals and psalters, scores, manuscripts, recordings, an antique piano, paintings, and memorabilia relating to the history of hymnology. The Frances Winters Hymnology Collection and the William Carey University archives, which documents and preserves materials relating to the history of the institution, also call Smith Rouse Library home.

Tradition Campus Library

The collection at the Tradition Campus Library includes books, journals, and audiovisual materials that support the curriculum offered at this campus. Computers with Internet connections and access to word processing, spreadsheet, and presentation software are also available. Printing and photocopying services are provided, and small study rooms can be used for groups of two to six.

CENTER FOR STUDY OF THE LIFE AND WORK OF WILLIAM CAREY, D. D. (1761-1834)

Donnell Hall, Hattiesburg Campus

<http://www.wmcarey.edu/carey/>

Bennie R. Crockett, Jr. and Myron C. Noonkester, Co-directors

The life and work of William Carey, D. D. (1761-1834) define the mission of William Carey University. A self-educated cobbler and pastor from the English midlands, Carey heralded the formation of the Baptist Missionary Society in 1792 with his watchword "Expect great things; attempt great things" and his missions pamphlet *An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathens* (1792). The following year, in 1793, he and his family journeyed to India to undertake Christian mission work. Over the next 41 years spent primarily in Serampore, Bengal, Carey labored to show himself approved as an evangelist, Bible translator, social reformer, educator, linguist, and botanist. "Serampore" became synonymous with earnest spirituality, intellectual renaiss-

sance, and social improvement. Directed by Carey and colleagues William Ward and Joshua and Hannah Marshman, the Serampore mission printed the Bible in numerous Indian dialects, pioneered the education of Indian women, campaigned against caste and widow-burning, and brought numerous converts to a saving knowledge of Christ.

Carey's understanding of mission prompted him to publish Bibles, grammars, and dictionaries of several Indian languages. He also edited two important botanical works, *Hortus Bengalensis* (1814) and *Flora Indica* (2 vols., 1820, 1824). Putting to practice his scholarly work, Carey and his colleagues founded Serampore College (1818) and the Agricultural and Horticultural Society of India (1820). Carey also helped to start savings banks in India, brought one of the first steam engines to India, and published India's first periodical, *The Friend of India*. In recognition of Carey's accomplishments, Brown University awarded him the Doctor of Divinity degree (1806) and the Linnaean Society of London registered him as a fellow. Carey's comprehensive vision of Christian faith and practice forms a model that faculty and students at William Carey University strive to attain.

Initiated in the summer of 2000, the purpose of the Center for Study of the Life and Work of William Carey is to promote an understanding of the accomplishments of William Carey (1761-1834) and to enhance appreciation of the religious, cultural, scientific, and historical contexts in which Carey worked in Britain and India. Carey, a figure of international significance, and his work as a Christian missionary, social reformer, linguist, botanist, and educator in India, 1793-1834, are the interests of the Center.

Specific objectives of the Center include the following:

- to map and inventory sources of knowledge regarding Carey's mission in repositories such as the Carey Library at Serampore College, the Angus Library at Regent's Park College, Oxford and the Northamptonshire Record Office, United Kingdom;
- to present knowledge regarding Carey's mission, primarily through a website, which includes (a) photographic images of Carey, Carey biographies, Serampore memorabilia, and letters and journals relevant to Carey; (b) an annotated bibliography of works regarding Carey's mission featuring reviews and, if available under copyright law, the works themselves; (c) a devotional section; (d) up-to-date scholarship regarding Carey's mission; and (e) a remarks page;
- to preserve in appropriate form as many texts and artifacts related to Carey's mission as feasible;
- to seek external funding support from foundations, denominational agencies and philanthropists, particularly in order to facilitate the travel necessary to reconnoiter and acquire in appropriate form the diverse sources relative to Carey's mission that are scattered from Serampore to Denmark, from Rhode Island to the United Kingdom;
- to sponsor research related to the mission of William Carey.

Related to William Carey University's identity, the Center's activities are designed to:

- identify the Christian, scholarly, and mission aims of William Carey University;
- involve numerous disciplines taught by the university;
- promote collegiality by offering faculty and students an opportunity to interact in a common inter-disciplinary purpose; and
- offer the university a visible and distinguished stake in realms of scholarship and mission activity.

The Center for Study of the Life and Work of William Carey, D.D. (1761-1834) has received local, national, and international acclaim. Soon after the public release of the Center's web site in March, 2001, the Australian-based Asian Studies Monitor, a clearing-house for academic study of Asian-related materials, awarded the Center a "five-star, essential rating."

The Center has had the opportunity of providing primary and secondary source materials for local churches, Christian mission enthusiasts, students of all ages, scholars, and international researchers as they have sought information about William Carey and the Serampore mission. In addition, since 2001, the Carey Center's web site has received millions of visits from people throughout the world.

Such widespread interest in the Center underscores the international importance that William Carey (1761-1834) continues to hold. On May 3, 2006, the Center opened and dedicated its permanent home in Donnell Hall. The initial exhibit in the museum, "Beyond Expectation, William Carey Revealed..." contained 116 items (i.e., artifacts, historic Bibles, books, manuscripts, portraits, and prints) in five categories: Bible Translator, Missionary, Linguist, Social Reformer, and Scientist.

Examples of significant items held in the Carey Center include many period manuscripts, books, maps, prints, botanical and engraved prints, coins, medals, stamps, and a tea infuser; William Carey's Serampore Press Bible translations and his personal 1766 childhood spelling dictionary; Joshua Marshman's *Clavis Sinica: Elements of Chinese Grammar*; William Ward's *A View of the History, Literature, and Religion of the Hindoos*; David Brainerd's *Journal Among the Indians*; the Baptist Missionary Society's *Periodical Accounts*; and bound volumes of *The Boston Recorder*, the earliest religious periodical in America. In addition, microfilm copies of the Baptist Missionary Society records (1792-1914) add a significant resource for missionary, historical, and theological researchers.

VEHICLE REGISTRATION

Registration of motor vehicles is a part of the academic registration procedure at the beginning of each year for all students who are permitted to bring cars on the campus. Students who bring unregistered vehicles on campus after any registration period must register them immediately after arrival on the campus. All university employees and students shall register their vehicles and secure a registration decal from the student development office. Failure to register a vehicle, to use the proper decal, or to observe all traffic regulations will constitute a violation and subject the violator to certain penalties.

CAMPUS HOUSING

Students desiring campus housing should contact the director of housing on the Hattiesburg campus for information and fee schedules.

CAMPUS SAFETY AND SECURITY

Campus security personnel are located at four stations on the Hattiesburg campus and are available 24 hours a day. Security personnel at Tradition are located at the campus security station. Any crime or suspicious activity should be reported promptly to campus security: Hattiesburg (601) 318-6300.

STUDENT RIGHTS AND RESPONSIBILITIES

Every student is expected to display proper conduct. The university reserves the right to require at any time the withdrawal of a student whose conduct or academic work does not meet university standards. University policy regarding student rights and responsibilities for both undergraduate and graduate students is stated in the student handbook, *The Translation*.

STUDENTS WITH DISABILITIES

Every reasonable effort will be made to meet the special needs of students who qualify under Section 504 and ADA disability criteria. Eligibility for special accommodations will be available to students who are officially enrolled at William Carey University, who meet all university program requirements, and who meet the definition of disability as defined by the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The definition of disability includes any person who "has a physical, emotional, or mental impairment which substantially limits one or more of life's major activities; has a record of disability, or is regarded as having a disability" (P. L. 101-336).

To obtain service or for more information, contact the office of student services or refer to the policies and procedures outlined in *The Translation*.

TECHNOLOGY RESOURCES

William Carey University provides a variety of technology resources to support student learning. These resources include the Indigo Student Self Service Portal, Canvas learning management system, student e-mail accounts, remote access to library database resources, and "Carey Air" a university-wide unified wireless network.

The Indigo Portal allows students to access their campus information including course registration, course offerings, unofficial transcripts, job searches, billing information, schedules, financial aid information, and grades. The portal also allows students to pay tuition and fees online. William Carey University does not mail individual grade reports.

Many courses incorporate information technology both within the classroom and remotely through the internet. The university uses Canvas for communicating and engaging students with course content, assignments, discussions, and online conferences. **Students are required to access their WCU email and Canvas accounts as quickly as possible so**

that faculty and administrative offices will have a reliable means of communication with the student.

More information about distance learning is available at www.wmcarey.edu/elearning. Canvas is available at wmcarey.instructure.com.

A student technology guide is available for download at <http://indigo.wmcarey.edu/help/guide>. This guide is constantly updated to reflect any changes as the office of information technology is constantly working to bring new and improved services.

ADMISSIONS INFORMATION

General Admission Requirements

Each applicant to graduate programs at William Carey University must

1. complete online application for graduate admission (available at www.wmcarey.edu);
2. pay the \$40 graduate application fee. This fee may be paid online at the time of application or submitted by mail to William Carey University, Office of Graduate Admissions, WCU #155, 710 William Carey Parkway, Hattiesburg, MS 39401.
3. hold a baccalaureate degree from an accredited college or university;
4. provide official transcripts of all college work completed to date. *An official transcript is defined as one mailed or eScripted directly from one institution or agency to another. It bears the institution's or agency's seal, the signature of the registrar, and the date of issuance.* Transcripts may be mailed to William Carey University, Office of Graduate Admissions, WCU #155, 710 William Carey Parkway, Hattiesburg, MS 39401.

In addition to these requirements, **the applicant must meet any additional requirements as put forth by the respective graduate degree programs.**

Applications for admission to graduate programs must be submitted by the Monday of general registration week. Consideration will be given to applications that are late due to extenuating circumstances.

Incomplete Admission Status

A student who appears to be eligible for admission but is unable to supply certain required records prior to registration may be allowed to register on an incomplete basis for one trimester. Students who do not provide all official documents required for admission by the end of the term will not be allowed to continue in the program. Permission for incomplete registration does not indicate official acceptance into William Carey University. **No financial aid will be processed or paid on students who have not been officially accepted.**

Readmission

A student who has not enrolled in a course within the past 12-month period must apply for readmission at the William Carey University website (www.wmcarey.edu).

Early Admission

A candidate for a baccalaureate degree at William Carey may apply for early admission to the graduate program, and may enroll for graduate credit in courses not required for completion of the baccalaureate degree provided that the student is within six hours of meeting degree requirements and has a cumulative grade point average of 3.0 on a 4.0 scale. A student may take only six hours of graduate courses prior to meeting the requirements of the baccalaureate degree. Participation in the early admission program is limited to one trimester only.

International Students

William Carey University is authorized by the Department of Homeland Security (DHS) to enroll nonimmigrant alien students on the Hattiesburg campus only. International students who wish to be admitted to William Carey University must meet the requirements listed below.

1. **Application**—Application for admission can be downloaded from the Carey website (www.wmcarey.edu). Applications may also be requested by mail through the Office of Graduate Admissions on the Hattiesburg campus. A US\$40 application fee, which allows for a student's application to be processed, should be mailed to the Office of Graduate Admissions at WCU #155, 710 William Carey Parkway, Hattiesburg, MS, 39401.
2. **Academic Records**—Academic records indicating graduation from any institution(s) of higher education or official transcript(s) from U.S. institution(s) attended are required. An official transcript is defined as one mailed directly from one institution to another. All records must be in English before an I-20 from William Carey University is issued.
 - Transcripts from foreign institutions must be sent to : *World Education Services* (www.wes.org) for credential evaluation. The results from the evaluation must be mailed to William Carey University. This process takes from 30 to 60 days.
 - Transcripts may be mailed to Office of Graduate Admissions at WCU #155, 710 William Carey Parkway, Hattiesburg, MS, 39401.
3. **Language Proficiency**—Students who are not from nations where English is considered the official or second language are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 523 is required on the paper-based TOEFL; a minimum score of 193 on the computer-based TOEFL; or a minimum score of 70 on the internet-based TOEFL. Students who wish to take the IELTS must meet the minimum requirement score of 5.5. Students who do not meet the minimum English proficiency required are invited to apply for admission the William Carey University English Language Center.

4. **Certification of Finances**—Proof of financial support for the duration of the international student's stay in the United States is required. This document can be downloaded from the Carey website (www.wmcarey.edu).
5. **Proof of Immunizations**—Documented proof of two immunizations for measles, mumps, and rubella (MMR) if born on or after January 1, 1957. Additionally, each student must have a chest x-ray and Interferon Gamma Release Assay (IGRA) performed in the United States and submit the results to the office of international admissions prior to starting class.
6. **Proof of Major Medical Coverage**—Proof of medical coverage while attending an institution of higher education in the United States is required. **All international students are required to take a policy with the university. Students will be assessed for the policy coverage at the beginning of each trimester.** More information on the health insurance policy adopted by William Carey University is available online (www.wmcarey.edu).

Additional Information—In order to receive an F-1 visa, international students must schedule an appointment with the nearest U.S. consulate or embassy in their country within 90 days of departure. They must take along their documentation, letter of acceptance, and I-20 for presentation and review. The Department of Homeland Security (DHS) recommends the entering student be honest and have copies of all documentation sent to William Carey University available for review by the U.S. custom official at the consulate, embassy, or U.S. port of entry. Custom officials may at any point of the student's travel to the United States deny him/her entry into the country.

The Office of Graduate Admissions may receive faxed copies; however, original documents must be mailed and placed in the student's file before any decision can be made.

International students should refer to the university calendar for dates of trimester breaks and religious and national holidays (i.e. Thanksgiving, Christmas) in preparation for holiday travel.

Questions or concerns should be directed to the director of international admissions on the Hattiesburg campus, 601-318-6103 or 800-962-5991 (toll free).

Transfer Courses

No more than six semester hours may be transferred from another institution and applied toward an M.Ed., Ed.S., M.B.A., M.S.N., Ed.D., or Ph.D. Nine hours may be applied toward an M.S. degree in programs that require more than 36 hours. A maximum of 15 hours from another institution may be transferred into the Ph.D. in nursing education and administration. Transfer credits will be applicable only if they contribute to the overall plan of study designed for the student. No graduate work carrying a grade of less than a "B" will be accepted. All transfer credits must meet the six-year limit on the completion of the degree. Independent study credit earned at another institution will not be accepted.

Second Master's Degree

A student holding a master's degree may apply for a second master's degree in another area. Moreover, students holding the M.Ed. may apply for a second M.Ed. in another certification area. Students must meet all admissions and degree requirements for the second degree. A candidate for a second degree may use six hours of graduate credit from the first degree toward a second degree in education or business and nine graduate hours toward a second degree in psychology programs. A student must complete all requirements for the first degree before applying for or beginning a second degree. This applies to all degrees. Courses to be applied toward a second degree must have the approval of the dean, and grades in such courses cannot be below a "B."

Dual Degree

The Master of Science in Nursing—Master of Business Administration is an integrated dual degree program requiring students to complete a minimum of 53 semester hours to graduate. To complete requirements for the dual degree, students must complete the individual requirements for the integrated program. Individual degrees will not be awarded for either program. No more than six semester hours of M.S.N. coursework may be transferred from another institution and applied toward the M.S.N.–M.B.A. dual degree. No more than six semester hours of M.B.A. coursework may be transferred from another institution and applied toward the M.S.N.–M.B.A. dual degree.

Changing Major or Emphasis

When a student changes from one major or degree to another or changes emphasis within the major where there are different requirements for admission, the student must reapply and meet the requirements of the new program.

FINANCIAL INFORMATION

Graduate Fees

(per trimester, unless otherwise indicated)

Tuition (per trimester hour)	\$370
Master's Nursing Tuition (per trimester hour)	\$390
Ph.D. Nursing Tuition (per trimester hour)	\$540
Ed.D. and Ph.D. Tuition (per trimester hour)	\$410
Specialist in Education Tuition (per trimester hour)	\$370
Physical Therapy Tuition (per year)	\$33,000
Auditing a Course	one-half the regular tuition cost
Application Fee	\$ 40*
General Fee	\$100*
Art Fee for Studio Classes (per class)	\$ 30
Art Deposit for Supplies (\$75 for ceramics classes/\$200 for sculpture classes)	\$75/\$200
Late Registration Fee	\$ 50*
Late Payment Fee	\$ 50*
Deferred Payment Plan Fee	\$ 40*
Late Deferred Payment Fee	\$ 30*
Drop Course Fee	\$ 75*
Administrative Fee for Withdrawal	\$ 50*
Course Validation Fee (per trimester hour)	\$ 75
Directed Reading Fee (per trimester hour above the regular tuition rates)	\$ 75
Graduation Fee — Master's	\$ 100*
Graduation Fee — Specialist and Doctoral	\$ 150*
Late Graduation Fee (additional fee)	\$ 100*
Returned Check Fee	\$ 50*
Transcript Fee (mailed/faxed)	\$5/\$10
Online Course Fee (per hour)	\$10
Medical Compliance Tracking Fee (one-time fee for nursing program)	\$35

* nonrefundable fees

For housing deposits, board, and dormitory rates, refer to undergraduate catalog.

One-half tuition and fees is required at registration for official enrollment.

Fees are subject to change without notice.

TERMS OF PAYMENT

All fees are due and payable upon registration prior to the beginning of each trimester. Returning students who pre-registered must make payment arrangements with the business office by the end of the day on Thursday before the start of each term in order to avoid a \$50.00 late payment fee, unless otherwise stated. Returning students who fail to register for the next trimester during the pre-registration period will be assessed a late registration fee of \$50.00. New students who register on general registration day must make payment arrangements at the time of registration in order to avoid a \$50.00 late payment fee. **After registering, all students should access their schedule of classes and charges through their current ledger on the Indigo portal to ensure that all information is correct.**

The university offers a deferred payment plan for students who elect not to pay in full at the time of registration. There is a \$40 fee assessed each trimester for the privilege of using the deferred payment plan. In order to register under this plan, a student must pay all remaining balances from previous trimesters and a minimum of one-half the tuition, fees, room, and board charges after deducting any student loans, grants, and scholarship amounts. The remaining trimester balance can be divided into two equal payments with payments due at the times specified in the business office and on the university website. Students with a balance owed who fail to set up on the deferred payment plan by the end of the first week of class will be automatically charged an additional \$50 late payment fee. Failure to make payments by the due dates specified will result in a \$30 late deferred payment charge the following day. If a student is more than 15 days late in making payment, the university reserves the right to terminate the student's enrollment.

Student statements will not be mailed but will be available online via the Indigo student portal. A statement can be printed from the Indigo student portal, or the student may request a copy in the business office. Throughout the trimester, the business office will send billing notifications to each student's WCU email address. Upon notification, the student is responsible for accessing his/her statement.

An account becomes delinquent after the final payment due date has passed. If satisfactory payment arrangements cannot be made, the business office will send a letter to the last known address with a final request for payment. If no response is received within ten days, the account will be sent to a collection agency. The collection agency will bill for the balance owed to WCU, plus up to an additional 33.33% for their fee. The student will be responsible for paying the collection costs as stated on the Registration Form in the section "Acknowledgement of Financial Responsibility."

When an account is not paid in full by the final payment due date, the business office will place a "HOLD" on a student's record. This "HOLD" restricts the student's ability to receive transcripts, diploma, and to register for future academic terms. Once established, the "HOLD" will remain in place until the debt is paid in full. For the security of our students' financial information, credit/debit card payments are not taken by phone. Students may pay by card through the Indigo portal.

Students wishing to give their parents or a third party access to their academic and financial records should complete the disclosure form available through the registrar's office.

WITHDRAWAL AND DROP/ADD REFUND POLICY

A portion of tuition and fees may be refunded to students who officially withdraw from the university or officially drop a course. Any claim for such refund will be based on the date on which the student files a completed request with the registrar's office through the Indigo portal for official withdrawal or dropping of a course. No refund is made when a student is dismissed for reasons of misconduct. The general tuition refund policy is applied as follows:

- During the first week of classrefund of 100% less fee*
- During the second weekrefund of 70% less fee*
- During the third weekrefund of 40% less fee*
- After the third week.....None

*\$75 fee for dropping a class/\$50 fee for complete withdrawal

For classes offered on a schedule shorter than a 10-week term, the refund period will be reduced in proportion to the length of the course. The effect of holidays on this schedule will be determined by the business office.

STUDENT CREDIT BALANCE REFUND POLICY

Refund checks are not available for pick-up on campus. Refunds for students with credit balances are issued through BankMobile beginning on Wednesday of the fifth week of the term and continuing every Friday after that until the end of the term. Financial aid, payments, or adjustments must be received in the Hattiesburg business office by the cut-off date to be considered for refunds the following week. If a student has not received his/her BankMobile information within one week of refunds being disbursed, he/she should contact the business office so that the information may be resent.

Student refunds for credit balances will be disbursed each trimester according to the dates listed in the student refunds link on the WCU website and in the business office information packet. Refunds take at least one week to process; therefore, after the first refund date, refunds will be disbursed every Friday for financial aid or payments that have been received in the Hattiesburg business office by the previous Friday.

Students who will receive a refund must indicate their preferred method for receiving funds by logging onto the website appearing in the BankMobile packet received by mail. Refund methods are:

1. Direct deposit into an existing checking or savings account
2. Activation of a BankMobile Vibe account

If a student fails to log in and make a refund selection, a paper check will be mailed. The check may be received up to 30 days after the initial refund date of the term.

FINANCIAL AID

Financial aid programs are available to graduate students who qualify. Financial aid applicants must be accepted for admission before financial aid can be awarded. Nondegree seeking students are not eligible for federal financial aid. For more information, contact the Financial Aid Office, (601) 318-6153 for Hattiesburg or (228) 897-7104 for Biloxi. Online students may contact either campus.

ACADEMIC REGULATIONS

Full-Time Course Load Limitations

The minimum course load for status as a full-time graduate student is six semester hours during a trimester.

A course load for graduate students of up to ten hours per trimester is permitted. By special permission of the advisor and academic vice president, twelve hours per trimester may be taken. No more than twelve hours may be taken.

Independent Studies/Directed Readings/Courses at Other Institutions/Correspondence Courses

Independent study and/or directed readings courses are allowed, but only in situations where a required course is not available or in unusual circumstances that prevent a student from taking a course in the normal manner. Independent study and/or directed readings courses must be taken at William Carey University and are limited to six hours. Permission from the advisor and appropriate dean is required.

Students wishing to earn credit at another institution after the program plan is submitted must seek written approval for these courses prior to enrollment. No graduate credits earned by correspondence will apply toward a graduate degree.

Grades

The university uses the following grading system:

- A is reserved for work which is definitely superior in quality.
- B is given for work which is consistently good and would be considered above average.
- C is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
- F is given when the student has failed the course.
- I A grade of "I" (incomplete), will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the instructor and the academic dean. In order to be eligible for a grade of "I", a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar's office. When the work is completed satisfactorily, the "I" may be changed to any grade assigned by the instructor. If a grade of "I" is not changed to a passing grade by the end of the next trimester, it will automatically be changed to an "F."

Degree Completion and Final Assessment

A student must complete all required work within a period of six years after enrolling in graduate programs. All master's degree programs at William Carey University require a

candidate's final assessment prior to graduation. This assessment may take the form of a written comprehensive exam, a portfolio, a capstone course, and/or oral examination.

Students who are candidates for May degrees on the Hattiesburg and Tradition campuses are required to file applications for their degrees in the registrar's office by October 15 prior to graduation. Candidates for August graduation must file application for their degrees by March 31. Late applications may be taken within 30 working days of these deadlines. There will be a \$100.00 late fee in addition to the graduation fee.

Academic Standing

A 3.0 GPA on all graduate courses taken at William Carey is required for graduation. A student whose GPA drops below a 3.0 is placed on academic probation. Students are allowed to improve their GPA by retaking courses at William Carey; however, only one grade replacement is allowed. Grades from other retakes will be averaged in with grades from other courses. Students on probation may not improve their GPA by taking courses at other institutions. **A student on academic probation must raise his/her GPA to a 3.0 by the end of the next trimester of enrollment or the student will be dismissed and cannot continue in the program.**

Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. **A student making a third grade lower than a B will be dismissed from the program.**

All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.

Academic Advising

All new students are assigned an academic advisor in their major area of interest. The academic advisor will assist the student in designing a program of study that leads to the desired degree; however, **the ultimate responsibility in the selection of courses that satisfy degree requirements rests with the student.**

Academic Honesty

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places high value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. The complete policy statement on academic integrity is in the student handbook, *The Translation*.

Attendance Regulations

Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. Excessive absences may seriously affect the work of the whole class as well as that of the individual students

who are absent. Individual faculty members set their own attendance regulations for their classes and inform their students of them; however, students must attend 80% of the class meetings in order to receive credit for the course. The total number of absences for each student shall be reported for each class by each faculty member at the time of filing trimester grade rosters.

Change of Class Schedule

(Dropping and Adding Courses)

1. No change of schedule, either in dropping a course or adding a course, may be made except by permission of the student's academic advisor and dean.
2. No student may register for a course after 10% of class meetings have occurred.
3. Courses dropped within the first five weeks of a trimester will be recorded as "W" (withdrawn). Courses dropped after the midterm will receive a grade of "F." Any student dropping a course at any time without the required approval receives an "F" in that course.
4. Courses offered in mini-terms or with special schedules will have add/drop dates proportionate to length of course.

Withdrawals

Students desiring to drop a class or withdraw from the university must do so formally in order to avoid academic and financial penalties and should contact the office of the director of graduate studies or dean of the school for the proper procedure. Students are considered officially registered upon completion of the registration packets and payment of fees even though they may not attend a class.

Right to Change Requirements

This catalog and its contents are subject to change by action of the university faculty. Possible changes include, but are not limited to, graduation requirements, admission requirements, tuition, fees, curricula, and course content. Students are responsible for reading and responding to any such changes. The university is responsible for providing information to students on those changes.

The requirements as outlined in this catalog are valid for six years from the date of issuance. After that period, a student must change to the catalog currently in use.

Transcripts

Transcripts are issued by the registrar's office.

1. An official transcript is one bearing the signature of the registrar and the seal of the university and is mailed directly to whatever official may be designated by the student.
2. When a transcript bearing the stamp "Issued to Student" is given to the person whose credits are transcribed thereon, the university assumes no responsibility for its accuracy after it leaves the registrar's office.
3. Transcripts of credit will not be issued for those students who have any type of administrative holds on their records.

Validation of Outdated Courses

Because of new developments within academic disciplines, some coursework may become outdated and not suitable for use toward a degree. The determination of whether or not a course has become outdated is made by the school or department where that course is taught. Students with outdated William Carey coursework not older than **ten years** at the point of student's initial program of graduate study may validate it by successfully passing a test or completing required work if prior approval is granted by the advisor, dean, and current instructor of that course. Outdated coursework at other institutions will not be accepted.

Graduate Committee

The Graduate Committee is charged with the responsibility of approving policy and curriculum changes in William Carey University graduate programs. The committee is composed of faculty with graduate rank and graduate students. Faculty members are selected from the School of Education, the School of Nursing, the School of Natural and Behavioral Sciences, the School of Business, the School of Music and Ministry Studies, and from departments which offer graduate courses. Specific duties of the committee are:

- To develop university policies and procedures for graduate work.
- To establish and maintain the academic standards and regulations for graduate students and faculty.
- To conduct continuous study of the graduate curriculum in its relation to the purpose of the institution and changing state requirements.
- To review and recommend—after departmental and dean approval—to the graduate faculty all modifications of existing graduate courses, course descriptions, and programs.
- To review and recommend for approval to the Academic Council all new graduate programs or the deletion of graduate programs.
- To design and publish the graduate catalog through the office of the vice president of academic affairs.

MASTER OF EDUCATION

Specialized Concentrations:

Art Education

Biology

Elementary Education

English

Emotional and Behavioral Disorders

Gifted Education

Mathematics

Mild/Moderate Disabilities

Secondary Education

Social Science



Teaching and Learning Globally



Educational Leadership



Dyslexia Therapy



Interscholastic Athletic Administration



Art of Teaching (Alternate Route)

- Elementary Track
- Secondary Track
- Mild and Moderate Disabilities Track

PROGRAM OVERVIEW

The Master of Education offers specialized concentrations: art, biology, elementary, secondary, English, gifted, mathematics, mild/moderate disabilities, social science, emotional and behavioral disorders. The program is designed to prepare individuals for careers in professional education.

GOALS AND OBJECTIVES

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.

The specific goals and objectives of the Master of Education program are to provide students with opportunities to become confident, caring, and reflective educators by

1. earning academic credentials that may allow them to advance in the chosen field of employment; (integrator of technology)
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification; (innovative thinkers)
3. expanding the students' Christian values through course work and campus activities; (life-long learners)
4. specializing in a chosen area or discipline; (life-long learners)
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; (advocate for diverse learners) and
6. becoming strong professional leaders in their chosen discipline and area of certification. (effective communicators)

ADMISSIONS REQUIREMENTS FOR THE MASTER OF EDUCATION (with the exception of the MAT)

- A. Each applicant must
 1. hold a baccalaureate degree from an accredited college or university.
 2. complete and file with the graduate education office the application packet for admission to the university. **This application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.**
 3. provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.
 4. have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative GPA presented

for the baccalaureate degree. If an applicant has a GPA below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.

5. provide two recommendations from current or past supervisors (within the last five years). Students must exhibit all of the professional dispositions developed by WCU's faculty and constituents at the acceptable level or higher. These will be included with aforementioned recommendation letters.
6. hold or qualify to hold a Class A teacher's license. If deemed necessary by the student's advisor and/or the dean, students who are licensed in Mississippi through the alternate route may be required to complete additional course work in the area of concentration to strengthen the student's academic preparation for graduate study. A copy of this license must be filed in the graduate office.
7. declare a major.

In addition to these requirements, the applicant must meet any additional requirements as put forth by the respective graduate degree, license granting organization, concentration, and/or endorsement programs.

- B. Applicants for the Master of Education degree who seek an advanced license in a different area than their education bachelor's degree will be required to take additional courses beyond the 30-hour master's degree in order to meet requirements for licensure. The additional coursework will be determined and will be listed in detail on the student's program of study.
- C. Upon special request by the student and the approval of the Graduate Committee, the teacher license requirement may be waived only for a student pursuing a graduate degree in English, biology, mathematics, or social science who is currently employed in a college, nonpublic institution or a position not requiring a teacher's license. In the event the licensure requirement is waived, the following notation will be entered upon the student's transcript: "Student does not meet requirements for teacher license." Students must request waiver in writing and must state the reason for the request.
- D. Teacher license requirements will also be waived for those students admitted to the Masters of Education in Teaching and Learning Globally program, which has no license criteria for admission or graduation.

ADMISSIONS STATUS

An applicant for the Master of Education degree program is admitted to regular or nondegree graduate status as follows:

Regular—Regular graduate admission status will be granted to those students who meet all requirements for admission to the Master of Education degree program and are actively pursuing a graduate degree.

Nondegree—Nondegree status may be assigned to those students who meet the requirements for admission, but do not otherwise wish to become a candidate for a degree. These students may be enrolling in courses for reinstatement of expired teaching licenses or to eliminate certification deficiencies at the undergraduate level prior to enrolling as

regular students. The nondegree status also applies to students who are ineligible to pursue a graduate degree but wish to take course work for nondegree purposes. No more than nine hours of credit from a nondegree status may apply toward a degree. Enrollment on nondegree status does not imply admission to any program. Nondegree status students would need to meet all admission requirements for “regular status” in order to enroll in more than nine hours of graduate credit.

Incomplete—Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration (see WCU general admission for further explanation).

OFF-CAMPUS TRANSFER COURSES

A maximum of 12 hours of off-campus WCU courses may be applied toward the M.Ed. degree. Permission from the dean and academic vice president is required for use of any additional off-campus credit. A maximum of six hours of graduate credit may be transferred from another institution. All transfer courses must be approved prior to degree application.

SUPPLEMENTAL ENDORSEMENTS

Students who wish to add a supplemental endorsement to a valid teaching license must meet the requirements set by the Mississippi Department of Education for such an endorsement. Supplemental endorsements requiring an approved program (specific coursework) are gifted education, health, mild/moderate disabilities, and remedial reading. The endorsement for emotional and behavioral disorders and severe/profound disabilities may only be added to a valid license in mild/moderate disabilities. A student must be admitted to the appropriate program to take coursework leading to a supplemental endorsement.

SUBMISSION OF PROGRAM PLAN

By the end of the first trimester of enrollment, the student must be officially accepted as a candidate for a master’s degree or supplemental endorsement program of study. A program plan sheet reflecting such acceptance will be filed with program advisor outlining the courses the student plans to take. This plan sheet must be signed by the student and the student’s advisor indicating approval. The approved program plan of study will serve as the basis for the application for degree candidacy.

Students who wish to earn credit at another institution after the program plan is submitted must seek written approval from the department admissions committee prior to enrollment in these courses. A form requesting approval of transfer credit is available in the dean’s office.

WORKSHOP CREDIT AND COURSE NUMBERING

No more than six semester hours of workshop credit may be applied toward the Master of Education degree. Three hours may apply to the area of concentration and three hours may be used as an elective. All workshops are numbered as 593 or 693 courses for master’s level, and 790 or 890 for specialist/doctoral levels, and named when offered. Special topic courses that are named when they are offered are numbered 590 or 690 and

can be taken for 1-3 hours of credit. Directed readings courses are numbered 549 or 649 for master's level and 749 or 849 for specialist/doctoral levels.

COMPREHENSIVE EXAMINATION AND DEGREE APPLICATION

The Master of Education degree comprehensive examinations for 2018–2019 will be given on these dates:

December 1, 2018 April 6, 2019 July 6, 2019

Students must submit an application to take the comprehensive examinations and an application for the degree by these deadlines:

For May graduation: October 15
For August graduation: March 31

Students must be taking their last six hours in order to qualify to sit for the comprehensive examination. Students failing any one section of the comprehensive examination may retake that portion of the examination during the same grading period. Students failing two or more sections must wait until the next scheduled test date to retake those sections. An application form is available in the School of Education or www.wmcarey.edu. A copy of the scoring rubric is also available. Applications for degree will be accepted up to 30 days after the respective deadlines. A fee of \$100 is charged for late applications.

Comprehensive examinations will not be required for those students who meet the following qualifications:

1. Acceptance into a Master of Education degree program beginning with Fall 2017 program admissions.
2. Complete an enhanced teacher performance assessment embedded as a course requirement in EDU 640 beginning with Fall 2017 enrollments.
3. Earn a grade of “B” or higher in EDU 640 beginning with Fall 2017 enrollments.

APPLICATION FOR LICENSURE

Students are responsible for making the proper application to the Mississippi Department of Education for their Class AA license. Forms are available in the registrar's office or the department of education office and online at the State Department of Education website (www.mde.K12.ms.us). The student must also complete a request of transcript form.

Completion of the degree does not automatically guarantee licensure. The student must meet all requirements for licensure specified by the Mississippi Department of Education and current law, which may dictate changes from the content of this publication.

NOTE: All education programs and requirements are subject to change due to requirements set forth by the Mississippi Department of Education and state law. The current requirements for licensure—if different from this catalog—will supersede the catalog descriptions.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

These general requirements apply to all candidates for the Master of Education degree:

1. Each student must have acquired regular graduate admissions status.
2. A minimum of 30 semester hours graduate work must be completed with a minimum grade point average of 3.0.
3. A student making a third grade of a “C” or lower may not repeat any other courses and will be dismissed from the program.
4. Only six hours of course work in general education and in the area of concentration can be taken at the 500 level. Courses taken to meet license deficiencies or add-on endorsements may not be used for the degree program.
5. Proficiency in writing and speaking the English language is a requirement for the Master of Education degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage or by other appropriate methods. An informal interview with a candidate for the purpose of determining a plan of action in this area may be requested.
6. Students must exhibit all of the professional dispositions developed by WCU's faculty and constituents at the acceptable level or higher.
7. A student must complete all required work within a period of six years after enrolling in graduate courses. This includes any required portfolios documenting field experience.
8. A written comprehensive examination will be required of each candidate prior to graduation. The contents of this examination will be determined by the graduate faculty. A student must have met all other degree requirements and be enrolled in the final six hours in order to take the comprehensive examination.

Comprehensive examinations will not be required for those students who meet the following qualifications:

- Acceptance into a Master of Education degree program beginning with Fall 2017 program admissions.
 - Complete an enhanced teacher performance assessment embedded as a course requirement in EDU 640 beginning with Fall 2017 enrollments.
 - Earn a grade of “B” or higher in EDU 640 beginning with Fall 2017 enrollments.
9. Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by special permission of the registrar. A student must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100 late fee in addition to the graduation fee.

CURRICULUM FOR MASTER OF EDUCATION DEGREE

The academic requirements for a Master of Education degree consist of 30 semester hours from three categories: (1) professional education, (2) specialized concentrations, and (3) electives. Additional courses beyond those listed below will be required for students who seek an advanced license in an area different from their education bachelor's degree, as determined by the academic advisor.

I. Professional Education

All degree curricula (except the Master of Art in Teaching, Dyslexia Therapy, and Intercollegiate Athletic Administration) require the professional core:

- EDU 620 Teacher as Researcher
- EDU 630 Historical/Philosophical Foundations of Education
- EDU 640 Curricula Planning (to be taken in the final nine hours of degree)

II. Specialized Concentrations and Electives

Art Education

Art Core (15 hours)

15 hours of art education (ART) courses

Electives (6 hours)

Two courses chosen with approval of advisor

Biology

Required Biology Courses (6 hours)

- BIO 601 Applications of the Scientific Method
- BIO 602 Systemics

Choose one of the following courses (3 hours):

- BIO 610 Environmental Impacts
- BIO 611 Microbial Ecology
- BIO 612 Recombinant DNA and Society

Electives (12 hours)—Choose three of the following:

- BIO 620 Biology of the Endangered Species
- BIO 625 PCR Theory and Applications
- BIO 630 Field Biology
- BIO 635 Genomics
- BIO 640 Animal Behavior
- BIO 645 Proteomics
- BIO 650 Mississippi Flora
- BIO 660 Population and Community Ecology

Elementary Education

Elementary Core (12)

- EDU 606 Integration of Content Curriculum
- EDU 611 Current Trends in Teaching Reading
- EDU 636 Reading/Writing Across the Curriculum
and one of the following courses
- EDU 601 Social Studies in the Elementary School
- EDU 607 Elementary School Mathematics
- EDU 609 Science in the Elementary School

Electives (9 hours)

Three courses chosen with advisor approval

English

English Courses (15 hours)

15 hours of English (ENG) courses

Electives (6 hours)

Two courses chosen with approval of advisor

Gifted Education

Gifted Courses (15 hours)

- EDU 651 The Gifted Child
- EDU 652 Teaching the Gifted Child
- EDU 653 Curricular Development for the Gifted
- EDU 654 Trends and Issues in Gifted Education
- EDU 655 Curriculum for Artistically and Creatively Gifted

Electives (6 hours)

- EDU 610 Metacognition
- EDU 625 Technology in Education
- EDU 627 Performance Assessment
- Others with approval of advisor

Mathematics

Mathematics Courses (15 hours)

15 hours of mathematics (MAT) courses

Electives (6 hours)

6 hours chosen with approval of advisor

Mild/Moderate Disabilities

Mild/Moderate Disabilities Concentration (18 hours)

- EDU 660 Organizational Procedures for Special Education
- EDU 663 Learning Disabilities
- EDU 664 Teaching Individuals with Learning Disabilities
- EDU 665 Behavior Management

- EDU 668 Intellectual Disabilities
- EDU 669 Teaching Individuals with Intellectual Disabilities

Electives (3 hours)

- EDU 608 Learning Styles and Multiple Intelligences
- EDU 617 Multicultural Education
- EDU 642 Home/School/Community Relations: Working with Parents

Prerequisite (3 hours)

- EDU 572 Survey of Exceptional Child

Endorsement in Mild/Moderate Disabilities

- EDU 660 Organizational Procedures for Special Education
- EDU 663 Learning Disabilities
- EDU 664 Teaching the Learning Disabled
- EDU 668 Intellectual Disabilities
- EDU 669 Teaching Individuals with Intellectual Disabilities
- EDU 572 Survey of the Exceptional Child (prerequisite)

Endorsement in Severe/Profound Disabled

(can only be added to the mild/moderate)

- EDU 666 Teaching Individuals with Severe/Profound Mental Retardation
- EDU 667 Internship in Working with Individuals with Severe/Profound Mental Retardation

Endorsement in Emotional and Behavioral Disorders (12 hours)

(must hold license for mild/moderate disabilities or a comparable area)

- EBD 691 Introduction to Students with Emotional and Behavioral Disorders
- EBD 692 Assessment of Students with Emotional and Behavioral Disorders
- EBD 695 Current Research & Best Practices in the Education & Treatment of Children & Youth with Emotional and Behavioral Disorders
- EBD 698 Practicum and Internship in Emotional and Behavioral Disorders

Endorsement in Gifted

- EDU 651 The Gifted Child
- EDU 652 Teaching the Gifted Child
- EDU 653 Curricular Development for the Gifted
- EDU 654 Trends and Issues in Gifted Education
- EDU 655 Curriculum for Artistically and Creatively Gifted

Endorsement in Reading (18 hours)

- EDU 602 Trends in Children's Literature
- EDU 611 Current Trends in Reading
- EDU 615 Language Arts in the Elementary School
- EDU 636 Reading and Writing Across the Curriculum
- EDU 637 Advanced Diagnosis and Correction of Reading Disability
- EDU 574 Reading in the Middle and Secondary School

Secondary Education

Secondary Core (12 hours)

EDU 625 Technology in Education

EDU 636 Reading /Writing Across the Curriculum

EDU 646 Secondary Methods

EDU 572 Survey of the Exceptional Child*

**if you had the undergraduate equivalent select*

EDU 626 Cooperative Learning

or

EDU 627 Performance Assessment

Electives (9 hours)

Three courses chosen with advisor approval

Social Science—See advisor for course requirements.

MASTER OF EDUCATION TEACHING AND LEARNING GLOBALLY

PROGRAM OVERVIEW

The mission of the Master of Education in teaching and learning globally is to prepare educators to be confident, caring, and reflective educators and facility coordinators, who become change agents for positively impacting students' lives socially, physically, emotionally, and academically.

GOALS AND OBJECTIVES

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for pre-service educators as well as advanced preparation for in-service educators.

The specific goals and objectives of the Master of Education program are to provide students with opportunities to become confident, caring, and reflective educators by

1. earning academic credentials that may allow them to advance in the chosen field of employment; (integrators of technology);
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification; (innovative thinkers);
3. expanding the students' Christian values through course work and campus activities; (life-long learners);
4. specializing in a chosen area or discipline (life-long learners);
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; (advocates for diverse learners); and
6. becoming strong professional leaders in their chosen discipline and area of certification (effective communicators).

ADMISSIONS REQUIREMENTS FOR TEACHING AND LEARNING GLOBALLY

Each applicant must

1. hold a baccalaureate degree from an accredited college or university, if a U.S. institution, or a university official government approval in the country where it is located.
2. complete and file with the graduate education office the application packet for admission to the university which must include a signed memorandum of understanding addressing that the degree will not lead to a teaching license. This application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.
3. provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official

transcript showing any additional work completed at other institutions is also required.

4. have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative G.P.A. presented for the baccalaureate degree. If an applicant has a G.P.A. below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.
5. not have taken more than 12 credit hours of graduate courses at WCU.

This degree will not lead to any type of teaching license in the State of Mississippi.

CURRICULUM FOR MASTER OF EDUCATION IN TEACHING AND LEARNING GLOBALLY

The academic requirements for a Master of Education in teaching and learning globally consist of 30 semester hours from three categories: (1) professional education, (2) teaching and learning professional courses, and (3) global professional courses. Teaching and learning professional courses and global professional courses may be selected from specialized concentrations and electives, with advisor approval.

I. Professional Education Core for Master of Education in Teaching and Learning Globally

- EDU 631 Historical/Philosophical Foundations of Education-Global Emphasis
- EDU 640 Curricula Planning or EDU 606 Integration of Content Curriculum
- EDU 641 Creating Productive Cultures in Schools
- EDU 611 Current Trends in Teaching Reading

II. Teaching and Learning Professional Courses (choose any 9 hours)

- EDU 608 Learning Styles and Multiple Intelligences
- EDU 636 Reading/Writing across the Curriculum
- EDU 610 Metacognition
- EDU 625 Technology of Education

III. Global Professional Courses (choose any 9 hours)

- EDU 663 Learning Disabilities
- EDU 668 Intellectual Disabilities
- EDL 607 Instructional Leadership
- EDL 617 Multicultural and Student Diversity

MASTER OF EDUCATION EMOTIONAL AND BEHAVIORAL DISORDERS

Additional Admission Information

License requirement may be waived if bachelors is in related field. Students move through the program in cohorts starting fall trimester.

CURRICULUM FOR MASTER OF EDUCATION IN EMOTIONAL AND BEHAVIORAL DISORDERS

The academic requirements for a Master of Education for emotional and behavioral disorders consist of 30 semester hours from three categories: (1) professional education, (2) emotional and behavioral professional specialized concentrations, and (3) experiential courses.

I. Professional Education Core (12 hours required)

EDU 620	Teacher as Researcher (3 hours)
*EDU 640	Curricular Planning (3 hours)
EDU 665	Behavior Management (3 hours)
EBD 691	Introduction to Students with Emotional and Behavioral Disorders (3 hours)

*Take within the last nine hours of degree. Non-educators may take EDU 606.

II. Emotional and Behavioral Professional Courses (9 hours)

EBD 692	Assessment of Students with Emotional and Behavioral Disorders (3 hours)
EBD 693	Program Design and Implementation for Students with Emotional and Behavioral Disorders (3 hours)
EBD 694	Working with Families of Students with Emotional and Behavioral Disorders (3 hours)

III. Experiential Courses (9 hours)

EBD 695	Current Research and Best Practices in the Education & Treatment of Children and Youth with Emotional and Behavioral Disorders (3 hours)
EBD 696	Positive Behavioral Interventions in Education and Related Environments (3 hours)
EBD 698	Practicum and Internship in Emotional and Behavioral Disorders (3 hours)

MASTER OF EDUCATION EDUCATIONAL LEADERSHIP (Principal Licensure)

Program Overview

The educational leadership program will prepare leaders to be confident, caring, and reflective decision makers. This hybrid program will equip candidates to become change agents for positively impacting their students' lives socially, emotionally, and academically.

This program meets the requirements for applying for a K-12 administrator's license upon successful completion of coursework and clinical practice. Clinical practice is also an integral part of this program. This program is 36 hours and may be completed in five trimesters or 15 months which includes 500 hours of documented activities in clinical practice. Three classes will be held in a face-to-face setting on three Saturdays per trimester.

Program Goals and Objectives

The goals and objectives for this program are instilled through the following principles:

- 1) Effective leaders develop and articulate reasonable personal and school goals;
- 2) Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
- 3) Effective leaders create nurturing and caring educational environments;
- 4) Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
- 5) Effective leaders skillfully communicate with internal and external publics;
- 6) Effective leaders emphasize the importance of literacy; and
- 7) Effective leaders skillfully practice leadership theories in real world settings.

Admissions Requirements

A. General Admission Requirements

Each applicant to graduate programs at William Carey University must:

- 1) Hold a baccalaureate degree from an accredited college or university.
- 2) Provide official transcript(s) of all college work completed to date. An official transcript is defined as one issued directly from the institution to William Carey University.

B. Program Requirements

1. Complete and submit an online application to William Carey University graduate school.
2. Pay application fee.
3. Hold a valid teaching license or waiver of licensure form completed.
4. Have a G.P.A. of 3.0 for the last 64 hours in the undergraduate program or 3.25 in a graduate program.
5. Submit two reference forms from present or previous administrators who have supervised your work.
6. Provide documentation certifying a minimum of three years teaching experience.
7. Submit a scholarly narrative of one to two pages of your personal philosophy of educational leadership.
8. No student will be admitted on a provisional or probationary basis. Students may transfer six hours of approved coursework from an institution that is fully accredited by a recognized accrediting agency. Coursework used in a previous degree may not be used toward the master's degree.

Progression

1. Students move through the program in cohorts.
2. A minimum of 36 semester hours of graduate work must be completed with a minimum grade point average of 3.00 maintained. Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program. All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.
3. A student must complete all required work within a period of six years after enrolling in graduate courses.
4. A signed program of study should be on file prior to completing 12 hours.
5. Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by special permission of the registrar. A student must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100 late fee in addition to the graduation fee.
6. Candidates are required to have two approved mentors (K-12 licensed administrators) and complete 500 hours of clinical practice.

CURRICULUM FOR MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP DEGREE

The academic requirements for a Master of Education degree in educational leadership consist of 36 semester hours from four categories (Landscapes).

LANDSCAPE ONE: Organizational Horizons

EDL 601	Organizational Leadership	3 hours
EDL 602	Roles of the Principal	3 hours

LANDSCAPE TWO: Instructional Horizons

EDL 604	Data Driven Instruction	3 hours
EDL 608	Best Practices	3 hours
EDL 607	Instructional Leadership	3 hours
EDL 617	Human and Student Diversity	3 hours

LANDSCAPE THREE: Humanistic Horizons

EDL 605	Human Resources Management	3 hours
EDL 606	Judicial and Ethics Considerations	3 hours
EDL 609	School Site Business Management	3 hours
EDL 688	School and Community Climates	3 hours

LANDSCAPE FOUR: Practicing Horizons

EDL 635	Clinical Practice	6 hours
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	2 hours

MASTER OF EDUCATION DYSLEXIA THERAPY

The purpose of the Master of Education (M.Ed.) in dyslexia therapy is to train candidates in research based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining a state AA license in dyslexia therapy. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certification as a Certified Academic Language Therapist (CALT). The M.Ed. in dyslexia therapy program is accredited through the International Multisensory Structured Language Association Council (IMSLEC) and the International Dyslexia Association (IDA). The program is designed to be in compliance with the 2012 Mississippi Dyslexia Law (MS Code Sec. 37-173-1). The master's degree meets the MDE licensure requirements and has been approved by the Mississippi Department of Education and State Board of Education.

Definitions

"Dyslexia" is a specific learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and secondary consequences which may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2012).

"Dyslexia therapy" means an appropriate specialized dyslexia instructional program that is delivered by a Mississippi Department of Education licensed dyslexia therapist which is scientific, research-based, Orton-Gillingham based, and is offered in a small group (MS Code Sec. 37-173-1).

"Dyslexia therapist" means a professional who has completed training in a department approved Orton-Gillingham based dyslexia therapy training program attaining an AA license in dyslexia therapy or a professional participating in a state approved dyslexia therapy training program to attain a AA license in dyslexia therapy (MS Code Sec. 37-173-1).

Admission Requirements

Students are admitted to the Master of Education in dyslexia therapy program as a cohort class. No student will be admitted on a provisional or probationary basis. Coursework used in a previous degree may not be used toward the master's degree.

To fulfill requirements for admission to the Master of Education in dyslexia therapy program, the student must:

- hold a baccalaureate degree from an accredited college or university.
- complete and file with the graduate education office the application packet for admission to the university. **This application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.**
- provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.
- have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative GPA presented for the baccalaureate degree. If an applicant has a GPA below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller’s Analogy Test score of 370 is also accepted.
- hold or qualify to hold a Class A teacher’s license if planning to teach at the elementary or secondary level in Mississippi. A copy of the license must be filed in the School of Education graduate office or a transcript review indicating the candidate is qualified to hold a license.
- submit two letters of recommendation completed by a school administrator and an immediate supervisor.

This degree leads to an advanced license in dyslexia therapy as regulated by the Mississippi Department of Education. A weight system will be used when examining the submitted information. A committee will examine the information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

Course Requirements

The requirements for a Master of Education degree in dyslexia therapy include completion of the 30-hour program below, and successful completion of 720 supervised clinical practicum hours.

FIRST YEAR

Summer Term

- DYS 670 Introduction to Dyslexia Therapy and Multisensory Teaching
DYS 671 Dyslexia Therapy Theory and Practice

Fall Trimester

- DYS 672 Dyslexia Therapy Internship I

Winter Trimester

- DYS 673 Dyslexia Therapy Internship II

Spring Trimester

- DYS 674 Dyslexia Therapy Internship III

SECOND YEAR

Summer Term

- DYS 675 Dyslexia Therapy Advanced – Planning and Application
DYS 676 Dyslexia Therapy Advanced – Assessment and Evaluation

Fall Trimester

- DYS 677 Dyslexia Therapy Internship IV

Winter Trimester

- DYS 678 Dyslexia Therapy Internship V

Spring Trimester

- DYS 679 Dyslexia Therapy Internship VI

MASTER OF EDUCATION INTERSCHOLASTIC ATHLETIC ADMINISTRATION

The School of Education offers the Master of Education degree in Interscholastic Athletic Administration (IAA). This degree program has been fully approved for AA licensure by the Mississippi Department of Education and approved by the Mississippi State Board of Education.

NOTE: This program encompasses 21 graduate hours of PED coursework, which qualifies students as instructors at the higher education level.

The IAA degree program, coordinated by the Department of Health Physical Education, and Recreation, is a two-summer cohort program delivered in an executive format. A new cohort begins each summer term. In addition to the summer coursework, requirements include an applied fieldwork project and an online course during the 15-month period for completion of 33 total hours of graduate work.

This program focuses on building applied capabilities for effectively planning, organizing, and controlling the quality of interscholastic athletic and/or private sector sports programs. The foundation of the program is an understanding and practice of research-based leadership and management models.

Vision

Inherent in the vision of the IAA master degree program is innovation based on the very highest quality of ethical leadership and management for meeting the demands of effective athletic administration and sports management.

Goals and Objectives

The IAA program sets the following goals for its students:

- understanding sport management issues,
- ability to plan sports events and manage facilities,
- competency in marketing and promoting programs,
- knowledge of ethical and legal concepts,
- skill in finance and resource allocation,
- understanding media operations,
- capability related to effective leadership and organizational behavior,
- skill for effective project management.

Admission Requirements

Each applicant must file with the office of admissions:

- a baccalaureate degree from an accredited college or university,
- a resume and transcripts,
- transcripts indicating a GPA of 2.50 in undergraduate work or in the last 64 hours of the baccalaureate,
- a letter of recommendation from a supervisor or colleague.

NOTE: Those students in the program who seek AA teaching licensure approval upon completion of the IAA master's degree MUST also:

- provide documentation of at least three years of teaching experience, and
- hold a current five-year teaching license.

CURRICULUM FOR MASTER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION

The academic requirements for a Master of Education in interscholastic athletic administration degree consist of 33 hours.

PED 680	Sports Marketing	3 hours
PED 691	Sports Administration Issues	3 hours
PED 692	Sports Finance	3 hours
PED 695	Facility and Event Management	3 hours
PED 696	Sports Media	3 hours
PED 697	Athletic Administration Field Work Project	6 hours
EDL 601	Organizational Leadership	3 hours
EDL 606	Judicial and Ethical Consideration	3 hours
EDL 607	Instructional Leadership	3 hours
EDL 788	School and Community Safety Management	3 hours
	Total Required	33 hours

MASTER OF EDUCATION IN THE ART OF TEACHING

(An alternate route to teacher licensure)

William Carey University has been approved for a unique program designed to provide an opportunity for non-education graduates to enter the teaching profession and to earn a Master of Education degree in the Art of Teaching. The program is designed to lead to standard licensure with the option of earning a master's degree. A maximum of six hours can be transferred from another institution's program.

PROGRAM GOALS AND OBJECTIVES

In response to the increasing need for more teachers in the state of Mississippi, the alternate route program provides an opportunity for an individual with a bachelor's degree in a non-teaching field to become a certified teacher who is knowledgeable in the following areas:

- designing effective teaching strategies;
- implementing successful classroom management techniques;
- utilizing appropriate assessment practices;
- collaborating with school and community stakeholders, and
- meeting individual needs of diverse learners.

ADMISSION TO THE ALTERNATE ROUTE

Steps toward Standard Licensure

1. Admission to the Alternate Route Program

A candidate must fulfill the general graduate admission requirements* and have an undergraduate degree in a non-teaching field with a required minimum grade point average of 2.75 or higher (on a 4.00 academic scale) on his/her college core. Also required is a passing score on the PRAXIS CORE or an ACT composite score of 21 or higher, and a passing score on a PRAXIS II specialty area examination from an approved program area.

***GRADUATE ADMISSIONS REQUIREMENTS:**

1. Complete and submit an online application to William Carey University Graduate Admissions.
2. Pay application fee.
3. Submit official transcripts of an undergraduate degree in a nonteaching field.
4. Have a grade point average of 2.75 or higher on the core courses of the undergraduate degree.
5. Submit passing ACT or PRAXIS CORE scores and PRAXIS II Specialty Area score.
6. Submit two professional references.
7. Students who choose the MAT elementary track will submit Foundations of Reading test scores.

2. **Initial Course Requirements** (6 hours)

A candidate must first successfully complete EDU 536—Classroom Management and EDU 650—Tests, Measurements, and Evaluations. These courses *must be successfully completed prior* to applying for initial licensure* and enrolling in EDU 634 – Fall Trimester Internship followed by EDU 635 – Winter Trimester Internship. A candidate must successfully complete the two trimesters of internship within three years in order to apply for a standard teaching license.

*Elementary track candidates must pass the Foundations of Reading Test prior to applying for initial licensure.

3. **Admission to the Internship** (EDU 634 – Fall Trimester Internship – 3 hours and EDU 635 Winter Trimesters Internship – 3 hours)

After successful completion of steps one and two, and proof of employment in an accredited school as a full time teacher in the area of initial certification, within the approved radius of William Carey University, a candidate may enroll in EDU 634 – Fall Trimester Internship followed by EDU 635 – Winter Trimester Internship.

Alternate route candidates will enroll in EDU 634 and EDU 635 – Internship in a cohort group. A cohort is defined as a group of students who begin and conclude the internship at the same time. Interns will move through the two trimesters of internship in consecutive order (EDU 634 – Fall Trimester – three hours followed by EDU 635 – Winter Trimester – three hours.)

After completing these three steps, a candidate is eligible to apply for a standard Mississippi Educator License. If the candidate wishes to enter the M.Ed. program, the 12 hours earned in steps two and three will count toward the Master of Education in the Art of Teaching degree. A candidate wishing to transfer to another M.Ed. program must complete all requirements for standard licensure prior to applying for admission to the second program.

A candidate who is officially admitted to the MAT program may continue to take program courses prior to internship; however, the student can not graduate without successfully completing the two-term internship and comprehensive exams or EDU 640.

4. **Completion of the Masters in the Art of Teaching Program**

This program is specifically designed with a 15-hour core for all three tracks: elementary (grades 4-6), secondary (grades 7-12 in a specific subject area), and special education – mild/moderate disabilities (K – 12). The elementary track has a total of 33 hours; the secondary track has a total of 30 hours; and the special education—mild/moderate disabilities track has a total of 33 hours. Because there are 15 hours initially earned for licensure counting toward this degree, *there are no electives in this program.*

Current Areas Available for Licensure Through the Special Alternate Route MAT

- Art
- Biology*
- Business
- Chemistry*
- Elementary Education (grades 4-6)
- English
- French
- German
- Health
- Home Economics/
Family and Consumer Science
- Library Media Specialist
- Marketing
- Mathematics*
- Music Education
- Physical Education
- Physics*
- Spanish
- Special Education—
Mild/Moderate Disabilities
- Speech Communication
- Social Studies

* *Financial aid is available through the SMART grant to candidates who qualify.*

Requirements for All MAT Candidates

EDU 536 — Classroom Management
 EDU 650 — Tests, Measurements, and Evaluation
 EDU 634 — Internship – Fall Trimester
 EDU 635 — Internship – Winter Trimester
 EDU 572 — Survey of the Exceptional Child and Multicultural Education

Select a Track

Requirements for Elementary and Secondary Tracks

EDU 620 — Teacher as Researcher
 EDU 625 — Technology and Education
 EDU 636 — Reading and Writing Across the Curriculum

Additional Requirements for Elementary Track*

EDU 602 — Children’s Literature
 EDU 606 — Integration of Content Curriculum
 EDU 611 — Current Trends in Reading

*Elementary track candidates must pass the Foundations of Reading Test prior to applying for initial licensure.

Additional Requirements for Secondary Track

EDU 640 — Curricula Planning
 EDU 646 — Secondary Methods*

Content area course may be substituted for EDU 646 with advisor approval.

Additional Requirements for Special Education—Mild/Moderate Disabilities Track

EDU 660 — Organizational Procedures for Special Education
 EDU 663 — Learning Disabilities
 EDU 664 — Teaching Individuals with Learning Disabilities
 EDU 665 — Behavior Management
 EDU 668 — Intellectual Disabilities
 EDU 669 — Teaching Students with Mild Intellectual Disabilities

Other Requirements

Comprehensive Examination

- For the M.Ed. in MAT, each candidate must successfully complete a comprehensive examination. Candidate must apply to take this examination and apply to graduate when within six hours of graduation. Deadlines to apply for examinations are listed in this catalog and on the www.wmcarey.edu website. Forms are found online.

Graduate Requirements

- Successfully complete the program with a GPA minimum of 3.0. No grade less than a “C” will be accepted toward the degree.
- Successfully complete the required courses. MAT students in the elementary and special education tracks must apply to take comprehensive examinations within six hours of completing their program.
- Complete the program within six years after being admitted.

Art Education

The M.Ed. candidate who wishes to specialize in art must present an artwork portfolio to be reviewed by the graduate art faculty. A positive evaluation is required for admission to the program.

Biology

The department of biological sciences, in support of the Master of Education degree, offers a graduate curriculum that provides students with an in-depth study of the areas of environmental biology and molecular biology. Courses emphasize the current state of knowledge and theory within these fields, as well as methods of translating this information into classroom-friendly forms. M.Ed. candidates intending to specialize in biology should have a strong background in the discipline. The student's undergraduate coursework should include such areas as ecology, botany, zoology, genetics, cell biology, and/or vertebrate biology. Graduate classes in biology are typically offered on a rotation; academic advisors will assist each student in the timely completion of the degree. Graduate biology courses are listed in the Master of Science in Biology section of this catalog.

English (ENG)

The English Department of William Carey University, in keeping with the Goals Statement as put forth by the Master of Education program, seeks to provide students with 1) academic credentials that may allow them to advance in the chosen field of employment; 2) opportunities to specialize in the chosen field of English; 3) opportunities to build upon their undergraduate studies and work experience; and 4) opportunities to become strong professional leaders within the English discipline.

Ordinarily, the M.Ed. candidate who wishes to specialize in English will be an undergraduate English major or minor. In general, the M.Ed./English candidates should have a mastery of rhetoric, composition, literature, and pedagogy, and have a 3.0 undergraduate GPA. Candidates who do not have an undergraduate major/minor in English will have their undergraduate transcript evaluated so that academic deficiencies in English may be addressed before beginning the graduate program in English. These deficiencies may require the candidate to enroll in additional undergraduate classes; these classes, however, may be taken for pass/fail credit. These requirements also apply to those seeking the add-on endorsement in English.

Each M.Ed./English candidate will be assigned an academic advisor who will both guide the candidate in course selection and track the candidate's academic success.

Graduate English classes are listed under the Master of Arts in English section of this catalog.

History and Social Science (HIS)

The department of history and social science seeks to provide Master of Education students with an opportunity to expand their methodological, interpretative and factual acumen in social studies. Typically, the M.Ed. candidate who wishes to specialize in social studies will be an undergraduate history or social science major or minor. Candidates who do not have an undergraduate major/minor in history or social science will have their undergraduate transcript evaluated so that academic deficiencies in history and social science may be addressed before beginning the graduate program in social studies. These deficiencies may require the candidate to enroll in additional undergraduate classes. Each M.Ed./social studies candidate will be assigned an academic advisor. Requirements for the social studies concentration include 15 hours of courses in graduate history or social science, nine hours of core M.Ed. courses (EDU 620, 630, 640), and six hours of graduate electives. Only six hours of the total program may be taken at the 500-level. Graduate history courses are listed under the Master of Arts in History section of this catalog.

Mathematics (MAT)

The mathematics department of William Carey University, in keeping with the goals and objectives statement of the Master of Education program, offers a graduate mathematics curriculum designed to provide students with 1) academic credentials that will enable them to advance in their chosen fields of employment; 2) opportunities to specialize in the particular field of mathematics education; 3) opportunities to supplement their under-graduate studies and work experience; and 4) opportunities to become strong professional leaders within the mathematics discipline.

Typically, the Master of Education candidate who wishes to specialize in mathematics should be an undergraduate mathematics major, or at least a strong minor. Candidates lacking this type of undergraduate preparation may still succeed in completing the program, but will be evaluated upon entry to address possible mathematical deficiencies, which may necessitate enrollment in additional undergraduate courses. These courses, however, may be taken on a pass/fail basis. Each candidate will be assigned an academic advisor, who will guide the candidate in course selection, as well as providing general assistance in navigating the program.

Graduate mathematics courses are offered on a rotation schedule, with many of the courses, particularly the seminars, offered in the summer term. Courses numbered 690 do not yet have a permanent catalog number; these are mostly recently-developed courses.

SPECIALIST IN EDUCATION

Concentrations:

Emotional and Behavioral Disorders

Educational Leadership

Instructional Leadership

Higher Education Administration

SPECIALIST IN EDUCATION EMOTIONAL AND BEHAVIORAL DISORDERS

GOALS AND OBJECTIVES

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for pre-service educators as well as advanced preparation for in-service educators.

The specific goals and objectives of the Specialist of Education program are to provide students with opportunities to become "confident, caring, and reflective educators" by

1. earning academic credentials that may allow them to advance in the chosen field of employment; (integrator of technology);
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification (innovative thinker);
3. expanding the student's Christian values through course work and campus activities (life-long learner);
4. specializing in a chosen area or discipline (life-long learner);
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field (advocate for diverse learners); and
6. becoming strong professional leaders in their chosen discipline and area of certification (effective communicator).

GENERAL ADMISSIONS REQUIREMENTS FOR THE SPECIALIST IN EDUCATION

A. Each applicant must

1. hold a master's degree in education or related field from an accredited college or university.
2. meet the university's general requirement for graduate admission. The application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.
3. provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.
4. have an overall minimum grade point average of 3.25 on a four-point scale on the Master's in Education or related field.

5. hold a current teacher's license with no pending action in any state (if seeking educator license) or comparable license in a related field. A copy of this license must be filed in the graduate office.
6. Provide two letters of recommendation from current or past supervisors (within the last five years). Students must exhibit all of the professional dispositions developed by WCU's faculty and constitutes at the acceptable level or higher. These will be included with the recommendation letter.

In addition to these requirements, the applicant must meet any additional requirements as put forth by the respective graduate degree, licensure, concentration, and/or endorsement programs.

Upon special request by the student and the approval of the graduate committee, the teacher license requirement may be waived only for a student pursuing a specialist degree who is currently employed in a college, nonpublic institution or a position not requiring a teacher's license. In the event the licensure requirement is waived, the following notation will be entered upon the student's transcript: "Student does not meet requirements for teacher licensure." Students must request waiver in writing and must state the reason for the request.

ADMISSIONS STATUS

An applicant for the Specialist in Education is admitted to regular or nondegree graduate status as follows:

Regular—Regular graduate status will be granted to those students who meet all requirements for admission to the Specialist in Education degree and are actively pursuing a graduate degree.

Nondegree—Nondegree status may be assigned to those students who meet the requirements for admission, but do not otherwise wish to become a candidate for a degree. These students may be enrolling in courses for reinstatement of expired teaching licenses or to eliminate certification deficiencies at the undergraduate level prior to enrolling as regular students. The nondegree status also applies to students who are ineligible to pursue a graduate degree but wish to take course work for nondegree purposes. No more than nine hours of credit from a nondegree status may apply toward a degree. Admission on nondegree status does not imply admission to any program. Nondegree status would need to meet all requirements to comply to "regular status" after nine hours of graduate credit. Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration (see WCU general admission for further explanation).

OFF-CAMPUS TRANSFER COURSES

A maximum of 12 hours of off-campus WCU courses may be applied toward the Specialist in Education degree. Permission from the dean and academic vice president is required for use of any additional off-campus credit. A maximum of six hours may be transferred from another institution. All transfer courses must be approved.

SUBMISSION OF PROGRAM PLAN

By the end of the first trimester of enrollment, the student must be officially accepted as a candidate for a specialist's degree or supplemental endorsement program of study. A program plan sheet reflecting such acceptance will be filed with the program advisor outlining the courses the student plans to take. This plan sheet must be signed by the student and the student's advisor indicating approval. The approved program plan of study will serve as the basis for the application for degree candidacy.

Students may not earn credit at another institution after the program plan is submitted.

WORKSHOP CREDIT AND COURSE NUMBERING

With the dean's approval, no more than six semester hours of workshop credit may be applied toward the Specialist in Education degree. Three hours may apply to the area of concentration and three hours may be used as an elective. All workshops are numbered as 593 or 693 courses for master's level, and 790 or 890 for specialist/doctoral levels, and named when offered. Special topic courses that are named when they are offered are numbered 590 or 690 and can be taken for 1-3 hours of credit. Directed readings courses are numbered 549 or 649 for master's level and 749 or 849 for specialist/doctoral levels.

PROGRESSION AND OTHER REQUIREMENTS FOR THE SPECIALIST IN EDUCATION

- A. Students must have successfully completed the plan of study approved by the faculty with a minimum GPA of 3.0 within a six-year time frame. This includes the field experience portfolio.
- B. Only two grades lower than a B are allowed for the Specialist in Education degrees. Extensions and course substitutions are considered on an individual basis.
- C. The last 20 hours must be completed at William Carey for the Specialist in Education degrees.
- D. The student must demonstrate competency in content and in scholarly writing by passing EDL 789, Educational Unit Self-Study through Assessment Inquiry Research, with a grade of B or better.
- E. Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by special permission of the registrar. A student must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100 late fee in addition to the graduation fee.

CURRICULUM FOR THE SPECIALIST IN EDUCATION EMOTIONAL AND BEHAVIORAL DISORDERS

The academic requirements for a Specialist in Education for emotional and behavioral disorders degree consist of 30 semester hours from four categories: (1) professional education, (2) specialized concentration, (3) experiential courses, and (4) research .

I. Professional Education (9 hours)

- | | |
|---------|---|
| EBD 791 | Advanced Introduction to Students with Emotional and Behavioral Disorders (3 hours) |
| EDU 699 | Autism Spectrum Disorders (3 hours) |
| EBD 797 | Advanced Behavioral Analysis (3 hours) |

II. Specialized Concentration (9 hours)

- | | |
|---------|---|
| EBD 792 | Advanced Assessment of Students with Emotional and Behavioral Disorders (3 hours) |
| EBD 793 | Advanced Program Design and Implementation for Students with Emotional and Behavioral Disorders (3 hours) |
| EBD 794 | Advanced Issues in Working with Families of Students with Emotional and Behavioral Disorders (3 hours) |

III. Experiential Courses (9 hours)

- | | |
|---------|---|
| EBD 795 | Advanced Research & Best Practices in the Education & Treatment of Children & Youth with Emotional and Behavioral Disorders (3 hours) |
| EBD 796 | Advanced Positive Behavioral Interventions in Education and Related Environments (3 hours) |
| EBD 798 | Enhanced Practicum and Internship in Emotional and Behavioral Disorders (3 hours) |

IV. Research (3 hours)

- | | |
|---------|--|
| EDL 789 | Educational Unit Self-Study through Assessment Inquiry Research (3 hours). |
|---------|--|

SPECIALIST IN EDUCATION EDUCATIONAL LEADERSHIP (Principal Licensure)

Program Overview

The Specialist in Education will prepare leaders to be caring, reflective decision makers. This hybrid program will equip candidates to become change agents for positively impacting their students' lives socially, emotionally, and academically. This program meets the requirements for applying for a K-12 administrator's license upon successful completion of coursework and clinical practice. Students will take two courses each trimester. These rigorous classes will move quickly as they prepare students for leadership roles. Clinical practice is also an integral part of this program. This program is 36 hours and may be completed in five trimesters or 15 months which includes 500 hours of documented activities in the clinical practice. Three classes will be held in a face-to-face setting on three Saturdays per trimester.

Goals and Objectives

The goals and objectives for this program are instilled through the following principles:

- 1) Effective leaders develop and articulate reasonable personal and school goals;
- 2) Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
- 3) Effective leaders create nurturing and caring educational environments;
- 4) Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
- 5) Effective leaders skillfully communicate with internal and external publics;
- 6) Effective leaders emphasize the importance of literacy; and
- 7) Effective leaders skillfully practice leadership theories in real world settings.

Admissions Requirements

A. General Admission Requirements

Each applicant to graduate programs at William Carey University must:

1. hold an approved master's degree or graduate degree from an accredited college or university.
2. provide official transcript(s) of all college work completed to date. An official transcript is defined as one issued directly from the institution to William Carey University.

B. Program Requirements

1. Complete and submit an online application to William Carey University graduate school.
2. Pay application fee.
3. Hold a valid teaching license or waiver of licensure form completed.
4. Have a G.P.A. of 3.25 in a graduate program.
5. Submit a scholarly narrative of 1-2 pages of your personal philosophy of educational leadership.
6. Submit two reference forms from present or previous administrators who have supervised your work.
7. Provide documentation certifying a minimum of three years teaching experience.

No student will be admitted on a provisional or probationary basis. Students may transfer six hours of approved coursework from an institution that is fully accredited by a recognized accrediting agency. Coursework used in a previous degree may not be used toward the specialist degree.

Progression

1. Students move through the program in cohorts.
2. A minimum of 36 semester hours of graduate work must be completed with a minimum grade point average of 3.0 maintained. Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program. All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.
3. A student must complete all required work within a period of six years after enrolling in graduate courses.
4. A signed program of study should be on file prior to completing 12 hours.
5. Participation in the graduation ceremony is required. Degrees are not conferred in absentia, except by the office of academic affairs' special permission for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100.00 late fee in addition to the graduation fee.
6. Candidates are required to have two approved mentors (K-12 licensed administrators) and complete 500 hours of clinical practice.

CURRICULUM FOR SPECIALIST IN EDUCATION EDUCATIONAL LEADERSHIP CONCENTRATION

The academic requirements for a Specialist of Education in educational leadership degree consist of 36 semester hours from four categories (Landscapes).

LANDSCAPE ONE: Organizational Horizons

EDL 601	Organizational Leadership	3 hours
EDL 602	Roles of the Principal	3 hours

LANDSCAPE TWO: Instructional Horizons

EDL 604	Data Driven Instruction	3 hours
EDL 617	Human and Student Diversity	3 hours

LANDSCAPE THREE: Humanistic Horizons

EDL 605	Human Resources Management	3 hours
EDL 606	Judicial and Ethics Considerations	3 hours
EDL 609	School Site Business Management	3 hours
EDL 688	School and Community Climates	3 hours

LANDSCAPE FOUR: Practicing Horizons

EDL 635	Clinical Practice	6 hours
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	1 hour
	Clinical Practice (Pass or Fail Grade)	2 hours
RSH 702	APA Style for Professional Writing	3 hours
EDL 789	Educational Unit Self Study	3 hours

SPECIALIST IN EDUCATION INSTRUCTIONAL LEADERSHIP CONCENTRATION (No Administrator Licensure)

Program Overview

The Specialist in Instructional Leadership will prepare instructional leaders to navigate the complex issues of an educational environment. The program will equip candidates with the knowledge to positively impact students' lives socially, emotionally, and academically. Candidates must have successfully completed a Masters in Education or related field in order to apply for this program of study.

Cohorts begin in fall and spring trimesters. This program is fully online with 30 hours and may be completed in five trimesters or 15 months. This specialist program will not lead to an administrator's certification. See the Hybrid Specialist in Educational Leadership program if you are interested in this path. However, this program will lead to a AAA teacher certification.

Program Goals and Objectives

The instructional leadership specialist program is focused on preparing school leaders to:

- Create and implement a shared strategic vision.
- Assess, develop, and implement quality professional development activities that support learning goals and school needs based in current research and policies.
- Use data to develop and prepare school personnel that are committed to a safe and effective student learning environments.
- Understand and manage the diverse instructional needs of a school and community with current technologies.
- Understand and manage current technology issues of today's learners.

Admission Requirements

General Admission Requirements

Each applicant to graduate programs at William Carey University must:

1. Hold a baccalaureate degree from an accredited college or university.
2. Provide official transcript(s) of all college work completed to date. An official transcript is defined as one issued directly from the institution to William Carey University.

Program Requirements

1. Complete and submit an online application to William Carey University graduate school admissions.
2. Pay application fee.

3. Hold a valid teaching license or waiver of licensure form completed.
4. Hold a master's degree from an institution fully accredited by a recognized accrediting agency.
5. Have completed 30 hours of graduate work.
6. Have a G.P.A. of 3.25 in a related master's program.
7. Submit two reference forms from present or previous administrators who have supervised your work.

Progression

To progress through the specialist in instructional leadership degree program, the student must:

1. Maintain a 3.00 G.P.A.
2. Complete a minimum of 15 hours through William Carey University, not to include credits from a prior degree earned through WCU.
3. Complete all required work within a period of six years after enrolling in the program.
4. File a signed program of study prior to completing 9 hours.

No student will be admitted on a provisional or probationary basis. Students may transfer hours of approved coursework from an institution that is fully accredited by a recognized accrediting agency. Coursework used in a previous degree may not be used toward the specialist degree.

Course Requirements

The 30 hour course requirements for the Specialist in Instructional Leadership are outlined below.

Core Courses of Instruction (12 hours required)

EDL 702	Ethical Issues in Administration	3 hours
EDL 703	Learning Research Based in Instruction Theory	3 hours
EDL 717	Innovative Approaches Leading to Administrating a Diverse Culture	3 hours
EDL 788	Schools and Community Safety Management	3 hours

Leadership Concentration (6 hours required)

EDL 701	Advanced Organizational Leadership Models	3 hours
EDL 730	School Finance Influenced by Current Trends & Issues in Public Education	3 hours

Assessment Concentration (6 hours required)

EDL 704	Data Driven Decision Making	3 hours
EDL 791	Data Analysis Program Improvement through Professional Learning Communities	3 hours

Professional Writing Component (3 hours required)

RSH 702	APA Style for Professional Writing	3 hours
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Field Project – 3 Hours Required

EDL 789	Educational Unit Self-Study through Assessment Inquiry Research	3 hours
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SPECIALIST IN HIGHER EDUCATION ADMINISTRATION

Vision

The higher education administration program prepares students for positions in four-year, community and technical colleges, and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic, student, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions necessary for success in higher education administration.

Goals and Objectives

The vision and values are instilled through the following principles:

1. Effective institutional leaders will demonstrate knowledge of higher education history and foundations.
2. Effective institutional leaders will understand legal and ethical issues related to higher education.
3. Effective institutional leaders will understand the role and importance of curriculum in students' lives.
4. Effective institutional leaders will analyze current trends in higher education and understand how it might impact their institutions, faculty, staff, and students.
5. Effective institutional leaders will understand finance and budgeting, and how to maintain financially solvent institutions.
6. Effective leaders will understand the importance of the role of the two-year colleges in higher education.

Admission Requirements

Students can be admitted to the specialist in higher education administration program each term if the student meets the admission requirements. No students will be admitted on a provisional or probationary basis. Students may transfer up to nine hours of course credit from a regionally accredited institution that have not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU's higher education administration program and approved by the program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program.

To fulfill requirements for admission to the specialist in higher education administration degree program, the student must:

1. Meet the university's general requirements for graduate admission.
2. Hold (or qualify to hold) a master's degree from an institution fully accredited by a recognized accrediting agency.
3. Present evidence of acceptable scholarship with an average of at least 3.00 on previous master's degree work.
4. Complete and file with the graduate admissions' office the proper application for admission to graduate school.
5. Complete the interview and writing components of the admission process.

Potential students will hold or qualify to hold a master's degree from an institution fully accredited by a recognized accrediting agency. Potential students will also submit official transcripts for undergraduate and/or graduate work, and will provide two letters of recommendation. A weight system will be used when examining the submitted information. A committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application for the program.

Course Requirements

The academic requirements for a specialist in the higher education administration degree are the 36-hour program outlined below, successful completion of a research component, and the completion of the action research project. Students must successfully complete and present findings of the field research project to a committee. Students must earn at least a 3.0 G.P.A. to graduate.

Higher Education Administration Core (21 Hours)

EDH 701	History and Foundations of Higher Education
EDH 702	Survey of the Community College
EDH 703	Legal and Ethical Issues in Higher Education
EDH 704	Community Relations and Continuing Education Programs
EDH 705	Teaching and Learning in Higher Education
EDH 706	Seminar of Current Issues in Higher Education
EDH 707	Finance in Higher Education

Professional Writing Component (3 Hours)

RSH 702	APA Style for Professional Writing
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Research Component (6 Hours)

RSH 720	Research Foundations
RSH 740	Survey Design, Descriptive Statistics, and Evaluation

Action Research Project (6 Hours)

EDH 721 Field Research Project

TOTAL: 36 Hours

Cognate Content Area (Optional - 9 Hours)

Students in the higher education administration specialist program may elect to take an additional nine hours of discipline-specific courses for the purpose of content credentialing. The student will select three courses with the approval of his/her advisor. All courses must be at the 600 or higher level.

DOCTORAL PROGRAMS
IN
EDUCATION

DOCTOR OF EDUCATION IN HIGHER EDUCATION ADMINISTRATION

Vision

The purpose of the Doctor of Education (Ed.D.) in higher education administration is to prepare candidates to be successful leaders in post-secondary institutions through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research.

Goals and Objectives

The vision and values are instilled through the following principles:

1. Effective institutional leaders will demonstrate knowledge of higher education history and foundations.
2. Effective institutional leaders will understand legal and ethical issues related to higher education.
3. Effective institutional leaders will understand the role and importance of curriculum in students' lives.
4. Effective institutional leaders will analyze current trends in higher education and understand how it might impact their institutions, faculty, staff, and students.
5. Effective institutional leaders will understand finance and budgeting, and how to maintain financially solvent institutions.
6. Effective leaders will understand the importance of the role of the two-year colleges in higher education.
7. Effective leaders will understand relevant leadership theories and practices in higher education.
8. Effective leaders will understand how to conduct quality research and use current research to make informed decisions for their institutions.

Admission Requirements

Students are admitted to the Ed.D. program as a cohort class when a sufficient applicant pool is available. Admission requirements are competitive, and no students will be admitted on a provisional or probationary basis. Students may transfer up to nine hours of course credit (including courses transferred into the specialist program) from a regionally accredited institution that have not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU's higher education administration program and approved by the

program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program. Because students earn a specialist degree as they progress through the Ed.D. program, the education specialist degree in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

To fulfill requirements for admission to the Ed.D. in higher education administration, the student must:

1. Meet the university's general requirements for graduate admission.
2. Have completed the specialist in higher education administration degree awarded from William Carey University or a masters' degree from a recognized accrediting agency.
3. Present evidence of acceptable scholarship with an average of at least a 3.25 GPA on the higher education administration specialist degree work or master's level coursework.
4. Submit two written letters of recommendation—one from a professor and one from a supervisor.
5. Submit a resume or curriculum vita to the higher education administration program coordinator.
6. Complete an oral interview conducted by the higher education administration doctoral admissions committee.
7. Submit Graduate Record Exam (GRE) scores earned within the past five years of application submission date. These scores must include the quantitative, verbal, and written components.

Admission is competitive and highly selective based on the above criteria and other considerations. A weight system will be used when examining the submitted information. The higher education administration admissions committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

Requirements for All Candidates

The academic requirements for the Ed.D. in higher education administration include successful program progression and graduation requirements. The program progression requirements are as follows:

1. Must maintain a 3.0 GPA.
2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has

already completed a specialist degree in higher education administration, the student will have three years to complete coursework and the dissertation.

3. A signed program of study must be on file prior to completing nine hours.
4. Students may only have one replacement grade. This includes specialist and doctoral level coursework. Other courses may be retaken and averaged in the student's GPA. Students who make more than two C's or below in the program (this includes specialist and doctoral coursework) will be dismissed from the program.
5. Students are required to maintain continuous enrollment until their degrees are completed.

The academic requirements for the Ph.D. in higher education administration degree include successful completion of the specialist degree in higher education administration, doctoral coursework, comprehensive examination, and dissertation. Specifically, to meet the graduation requirements of the doctoral program, the student must:

1. complete 69 program hours as outlined in the curriculum;
2. pass a written comprehensive examination;
3. have a cumulative GPA of 3.0 or higher;
4. successfully complete all dissertation requirements as per the dissertation guidelines, chair, and committee. This includes successfully defending the dissertation proposal and final defense before the dissertation committee.

The coursework for the doctoral program is outlined below (after completing the specialist degree in higher education administration):

Higher Education Administration Core (21 Hours)

EDH 701	History and Foundations of Higher Education
EDH 702	Survey of the Community College
EDH 703	Legal and Ethical Issues in Higher Education
EDH 704	Community Relations and Continuing Education Programs
EDH 705	Teaching and Learning in Higher Education
EDH 706	Seminar of Current Issues in Higher Education
EDH 707	Finance in Higher Education

Professional Writing Component (3 Hours)

RSH 702	APA Style for Professional Writing
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Action Research Project (6 Hours)

EDH 721	Field Research Project
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Leadership Core (9 Hours)

EDH 750	Leadership and Professional Responsibilities
EDH 760	General Leadership Theories
EDH 770	Educational Organizational Behavior

Research Courses (15 Hours)

RSH 720	Research Foundations
RSH 740	Survey Design, Descriptive Statistics, and Evaluation
RSH 770	Correlation and Regression Analysis and Evaluation
RSH 780	Quasi-Experimental Designs and Evaluation
RSH 800	Inferential Statistics, Analysis of Variance and Evaluation

Electives (3 Hours)

Must be 600 level or higher and selected with approval from advisor.

Dissertation Requirement (12 Hours)

EDH 880	Higher Education Administration Dissertation
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The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.

Cognate Content Area – Optional (up to 18 hours)

Students may take hours in a discipline-specific area for the purpose of content credentialing. The student will select courses with advisor approval. All courses must be 600 level or higher.

Comprehensive Examination

The student will take and successfully pass a comprehensive examination after completing the doctoral coursework. It is the student's responsibility to see his/her advisor to schedule a test time.

DOCTOR OF PHILOSOPHY IN HIGHER EDUCATION ADMINISTRATION

The purpose of the Doctor of Philosophy (Ph.D.) in higher education administration is to prepare candidates to be successful leaders in post-secondary institutions through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research.

Goals and Objectives

The vision and values are instilled through the following principles:

1. Effective institutional leaders will demonstrate knowledge of higher education history and foundations.
2. Effective institutional leaders will understand legal and ethical issues related to higher education.
3. Effective institutional leaders will understand the role and importance of curriculum in students' lives.
4. Effective institutional leaders will analyze current trends in higher education and understand how it might impact their institutions, faculty, staff, and students.
5. Effective institutional leaders will understand finance and budgeting, and how to maintain financially solvent institutions.
6. Effective leaders will understand the importance of the role of the two-year colleges in higher education.
7. Effective leaders will understand relevant leadership theories and practices in higher education.
8. Effective leaders will understand how to conduct quality research and use current research to make informed decisions for their institutions.

Admission Requirements

Students are admitted to the Ph.D. program as a cohort class when a sufficient applicant pool is available. Admission requirements are competitive, and no students will be admitted on a provisional or probationary basis. Students may transfer up to nine hours of course credit (including courses transferred into the specialist program) from a regionally accredited institution that has not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU's higher education administration program and approved by the program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program. Because students earn a

specialist degree as they progress through the Ph.D. program, the education specialist degree in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

To fulfill requirements for admission to the Ph.D. in higher education administration, the student must:

1. Meet the university's general requirements for graduate admission.
2. Have completed the specialist in higher education administration degree awarded from William Carey University or a masters' degree from a recognized accrediting agency.
3. Present evidence of acceptable scholarship with an average of at least a 3.25 GPA on the higher education administration specialist degree or master's level coursework.
4. Submit two written letters of recommendation—one from a professor and one from a supervisor.
5. Submit a resume or curriculum vita to the higher education administration program coordinator.
6. Complete an interview conducted by the higher education administration doctoral admissions committee.
7. Submit Graduate Record Exam (GRE) scores earned within the past five years of application submission date. These scores must include the quantitative, verbal, and written components.

Admission is competitive and highly selective based on the above criteria and other considerations. A weight system will be used when examining the submitted information. The higher education administration admissions committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

Requirements for All Candidates

The academic requirements for the Ph.D. in higher education administration include successful program progression and graduation requirements. The program progression requirements are as follows:

1. Must maintain a 3.0 GPA.
2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has already completed a specialist degree in higher education administration, the student will have three years to complete coursework and the dissertation.

3. A signed program of study must be on file prior to completing nine hours.
4. Students may only have one replacement grade. This includes specialist and doctoral level coursework. Other courses may be retaken and averaged in the student's GPA. Students who make more than two C's or below in the program (this includes specialist and doctoral coursework) will be dismissed from the program.

The academic requirements for the Ph.D. in higher education administration degree include successful completion of the specialist degree in higher education administration, doctoral coursework, comprehensive examination, and dissertation. In addition, there is a GPA requirement. Specifically, to meet the graduation requirements of the doctoral program, the student must:

1. Complete 74 program hours as outlined in the curriculum.
2. Pass a written comprehensive examination.
3. Successfully complete all dissertation requirements as per the dissertation guidelines, chair, and committee. This includes successfully defending the dissertation proposal and final defense before the dissertation committee.
4. Have a cumulative GPA of 3.0 or higher.
5. Students are required to maintain continuous enrollment until their degrees are completed.

The coursework for the doctoral program is outlined below:

Higher Education Administration Core (21 Hours)

EDH 701	History and Foundations of Higher Education
EDH 702	Survey of the Community College
EDH 703	Legal and Ethical Issues in Higher Education
EDH 704	Community Relations and Continuing Education Programs
EDH 705	Teaching and Learning in Higher Education
EDH 706	Seminar of Current Issues in Higher Education
EDH 707	Finance in Higher Education

Professional Writing Component (3 Hours)

RSH 702	APA Style for Professional Writing
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Action Research Project (6 Hours)

EDH 721	Field Research Project
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Leadership Core (9 Hours)

EDH 750	Leadership and Professional Responsibilities
EDH 760	General Leadership Theories
EDH 770	Educational Organizational Behavior

Research Courses (15 Hours)

RSH 720	Research Foundations
RSH 740	Survey Design, Descriptive Statistics, and Evaluation
RSH 770	Correlation and Regression Analysis and Evaluation
RSH 780	Quasi-Experimental Designs and Evaluation
RSH 800	Inferential Statistics, Analysis of Variance and Evaluation

Elective (3 Hours)

Must be a single 600 level or higher and selected with approval from advisor.

Proficiency Area (6 Hours)

The student will complete one of the following:

1. Instructional Design/Applications in Technology: Successfully complete six graduate hours (600 level or higher) in instructional design and /or application in technology. The student must have preapproval by his/her advisor.
2. Research: Successfully complete six additional graduate hours (600 level or above) of research and statistics courses with advisor approval.

Dissertation Requirement (12 Hours)

EDH 880	Higher Education Administration Dissertation
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Cognate Content Area – Optional (up to 18 hours)

Students may take hours in a discipline-specific area for the purpose of content credentialing. The student will select courses with advisor approval. All courses must be 600 level or higher.

Comprehensive Examination

The student will take and successfully pass a comprehensive examination after completing the doctoral coursework. It is the student's responsibility to see his/her advisor to schedule a test time.

Dissertation Requirement

The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Program Overview

The doctoral program will prepare professional educators to become change agents in the field of education and in schools. The program is fully online with coursework which will lead students through visionary planning, strategic utilization of resources, effective management and leadership, and practical application of research. Cohorts will begin each summer with students taking two courses each trimester; however, one class will be taken the first five-week term and another class the second five-week term. These rigorous classes move quickly and as students progress through the program, courses will move to ten-week periods to accommodate the research process. The doctorate is 63 hours above a master's degree (Thirty of those hours are already earned with the specialist degree and the remaining 33 hours will be needed for completing the doctorate.) In the later part of the course of study, there will be a minimum of two required times where students will meet in a face-to-face setting or through Skype for distance learners, which will enable direction and support for the research process.

Program Goals and Objectives

1. Effective leaders develop and articulate reasonable personal and school goals.
2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.)
3. Effective leaders create nurturing and caring educational environments.
4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues.
5. Effective leaders skillfully communicate with internal and external publics.
6. Effective leaders emphasize the importance of literacy.
7. Effective leaders skillfully practice leadership theories in real world settings.

Admission Requirements

General Admission Requirements

Each applicant to graduate programs at William Carey University must:

1. Hold a baccalaureate degree from an accredited college or university.
2. Provide official transcript(s) of all college work completed to date. An official transcript is defined as one issued directly from the institution to William Carey University.

Requirements for All Candidates

1. Complete and submit an online application to William Carey University graduate school admissions.
2. Pay application fee.
3. Hold a valid teaching license or waiver of licensure form completed.
4. Hold a specialist degree in a related field from an institution fully accredited by a recognized accrediting agency.
5. Have a G.P.A. of 3.25 in a related specialist program.
6. Submit Graduate Record Exam score (competitive) taken within the last five years.
7. Submit two reference forms from present or previous administrators who have supervised your work.
8. Submit a scholarly narrative of 1-2 pages discussing the three most challenging issues in educational leadership in today's P-12 setting.

No student will be admitted on a provisional or probationary basis. Students may transfer hours of approved coursework from an institution that is fully accredited by a recognized accrediting agency. Coursework used in a previous degree may not be used toward the doctorate.

Progression

To progress through the doctorate degree program, the student must:

1. Maintain a G.P.A. of 3.0 for 33 program hours as outlined in the curriculum.
2. Complete all required work within six years after enrolling in the program.
3. File with the coordinator of the Ed.D. program a signed program of study prior to completing 9 hours.
4. Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program.
5. Pass a comprehensive examination, successfully defend a proposal, and obtain approval from the Institutional Review Board (IRB).
6. Progress to the research process (beginning with EDL 811), where one will obtain a Pass (P) or a Fail (F) for the research courses (EDL 811-EDL 814, and EDL 815,

if needed). Students must contact his/her chair and begin working with his/her committee after completing EDL 811.

7. A grade of "I" (incomplete) will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the instructor and the academic dean. In order to be eligible for a grade of "I," a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar's office. When the work is completed satisfactorily, the "I" may be changed to any grade assigned by the instructor. If a grade of "I" is not changed to a passing grade by the end of the next trimester, it will automatically be changed to an "F."
8. Have 80% of the coursework completed in order to receive an "I" and enroll in EDL 815 to complete the coursework (EDL 815 will cost the same as a regular course.). Once a student completes the coursework in EDL 815, then the student may enter the next course in the dissertation process. If the coursework is not completed in a timely matter with enough time during the trimester to complete the next course during the 10-week trimester, one will have to wait until the course is offered again. Courses in the dissertation process are offered once a year.
9. Successfully complete all dissertation requirements as per the dissertation guidelines, chair, and committee. This includes successfully defending the dissertation proposal and defense before the dissertation committee, have a GPA of 3.0 or higher, making revisions suggested by the graduate reader, and successfully submitting the dissertation to ProQuest.
10. Maintain continuous enrollment until the degree is completed.

Course Requirements

Advanced Leadership Core (15 hours)

EDL 732	Data Analysis for Instructional and Performance Improvement Using Technology Tools
EDL 801	Professional Educational Development for Professional Educators
EDL 830	Developing the Culture of Learning
EDL 832	Developing Advocacy for the School and Community
EDL 834	Using Conflict Resolution and Mediation

Research Courses (6 hours)

RSH 740	Descriptive Statistics and Survey Design
EDL 826	Advanced Applied Research (Developing Your Design)

Research Process (12 hours)

EDL 811	Research in Educational Administration I
EDL 812	Research in Educational Administration II
EDL 813	Research in Educational Administration III
EDL 814	Research in Educational Administration IV
EDL 815	Research in Educational Administration V

Note: The professional doctorate (Ed.D.) requires 63 credit hours post-master depending on the time required to complete the applied research. If a candidate has a specialist in educational leadership or a related field from another institution, the specialist degree may be accepted into the Ed.D. in its entirety; however, a prerequisite of two courses must be met:

1. RSH 702 APA Style for Professional Writing
2. EDL 789 Educational Unit Self-Study through Assessment Inquiry Research: Field Project

Sequencing

Trimester	1st Course	2nd Course
Trimester 1	EDL 732	EDL 801
Trimester 2	EDL 830	EDL 832
Trimester 3	EDL 834	EDL 826
Trimester 4	EDL 811*	RSH 740
Trimester 5	EDL 812*	
Trimester 6	EDL 813*	
Trimester 7	EDL 814*	
Trimester 8	EDL 815* (if needed)	

*Denotes research process (dissertation) courses

COURSE DESCRIPTIONS

Art Education (ART)

- 600 Art History I/Walter Anderson.** Three hours. In-depth discussion of the life and works of Walter Anderson. Papers and seminar type discussions are required. Research will be conducted through the primary resources of the Walter Anderson Museum.
- 601 Art History I/Mississippi Coast Artists.** Three hours. In-depth discussion of the life and works of Walter Anderson, Dusti Bonge, and George Ohr. Research will be conducted through discussion with primary resources of the Anderson family and viewing of works available through the Anderson Museum, George Ohr Museum, and family archives.
- 610 Painting Processes and Applications in Education.** Three hours. Individual studio work in painting with media process, subject matter, and developmental learning application for art curriculum development.
- 611 Drawing Processes and Applications in Education.** Three hours. Individual studio work in drawing with media process and developmental learning application for art programs.
- 625 Aesthetics.** Three hours. Course encompasses essential tools for teaching adolescents and college undergraduates about fundamental questions and criteria for critical discussion. Aesthetic thinking embraces the visceral impact of mediums and art forms, nature and quality of visual experience, and explores contexts associated with art as the phenomena of interest. Neuroscience provides scientific insight into the “black box” of the brain, considering art.
- 626 Curricula in Visual Art.** Three hours. The goal of this course is to dialogue about conceptual frameworks based in philosophy and research on talent in the visual arts, and to field test appropriate instructional methodologies for meeting those expectations. Course materials cover ways in which visual art contributes to the general cognitive, social, and emotional development of students in the grades. Course work includes the neuroscience of vision and field experiences that prepare participants to teach the arts to all levels of school age learners.
- 630 Applied Computer Graphic Design in Art Education: Photoshop.** Three hours. Introduction to the application of desktop publishing software, Photoshop. Through practical study of the current Photoshop, this introductory course will provide a solid understanding of the various technical capabilities as it applies to the classroom instruction. From scanning to rendering, the course will cover this most popular software program’s vast capabilities. *Prerequisite: A working computer knowledge.*
- 631 Applied Graphic Design in Art Education: Graphic Illustration.** Three hours. Traditional painting and drawing skills will be emphasized as they apply to graphic illustration as visual problem solving. The creative process is explored in depth as the student prepares an illustration from the conceptual thumbnail stage to a finished product.

- 649 Independent Study.** Three hours. Individual research and study under the guidance of a graduate faculty member.
- 660 Issues and Trends in Art Education.** Three hours. A course designed to research recent developments in art education including the aims, philosophies, methods, content, and problems related to the field.
- 664 Italian and Northern Renaissance Art History.** Three hours. A concentration on the major works of art and architecture of Europe from 1300-1550, with a focus on design and formal analysis.
- 665 Baroque History.** Three hours. A concentration of the major works of art and architecture in Europe from 1550-1700, with a focus on design and formal analysis.
- 680 Research in Art Education.** Three hours. A course designed to help the student plan and carry out a research project. Specific course content will be designed to meet the research needs of the individual student. *Prerequisite: Education 620, Introduction to Research.*
- 690 Art Workshop.** Three hours. Special topic courses to be named when offered.
- 691 Seminar in Art Education: Special topics.** Three hours. Selected topics, content, and teaching methods by guest lecturers and graduate faculty.

Dyslexia Therapy (DYS)

- 670 Introduction to Dyslexia Therapy and Multisensory Basic Language Skills I:** (3 hours) This course is an introduction to the study of multisensory instruction of basic language skills and literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on reading readiness, the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of Orton-Gillingham instruction. The course provides practical application of the theoretical underpinnings of reading development to guide instructional decisions for students with dyslexia and related disorders.
- 671 Dyslexia Therapy Theory and Practice of Multisensory Basic Language Skills I:** (3 hours) This course is an extension of DYS 670 and expands on the introduction to the study of multisensory structured language skills for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of Orton-Gillingham based instruction. The course provides practical application of the theoretical underpinnings of reading development to guide a therapist's instructional decisions for students with dyslexia and related disorders.
- 672 Dyslexia Therapy Internship I / Written Expression:** (3 hours) The course offers a study of research-based written expression instruction for students with dyslexia. This course sets professional guidelines for delivering dyslexia therapy and requires that the students accumulate dyslexia therapy internship hours in a public school setting or private setting.

- 673 **Dyslexia Therapy Internship II / Multisensory Instruction for Students for Building Accuracy and Fluency:** (3 hours) This course provides instruction in multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are participating in a dyslexia therapy internship program.
- 674 **Dyslexia Therapy Internship III / Developing Meta Cognitive Skills:** (3 hours) This course provides information on the development of metacognition, the ability to think about thinking. The course will offer a study of expressive language and receptive language and the development of written language skills. This course sets professional guidelines for delivering dyslexia therapy and requires that the students accumulate dyslexia therapy internship hours in a public school setting or private setting.
- 675 **Dyslexia Therapy Planning and Application of Multisensory Basic Language Skills II:** (3 hours) This course is an advanced study of multisensory structured language skills for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of Orton-Gillingham based instruction and provides practical implementation of dyslexia therapy for students with dyslexia.
- 676 **Dyslexia Therapy Assessment and Evaluation of Multisensory Basic Language Skills II Advanced Course:** (3 hours) This course is an extension of DYS 675 and expands on multisensory structured language skills providing an advanced study of dyslexia therapy. Specifically, the course provides the dyslexia therapist instruction for assessing students' progress and evaluating students' instructional needs in order to plan for appropriate Orton-Gillingham based dyslexia therapy sessions.
- 677 **Dyslexia Therapy Internship IV / Developing Vocabulary and Reading Success.** (3 hours) This course provides instruction for the development of reading vocabulary and comprehension strategies. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are conducting dyslexia therapy in a school or private setting.
- 678 **Dyslexia Therapy Internship V /Multisensory Morphology.** (3 hours) This course offers morphology instruction that will prepare the dyslexia therapist to deliver higher level language instruction to students as they advance in their reading skills. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program.
- 679 **Dyslexia Therapy Internship VI / Multisensory Basic Language Skills III Advanced.** (3 hours) This course offers an advanced study of multisensory structured language skills designed for students at the highest level of dyslexia therapy instruction. The course is an in-depth study of the components of advanced Orton-Gillingham based instruction and provides practical implementation of dyslexia therapy. The course sets professional guidelines for

delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program.

Emotional and Behavioral Disorders (EBD)

- 691 Introduction to Students with Emotional and Behavioral Disorders.** (3 hours)
The course addresses the historical treatment of emotional and behavioral disorders, identifying characteristics of the population, assessment tools for evaluating emotional and behavioral disorders, inclusion and other placement options, collaboration with parents and school personnel, and design of academic and behavioral intervention plans.
- 692 Assessment of Students with Emotional and Behavioral Disorders.** (3 hours)
The course examines a variety of formal and informal assessment tools for evaluating children and youth with emotional and behavioral disorders, writing an assessment team report, conducting virtual assessments, collecting and analyzing data, and monitoring behavior.
- 693 Program Design and Implementation for Students with Emotional and Behavioral Disorders.** (3 hours) The course focuses on the design of educational services for children and youth with emotional and behavioral conditions which adversely affect educational performance and quality of life. The course study includes instruction in identifying students with emotional disturbances, developing individual educational and treatment plans, and following applicable federal and state laws and policies (Individuals with Disabilities Act 2010).
- 694 Working with Families of Students with Emotional and Behavioral Disorders.** (3 hours) The course includes a review of best practices in collaborating with parents to meet family, school, and individual needs. It includes identifying the stages of acceptance for families in learning coping mechanisms and participating in the treatment plan. It investigates the wrap-around approach as a multi-disciplinary model engaging support from school personnel, social services, transportation, medical, and mental health.
- 695 Current Research and Best Practices in the Education and Treatment of Children and Youth with Emotional and Behavioral Disorders.** (3 hours) The course investigates a comprehensive array of research-based interventions that have been shown to effectively improve learning and behavioral outcomes. Such strategies are grounded in positive behavioral supports and applied behavioral analysis and emphasize positive, proactive approaches to improving behavioral, social and academic skills.
- 696 Positive Behavioral Interventions in Education and Related Environments.** (3 hours) The course includes designing an array of positive behavioral interventions that are matched to each individual to allow for maximum support and learning. A variety of treatment tools will be evaluated and implemented, including time-out, token economy, points-based, individual counseling, group counseling, and family counseling. Additionally, a teacher training packet will be developed to aid teachers in implementation of behavior interventions in the classroom and therapeutic settings.

- 698 Practicum and Internship in Emotional and Behavioral Disorders.** (3 hours) This course emphasizes the transfer of knowledge to clinical practice as candidates observe and work with students with emotional and behavioral disorders in one of the following settings: public school classroom, day treatment classroom, mental health classroom, alternative school, private school classroom, residential facility, or other placement as approved by the instructor. During the 200-hour internship, candidates will implement data collection and analysis, utilize the antecedent-behavior-consequence (ABC) model to determine outcomes, prescribe differentiated instruction, design positive behavioral supports, conduct a functional behavioral assessment, design and monitor a positive behavioral intervention plan for two selected students, and collaborate with parents and other stakeholders.
- 791 Advanced Introduction to Students with Emotional and Behavioral Disorders.** (3 hours) The course addresses the historical treatment of emotional and behavioral disorders (EBD), identifying characteristics of the population, assessment tools for evaluating emotional and behavioral disorders, inclusion and other placement options, collaboration with parents and school personnel, and design of academic and behavioral intervention plans. Candidates will apply the basic knowledge, treatment, and pedagogical skills for students with EBD through project-based learning and field application.
- 792 Advanced Assessment of Students with Emotional and Behavioral Disorders.** (3 hours) The course examines a variety of formal and informal assessment tools for evaluating children and youth with emotional and behavioral disorders, writing an assessment team report, conducting virtual assessments, collecting and analyzing data, and monitoring behavior. Candidates will complete 100 practicum hours in completing functional assessments and collaborating with Teacher Support Teams.
- 793 Advanced Program Design and Implementation for Students with Emotional and Behavioral Disorders.** (3 hours) The course focuses on the design of educational services for children and youth with emotional and behavioral conditions which adversely affect educational performance and quality of life. The course study includes instruction in identifying students with emotional disturbances, developing individual educational and treatment plans, and following applicable federal and state laws and policies (Individuals with Disabilities Act 2010). Candidates will demonstrate applied knowledge and skills in a supervised practicum, focusing on positive emotional and behavioral outcomes for three select students.
- 794 Advanced Issues in Working with Families of Students with Emotional and Behavioral Disorders.** (3 hours) The course includes a review of best practices in collaborating with parents to meet family, school, and individual needs. It includes identifying the stages of acceptance for families in learning coping mechanisms and participating in the treatment plan. It investigates the wrap-around approach as a multidisciplinary model engaging support from school personnel, social services, transportation, medical, and mental health.

Candidates will develop and distribute to stakeholders a comprehensive notebook of local, state, and national resources appropriate for students with EBD.

- 795 Advanced Research & Best Practices in the Education and Treatment of Children and Youth with Emotional and Behavioral Disorders.** (3 hours) The course investigates a comprehensive array of research-based interventions that have been shown to effectively improve learning and behavioral outcomes. Such strategies are grounded in positive behavioral supports and applied behavioral analysis and emphasize positive, proactive approaches to improving behavioral, social and academic skills. Candidates will compile a strategy notebook containing 50 research-based academic and social skill strategies, focusing on universal design and differentiated instruction.
- 796 Advanced Positive Behavioral Interventions in Education and Related Environments.** (3 hours) The course includes designing an array of positive behavioral interventions that are matched to each individual to allow for maximum support and learning. A variety of treatment tools will be evaluated and implemented, including time-out, token economy, points-based, individual counseling, group counseling, and family counseling. Additionally, a teacher training packet will be developed to aid teachers in implementation of behavior interventions in the classroom and therapeutic settings. Candidates will video the training sessions with stakeholders and evaluate the outcome.
- 797 Advanced Behavioral Analysis.** (3 hours) The course will entail a comprehensive review of the history of ABA and its current use for children and youth with emotional and behavioral disorders. It involves virtual assessment of several case studies, to include the entire referral-to-treatment process (antecedent, behavior, consequence, data collection, data analysis, AB design, scatter plot design, monitoring and adjusting goals, and communication with parents and school personnel). Candidates will complete real-time participation in multiple systems of intervention tier support through meetings with a school teacher support team.
- 798 Advanced Practicum and Internship in Emotional and Behavioral Disorders.** (3 hours) This course emphasizes the transfer of knowledge to clinical practice as candidates observe and work with students with emotional and behavioral disorders in one of the following settings: public school classroom, day treatment classroom, mental health classroom, alternative school, private school classroom, residential facility, or other placement as approved by the instructor. During the 300-hour internship, candidates will implement data collection and analysis, utilize the antecedent-behavior-consequence (ABC) model to determine outcomes, prescribe differentiated instruction, design positive behavioral supports, conduct a functional behavioral assessment, design and monitor a positive behavioral intervention plan for three selected students, and collaborate with parents and other stakeholders.

Higher Education Administration (EDH)

- 701 History and Foundations of Higher Education.** (3 hours) This course is an introduction and overview of higher education, including the development of higher education in the United States; the nature of institutions of higher education; and the major trends, challenges, and issues in higher education today.
- 702 Survey of the Community College.** (3 hours) This course provides an overview of the administrative aspects of two-year institutions, including the scope and role of two-year institutions in higher education.
- 703 Legal and Ethical Issues in Higher Education.** (3 hours) This course encompasses legal issues and policies that affect how higher education is governed and how administrators in higher education implement policies and practices to ensure compliance with federal and state laws. Specific legal cases will be examined and analyzed, and subsequent legal and ethical implications will be discussed.
- 704 Community Relations and Continuing Education.** (3 hours) This courses examines the economic, social, and political issues associated with postsecondary continuing education programs, including the relationship between these programs and the communities they serve and strategies used to maintain strong public support.
- 705 Teaching and Learning in Higher Education.** (3 hours) This course studies the historical and theoretical development of higher education curricula in the United States. The elements that relate to best practices in teaching and learning will be examined, as well as the administrator's role to oversee curricula planning.
- 706 Seminar of Current Issues in Higher Education.** (3 hours) This course explores contemporary trends and issues in higher education.
- 707 Finance in Higher Education.** (3 hours) This course will explore the sources of funds, resources by institutional type, and the differences between funding sources for institutions of higher learning. This course will explain budget and financial terminology and prepare students to read and analyze higher education budgets for two- and four-year colleges, and study current and future issues which affect higher education finance and budgeting.
- 721 Field Research Project.** (3 hours) This course is designed as an investigation of a significant problem in higher education using scientific research skills. A scholarly written report is required. Students will meet with the Field Project Director as needed. During EDH 721, the field project will be investigated, analyzed, and reported upon to the advisory committee. Six hours total credit to be taken over two terms, three hours each term.
- 750 Leadership and Professional Responsibilities.** (3 hours) This course is an introduction to peculiarities and challenges of leading an organization/institution as it relates to the legal, political, and ethical implications of education.

- 760 General Leadership Studies.** (3 hours) This course is an in-depth look at how educational administrators manage and lead educational organizations, and how leadership styles have evolved.
- 770 Education Organizational Behavior.** (3 hours) This course is an examination of how educational organizations are usually structured and designed to utilize human, technological, fiscal, and physical resources for maximizing talents and student achievement.
- 880 Dissertation.** (1-12 hours) Completion of original research concluding in a written dissertation and oral defense as directed by dissertation chair and committee.

Educational Leadership (EDL)

- 601 Organizational Leadership.** (3 hours) The study of the fundamental principles and culture of the educational organization and administration as well as concepts for development and growth.
- 602 Roles of the Principal.** (3 hours) This course identifies specific roles of the principal and equips the school leader in becoming a facilitator in sustaining a school culture that promotes the success of students and staff by ensuring management of the organization and resources for a safe, efficient, and effective learning environment.
- 604 Data-Driven Instruction.** (3 hours) This course examines the utilization of educational data to make informed decisions for leading schools.
- 605 Human Resources Management.** (3 hours) This course examines the processes of personnel administration in educational organizations, for both certified and non-certified personnel. It provides a comprehensive overview of personnel administration as it relates to recruitment, selection, orientation, professional development, motivation, work incentives, grievance management, reduction in force, employee discipline, employee evaluation, salary, fringe benefits, sexual harassment, discrimination, and worker's compensation.
- 606 Judicial and Ethics Considerations.** (3 hours) This course includes the exploration of local, state, and federal laws, court decisions, and legal opinions affecting public education.
- 607 Instructional Leadership.** (3 hours) This course trains the candidate to organize human, financial, physical, and community resources for leading school improvement.
- 608 Best Practices.** (3 hours) This course examines the new standards for various subject areas for the "state-of-the-art teaching" as set by national educational and professional organizations as well as national exemplary programs.

- 609 School Site Business Management.** (3 hours) Theoretical and practical approaches to managing school business affairs at individual school levels.
- 617 Human and Student Diversity.** (3 hours) This course helps the candidate to understand students from diverse and cultural backgrounds, and examines ways to develop learning environments that support and improve student learning.
- 635 Practicum and Internship.** (3 hours) Participation in reflective field experiences and observations of all aspects of day-to-day school operations. (500 hours)
- 688 School Community Climates.** (3 hours) The course examines the relationship between organizations and communities, and explores strategies to maintain healthy school support.
- 701 Advanced Organizational Leadership Models.** (3 hours) Fundamental principles, development and culture of the educational organization and how it was influenced by theories of historical and social foundations of education.
- 702 Ethical Issues in Administration.** (3 hours) This course identifies and explores specific roles of the school administration and the leadership principles.
- 703 Learning Research Based in Instruction Theory.** (3 hours) This course examines the research-based approaches to leading and assessing instructional processes given the study of theory and research in educational pedagogy.
- 704 Data Driven Decision Making.** (3 hours) The utilization of educational data to make informed decisions regarding instruction and student achievement.
- 717 Innovative Approaches Leading to Administration in a Diverse Culture.** (3 hours) Understanding students from diverse and cultural backgrounds and developing positive learning environments will be the focus of this course.
- 730 School Finance Influenced by Current Trends and Issues in Public Education.** (3 hours) This course informs students how to use financial resources to substantially increase student performance. Identifying resources and the mechanisms to distribute resources at the federal, state, district, and school level, the course delves into issues of equity of finance and whether there exists an adequate level of resources in the system.
- 732 Effective Data Analysis for Instructional and Performance Improvement Using Technology Tools.** (3 hours) This course emphasizes the leadership roles that serve as instructional technologists, those who can thoughtfully and strategically provide direction to selection, use, and evaluation of constantly changing technologies for effective data analysis.
- 788 Schools and Community Safety Management.** (3 hours) Best practices in environmental protocols for internal and external safety management at school and the surrounding community.

- 789 Educational Unit Self-Study through Assessment Inquiry Research.** (3 hours)
This class is designed to provide self-study which involves systematically exploring the tensions of practice and the dilemmas educators encounter. This is designed to promote appropriate application of academic course work and experiences in the school setting.
- 791 Data Analysis Program Improvement through Professional Learning Communities.** (3 hours) This research course focuses on using performance and assessment data as tools to improve decision-making for school improvement purposes at the building level through professional learning communities (PLC).
- 801 Professional Educational Development for Professional Educators.** (3 hours)
This course is designed to offer a foundation in the process of developing a professional learning plan for P-12 professional educators at the school district level. A major focus will be on the alignment with professional learning standards in order to assist in the development of professional learning that is data-driven, evidence-based, ongoing, and sustainable. In addition to developing a plan, monitoring the implementation and evaluating the effectiveness of the plan will be included.
- 811 Research in Educational Administration I.** (3 hours) This course serves as an introduction and provides a foundation of conducting formal research in P-12 settings. Emphasis is placed on conducting a relevant review of related literature and identifying a research topic. During this course, Chapter 2 draft should be accomplished using the research completed in EDL 826. Prerequisite: EDL 826.
- 812 Research in Educational Administration II.** (3 hours) This course focuses on identifying a specific area or problem to research and identify an appropriate research design. Emphasis is also placed on justifying the research and developing research questions and/or hypotheses. Chapters 1 and 3 draft should be accomplished using review for literature completed in EDL 811. Prerequisite: EDL 811.
- 813 Research in Educational Administration III.** (3 hours) This course is designed to facilitate the completion and defense of a formal research proposal in a P-12 setting. Additionally, Institutional Review Board (IRB) approval should be completed. Data will also be collected during this trimester. Prerequisite: EDL 812.
- 814 Research in Educational Administration IV.** (3 hours) This course is designed to help facilitate conducting the research proposal defended in EDL 813. Emphasis is placed on writing the results and discussion. Chapters 4 and 5 drafts should be accomplished using the data collected. Prerequisite: EDL 813.
- 815 Research in Educational Administration V.** (3 hours) This course serves as an extension for the research process courses as needed by students. Instructor approval is required to register for this course. This course can only be taken three times as an extension for uncompleted courses. Must have grades for EDL 815

(Pass or Fail) and the incomplete course before registering for the next course in the sequence.

- 826 Advanced Applied Research (Developing Your Design).** (3 hours) The content of the course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in educational and community settings. This course is designed as an initial course in single subject research methodology. It will cover a number of specific topic areas including behavioral measurement, single subject research designs, and methods of data analysis.
- 830 Developing the Culture of Learning.** (3 hours) The main emphasis for this course is to challenge leaders to create a learning culture within the organization that will empower people to easily adapt to and actually anticipate change in order to grow through innovation.
- 832 Developing Advocacy for the School and Community.** (3 hours) The emphasis for this course includes building partnerships and providing supports and opportunities that promote active and positive working relationships. The discussions, assignments, and in-class activities will provide students with a vision and practical knowledge of what effective partnerships look like and how to strategize ways of tapping into community resources.
- 834 Using Conflict Resolution and Mediation.** (3 hours) This course is an analysis of the nature of conflict and the methods to resolve conflict with an emphasis on collaborative problem solving and mediation. A research project and supporting specialized reading will be required.

Education (EDU)

- 501 The Teacher's Pedagogical Performance Analysis by Self-Study.** (1 hour) A course designed to implement theory as well as foster professional growth and development through teacher pedagogical performance self-study. Emphasis is placed on the importance of informed decision making and reflection in relation to classroom management, evaluation, and pedagogical skills and planning.
- 502 The Teacher's Performance Self-Study through Student Engagement.** (1 hour) This course is designed to implement theory and study of teacher-student engagement (actively engaged with content and time on task) in the classroom through self-study. Emphasis is placed on the importance of informed decision making and reflection in relation to teacher-student active engagement.
- 503 The Teacher's Performance Self-Study through Student Learning.** (1 hour) This course is designed to implement theory and foster professional growth and development through the study of student learning. Through this course, the first year teacher will work with assessment data to improve instruction and mastery in the classroom. Emphasis is placed on the importance of informed decision making and reflection in relation to student learning and pedagogical skills, curriculum and planning.

- 536 **Classroom Management.** (3 hours) This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan. (May not be taken for graduate credit if taken at undergraduate level.)
- 572 **Survey of Exceptional Children.** (3 hours) A study of exceptionalities from the gifted to the profoundly handicapped. This course is a prerequisite for the mildly/moderately disabled concentration. (May not be taken for graduate credit if course was taken at undergraduate level.)
- 574 **Reading in the Middle and Secondary School.** (3 hours) The development of reading skills in the content areas. Emphasis on helping the middle and secondary school student read more effectively. (May not be taken for graduate credit if course was taken at undergraduate level.)
- 575 **Teacher Induction.** (3 hours) A course designed to provide entry educators with effective research-based strategies for managing the learning environment, for using appropriate teaching strategies, and for establishing effective communication skills in a school setting. The course extends for more than one trimester with collaboration between the school district and university. The student registers only one term but has to cross-over terms to complete requirements.
- 601 **Social Studies in the Elementary School.** (3 hours) The study of research and techniques for teaching social studies as an integrated approach is emphasized.
- 602 **Trends in Children's Literature.** (3 hours) A survey of children's literature and current techniques for using literature in all areas of the curriculum.
- 603 **Seminar in Early Childhood Education.** (3 hours) A study of curricula trends and issues in early childhood education. Emphasis is placed on developmentally appropriate curriculum and practice, current research, and organization and evaluation of learning experiences for the young child.
- 606 **Integration of Content Curriculum.** (3 hours) Components from social studies, science and mathematics in the elementary school will be included. Integrating each of these subjects through discovery, hands-on experiences and problem-solving is emphasized. The scope and sequence of the elementary curriculum is examined with an emphasis placed on the development of concepts and generalizations appropriate for the elementary child. For students with no teaching license, EDU 606 and comprehensive exam may substitute for EDU 640.
- 607 **Elementary School Mathematics.** (3 hours) A study of current research and methodology for teaching mathematics in the elementary school. Emphasis is placed on incorporating current NCTM standards in the classroom.
- 608 **Multiple Intelligences.** (3 hours) An examination of the theories of multiple intelligences, brain-based learning, and learning styles. The influence of these theories on the concepts of creativity, metacognition, and critical thinking is applied to classroom practice.
- 609 **Science in the Elementary School.** (3 hours) Trends, innovations, and research for teaching life science and physical science in the elementary school are explored.

- 610 Metacognition.** (3 hours) This course explores the management of thinking using the basic metacognitive strategies: (1) connecting new information to former knowledge; (2) selecting thinking strategies deliberately; and (3) planning, monitoring, and evaluating thinking processes. The latest research will be identified, discussed, and implemented for classroom learning.
- 611 Current Trends in Reading.** (3 hours) Current research related to the effective teaching of reading in the elementary school is explored.
- 615 Language Arts in the Elementary School.** (3 hours) The teaching of the six language arts skills: listening, speaking, writing, reading, viewing, and visually representing with and an emphasis on the development of language/communication skills. The development of communication skills and concepts is explored through research and practical experiences.
- 616 Art in the Elementary School.** (3 hours) Art activities and materials which stimulate thought processes and development of children from one stage of growth to another. The analysis of successful teaching activities and ways relationships between art and other subjects within the school curriculum are explored.
- 617 Multicultural Education.** (3 hours) An examination of strategies and resources for teaching students of diverse cultural backgrounds. The development of units and activities exploring multicultural topics is required.
- 620 Teacher as Researcher.** (3 hours) The study of methodology and interpretation of educational research which acquaints the student with various techniques of research and the use in educational endeavors.
- 621 Theories of Learning.** (3 hours) An in-depth study of learning theories, cognitive development, and current topics related to appropriate educational classroom practice. Same as PSY 621.
- 625 Technology in Education.** (3 hours) A study of the use of computers and other technology in the classroom. The student is given hands-on experiences using technology including understanding of the Internet.
- 626 Cooperative Learning.** (3 hours) A study of various forms of cooperative learning structures that can be implemented in all curriculum areas.
- 627 Performance Assessment.** (3 hours) This course will examine theory, practice, and strategies related to assessing student achievement in the contemporary classroom.
- 628 Direction and Supervision of Student Teachers.** (3 hours) This course is designed to train prospective supervising teachers to be knowledgeable mentors who understand how to train the "safe practitioner." The class focuses attention on each aspect of the teaching/learning experience and environment. Case studies that explore diverse situations in urban, suburban, and rural schools are studied and discussed.
- 630 Historical and Philosophical Foundations of Education.** (3 hours) This course is a survey of the development of educational systems and philosophies from ancient times to the present. (Not for MAT)

- 631 Historical and Philosophical Foundations of Education-Global Emphasis.** (3 hours) This course is a survey of the development of educational systems and philosophies from ancient times to the present with a global emphasis.
- 634 Fall Trimester Internship.** (3 hours) In this course students in cohort groups will be supervised by a university faculty member in an approved and accredited school where they are employed as full-time teachers. Students are required to attend scheduled seminars which will include research, presentations and discussions on current educational issues related to the classroom teacher and submit online assignments. (Prerequisites: EDU 536 and EDU 650)
- 635 Winter Trimester Internship.** (3 hours) This course is the second phase of internship. The student will continue to be supervised by a university faculty member, attend scheduled seminars and submit online assignments. (Prerequisite: EDU 634)
- 636 Reading and Writing Across the Curriculum.** (3 hours) An introduction to specific principles and practices of integrating reading/writing across the curriculum with emphasis placed upon an awareness of balancing the process and the product, strategies for using the approach and assessment.
- 637 Advanced Diagnosis of Reading and Writing Difficulties.** (3 hours) This course provides specific knowledge in the assessment of the reading and writing abilities of elementary students. An emphasis is placed on the various causal factors which might inhibit the student's developmental processes of learning to read and write effectively and strategically, and an understanding of these factors will enable a teacher to develop and implement a program of prescriptive instruction.
- 640 Curriculum Planning.** (3 hours) A survey of general curriculum development with emphasis upon current practices in curriculum design and organization, evaluation of curriculum materials, and curriculum development including instructional objectives. (Only for secondary MAT)
- 641 Creating Productive Cultures in Schools.** (3 hours) This course will study models of leadership and organizational evolution and their influences on school. This course will discuss how school improvement, supportive communities, communities of professional practice for teachers, and communities of engagement are linked to create a productive culture in a school.
- 642 Home-School-Community Relations: Working With Parents.** (3 hours) Current research regarding parent involvement programs, parent education, parent-teacher conferences, using community resources, and current topics are explored.
- 646 Secondary Methods.** (3 hours) An in-depth study of current management, instructional and evaluation processes and practices within secondary schools. Methods and problems related to teaching and learning in the student's major field will be emphasized. Content area methods course may be substituted for EDU 646 with advisor approval.
- 650 Tests, Measurements, and Evaluations.** (3 hours) The study of the measurement and evaluation of student learning with both criterion and norm-referenced procedures. (May not be taken for graduate credit if taken at undergraduate level.)

- 651 **The Gifted Child.*** (3 hours) A study of the social, emotional, physical, and intellectual characteristics of the gifted child, including methods of identifying the gifted child.
- 652 **Teaching the Gifted Child.*** (3 hours) A study of the programs, curricula, methodologies, media and materials for the education of the gifted child.
- 653 **Curricula Development for the Gifted.*** (3 hours) This course focuses on the development of modules for advanced placement classes and writing/choosing appropriate curricula for elementary or secondary gifted children.
- 654 **Trends in Gifted Education and Practicum.*** (3 hours) Through research and discussion, the student develops understanding of problems and current trends in gifted education. Students work with gifted students in a public school or clinical setting.
- 655 **Curriculum for Artistically and Creatively Gifted.*** (3 hours). An examination of research and practice dealing with the concept of artistic talent and implications for curriculum in the visual and performing arts.
- *These courses are available only for students who wish to add gifted education to an existing elementary or secondary teaching license.*
- 660 **Organizational Procedures for Special Education.** (3 hours) A study of the organizational procedures of special education as required by the Mississippi State Department of Education. The legislative and court decisions associated with special education are covered in this course.
- 663 **Learning Disabilities.** (3 hours) This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical and learning characteristics. *Same as PSY 663.*
- 664 **Teaching Individuals with Learning Disabilities.** (3 hours) This course addresses basic assessment procedures, selection and utilization of instructional methods, materials, and individualized programming for individuals with specific learning disabilities. Prerequisite EDU 663.
- 665 **Behavior Management.** (3 hours) This course will examine the laws, history, and prevalence of behavior disorders. Assessment instruments and procedures will be presented along with extensive coverage of intervention plans, curricula, and classroom management strategies. Field experience may be included. *Same as PSY 665.*
- 666 **Teaching Individuals with Severe/Profound Intellectual Disabilities.** (3 hours) This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with severe or profound intellectual disabilities.
- 667 **Internship in Working with Individuals with Severe/Profound Intellectual Disabilities.** (3 hours) This course serves as a field experience to apply knowledge and ideas garnered in EDU 666 within a realistic setting. The student will serve a minimum of 80 contact hours with this population, in addition to 10 hours in a seminar discussing experiences, goals and objectives that have been established for such an experience.

- 668 Intellectual Disabilities.** (3 hours) This course is an overview of intellectual disabilities including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics. *Same as PSY 661.*
- 669 Teaching Individuals with Mild Intellectual Disabilities.** (3 hours) This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with mild intellectual disabilities. Prerequisite: PSY 661 or EDU 668
- 699 Autism Spectrum Disorders** (3 hours). This course explores all aspects of disorders that fall under the autism spectrum, including definitions, diagnosis, history, facts and myths, characteristics, research-based practices, screening, assessment, least restrictive environment, community resources, treatment protocols, progress monitoring, and pedagogy. Students will conduct a Functional Behavioral Assessment and Behavior Intervention Plan for two selected students with autism.
- 701 Seminar in Elementary Education.** (3 hours) The advanced study of major problems in elementary education and elementary schools. Cannot be completed through independent study.
- 702 Advanced Elementary School Curriculum.** (3 hours) A comprehensive in-depth study of the development and implementation of curricula in elementary schools.
- 703 Theories of Learning.** (3 hours) The study of the process and theories of learning in direct relation to education.
- 721 Field Research Project.** (3 hours) The investigation of a significant problem in elementary education using scientific research skills. A scholarly written report is required. Register for six hours. The field project must be completed in one academic year or three consecutive trimesters. (Prerequisite: RSH 720)

Mathematics (MAT)

- 536 Geometry.** (3 hours) A study of Euclidean and non-Euclidean geometries, with emphasis on their logical development from basic assumptions.
- 541 Abstract Algebra.** (3 hours) A course on basic algebraic structures such as groups, rings, and fields. Attention is given to formal algebraic properties of familiar objects, such as the rational, real, and complex numbers.
- 551 Advanced Calculus.** (3 hours) An intensive study of limits, continuity, differentiation, and integration, in an arbitrary number of dimensions.
- 553 Differential Equations.** (3 hours) A basic course in differential equations including first order equations, linear equations, and series methods. Graphical techniques, and the use of symbolic software, are also developed.
- 603 Algebra with Technology.** (3 hours) A detailed study of the capabilities of multi-platform mathematics software on devices such as graphing calculators, emphasizing their uses in computation, visualization, and symbolic manipulation. A variety of mathematical explorations, keyed to both the Mississippi Mathematics Framework and CUPM recommendations for the training of teachers of mathematics, are used to develop proficiency with each calculator feature.

- 613 Higher Math with Technology.** (3 hours) A further study of the uses of multi-platform mathematics software on devices such as graphing calculators, exploring advanced mathematical topics, including analysis, probability, and statistics. This course is most natural as a follow-on to MAT 603, but this is not a formal prerequisite.
- 623 Mathematics with Technology.** (3 hours) A companion course to MAT 603 and MAT 613, emphasizing the use of computer algebra systems (CAS) to aid the mathematical learning process, and to perform specific computations and solve specific problems.
- 635 Foundations of Higher Math.** (3 hours) Logic, sets, relations, functions, denumerable sets, cardinal numbers, and ordered sets, with emphasis throughout on the nature and techniques of mathematical proof.
- 641 Seminar in Algebra.** (3 hours) An intensive study of algebra with emphasis on the relationship of algebra to other areas of mathematics.
- 643 Seminar in Linear Algebra.** (3 hours) A detailed study of topics and applications in linear algebra, with an emphasis on vector spaces, inner product spaces, linear transformations, eigenvectors, eigenvalues, and numerical methods. Prerequisite: MAT 341.
- 651 Seminar in Analysis.** (3 hours) An intensive study of analysis with an emphasis on application.
- 661 Seminar in Geometry.** (3 hours) An intensive study of selected topics in geometry.
- 671 History of Mathematics.** (3 hours) A study of the origins, growth, and present status of mathematics as an academic field, with an emphasis on studying the cultural and scientific contributions of specific mathematicians.
- 672 Seminar in Mathematics Education.** (3 hours) A study of current trends and issues in the teaching of mathematics in the secondary school. Special emphasis will be given to problems involving curricula and methods of instruction.
- 680 Seminar in Problem Solving.** (3 hours) An exploration of various methods and approaches to solving mathematical problems, independent of any particular choice of mathematical topic or field. Students will learn to pose problems, make conjectures, solve problems, develop a variety of problem solving strategies, and communicate mathematical demonstrations and proofs.
- 690 Teaching Mathematics in the Secondary School.** (3 hours) A study of methods and problems related to teaching mathematics in the secondary school, with emphasis given to current trends and issues in education.
- 690 Seminar in Statistics.** (3 hours) An overview of statistical theory, with an emphasis placed on the practical application and techniques of actual data analysis and interpretation.
- 690 Seminar in Probability.** (3 hours) Natural companion course to the seminar in statistics. An overview of probability theory, with an emphasis placed on practical applications.

- 690. Geometry Enhanced with Technology.** (3 hours) A study of geometry via the Mississippi College and Career Readiness Standards. Students will explore mathematical content using dynamic geometry software alongside the Standards for Mathematical Practice. Educators taking the course will have the opportunity not only to master the technology itself, but also to examine the pedagogical implications of using such technology to understand and explain mathematics.

Interscholastic Athletic Administration (PED)

- 680 Sports Marketing.** (3 hours) Marketing from a sports managerial perspective which includes analyzing market opportunities, strategies, making decisions, and managing and delivering sports marketing programs.
- 691 Sports Administration Issues.** (3 hours) This course provides students an overview of sports and athletic administration issues. It serves as a foundation for further studies in various subject areas in the field of sports and athletic administration management, including sports marketing, sports law, sports facility and event management, and sports finance/economics.
- 692 Sports Finance.** (3 hours) Financial management in sport will provide advanced principles and applications of finance and economics in the sport industry. It is an in-depth exploration of traditional and innovative revenue acquisition methods for sport organizations. The course maintains a strong practical orientation.
- 695 Facility and Event Management.** (3 hours) This course will review the finance and construction of a sport facility, as well as the organizational, human resource, and operation management structures. Facility and event security issues will also be addressed, including threats to sports events. This course will examine risk assessment procedures, security planning options, emergency response and recovery, and training and exercises.
- 696 Sports Media.** (3 hours) The course will cover aspects of sports media and American culture including the development of sports media, coverage and business of sports media (print and broadcasting reporting, marketing and PR), and sports media audience (including critical cultural perspectives). Guest speakers from each area will address the class, giving a first-hand perspective of each area.
- 697 Athletic Administration Field Work Project.** (3-6 hours) The field work project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program theme. With the assistance of the instructor/advisor, an appropriate topic is selected.

Research (RSH)

- 702 APA Style for Professional Writing.** (3 hours) This course is a study of the application of American Psychological Association (APA) style requirements for professional writing. This course is only for specialist and doctoral students.
- 720 Research Foundations.** (3 hours) This course is designed to emphasize the application of foundational research methodology through the development of a research project pre-proposal in the area of major concentration. Candidates will develop a research project pre-proposal which must be approved by an advisory committee member. This course is for specialist and/or doctoral students only.
- 740 Survey Design, Descriptive Statistics, and Evaluation.** (3 hours) This course is a study of proper survey design and administration, descriptive statistics, data analysis, and evaluation.
- 750 Qualitative Designs and Analysis.** (3 hours) This course is designed to introduce characteristics of and various approaches to designing and conducting qualitative research. Emphasis is placed on various qualitative design types, and data collection and analysis of qualitative research methodology. The course is also designed to have participants analyze various types of qualitative research.
- 770 Correlation and Regression Analysis and Evaluation.** (3 hours) This course is an advanced study of relationships between variables and predictive statistical models.
- 780 Quasi-Experimental Designs and Evaluation.** (3 hours) This course is an advanced study of quasi-experimental research designs, especially in educational studies.
- 800 Inferential Statistics, Analysis of Variance, and Evaluation.** (3 hours) This course is a study of statistical data analysis and subsequent generalizations made from inferential analysis.
- 850 Multivariate Analysis and Evaluation.** This course is designed to help students understand multivariate techniques for data analysis. This course will focus on the practical applications of the data analysis techniques. The following topics will be explored: factor analysis, general linear model, discriminant analysis, multiple linear regression, path analysis, and structural equation modeling (SEM).
- 860 Advanced Educational Research Software Applications.** This course will explore the use of statistical programming software in the analysis of data for educational research. This course will emphasize the development and use of computer skills in analyzing data.

**MASTER OF
BUSINESS
ADMINISTRATION**

PROGRAM OVERVIEW

The Master of Business Administration program balances management theory with practical decision making. The program is available to students with no previous business course work, in addition to undergraduate business majors. Students accepted into the program will complete an individual plan of study ranging from 30 semester hours to 48 semester hours, depending on previous business course work. The M.B.A. degree is offered on the Hattiesburg and Tradition campuses.

DEPARTMENTAL MISSION

The School of Business strives to provide an environment that promotes student learning in the field of business within a caring Christian community. The educational experience in the School of Business is focused on providing students with the knowledge, skills, and ethical principles to assume leadership positions in their workplaces, communities, and the global business environment.

GENERAL ADMISSIONS REQUIREMENTS

In order to be considered for admission to the program each applicant must:

- Complete a baccalaureate degree from an accredited college or university prior to enrollment.
- Submit an application packet to the graduate admissions office.
- Conduct a personal interview with a member of the admissions committee.

ADMISSIONS PROCESS

The following must be submitted as part of the application packet:

- the completed application form,
- official transcripts of all college work completed,
- GMAT scores,
- two professional nominations from individuals familiar with the applicant's abilities,
- application fee, and
- TOEFL scores if applicable.

Each applicant is individually evaluated using two primary criteria: undergraduate grade point average and the applicant's score on the Graduate Management Admission Test (GMAT). The admissions evaluation score is calculated according to the following formula:

$$\text{GMAT score} + (200 \times \text{Undergraduate GPA})$$

Regular admission status will be granted if the admissions evaluation score is greater than or equal to 1,000 points.

For individuals with managerial work experience who fail to meet the 1,000 point minimum, an additional 10 points can be added for each year of work experience (up to a maximum of 10 years). The alternate formula for applicants with managerial work experience would be:

GMAT score + (200 x undergraduate GPA) + (10 x number of years of work experience*)

Regular admission status will be granted if the admissions evaluation score on the alternate formula is greater than or equal to 1,000 points.

* A maximum of ten years relevant work experience may be used.

ADMISSIONS STATUS

Each application for admission will be presented to the M.B.A. admissions committee for approval. After review of the application packet, the M.B.A. admissions committee may grant the applicant regular, probationary, or non-degree admission status. An applicant must be admitted to William Carey University prior to being considered for admission for the M.B.A. degree.

A. Regular Admission Status

Regular admission status is awarded to an applicant who has 1,000 or more points on either the regular admission formula or the alternate admission formula (described above).

B. Probationary Admission Status

Applicants who fail to meet the designated criteria for regular admission status may be admitted on probation until evidence of successful work is established. Probationary admission may be granted by the M.B.A. admissions committee to an applicant who does not meet the criteria for regular admission status but appears to be capable of satisfactory performance in the M.B.A. program.

A student will remain on probation until the completion of at least six hours of course work in the program. A student admitted on probationary status must maintain a 3.00 GPA or the student will be dismissed and cannot continue in the program. Probationary students who have a GPA of 3.00 or higher at the end of the probationary period will be upgraded to regular admission status. Probationary students who have a GPA below 3.00 at the end of the probationary period will be ineligible to continue in the M.B.A. program. All courses taken to remove probationary status must be taken at William Carey University.

C. Incomplete Admission Status

A student may be enrolled in the M.B.A. program under the "Incomplete Admission Status" under the conditions that he or she presents a completed M.B.A. application, a copy of his or her college transcript reflecting graduation from an accredited college institution, submission of the completed "Graduate Incomplete Admission" form, and the application fee. This incomplete status will allow the M.B.A. student

to complete one trimester in the M.B.A. program, but the student will not be allowed to continue without further completion of all requirements under the terms and conditions stated on the previous page under "Admissions Process." This shall include: official transcripts of all college work completed, two professional nominations, and completion of the GMAT. All the requirements of admission must be completed before the student will be allowed to continue following the trimester admitted under the "Incomplete Admission Status." A student admitted under this status may take only nine hours of course credit. Upon completion of all the requirements as stated, the student will be further evaluated to determine his or her future status applying the standards of the "admission evaluation score" as specified under the previous section. Students on incomplete status, who would have been on probation once the incomplete is removed, will be considered on probation for that trimester.

D. Nondegree Admission

A limited number of students who do not desire to complete the M.B.A. degree may be admitted to M.B.A. classes as nondegree students. Up to 9 hours may be taken within the M.B.A. program as a nondegree student. Approval for such status is on a course by course basis by the M.B.A. admissions committee chair or M.B.A. director. Students seeking nondegree status must provide transcripts of all previous course work and a completed application form. Such enrolled nondegree students are prohibited from enrolling in the M.B.A. program in the future under Incomplete Status. Students must have a 3.00 GPA on all M.B.A. course work to be considered by the M.B.A. admissions committee for regular admission status.

E. Early Admission to the M.B.A. Program

In addition to the early admission requirements given in the "General Information" section of the catalog, a candidate for early admission to the M.B.A. program must have an application for the undergraduate degree on file in the registrar's office. The candidate must complete an application for admission and submit two professional nominations and GMAT scores. After review of the application materials, the M.B.A. admissions committee may grant early admissions status.

If a student is not admitted because he or she does not meet these admissions criteria, the student may appeal the admission decision to the admissions committee for reconsideration. A student may be admitted by the admissions committee if the committee determines that the student has the potential for success in the M.B.A. program. Recommendations from the student's supervisors or other individuals will be taken into consideration by the committee.

CURRICULUM FOR MASTERS OF BUSINESS ADMINISTRATION

The required curriculum for a student will vary based on the educational background of the student. All students are required to complete a basic core of application and integrated courses as well as elective courses. Students without a business degree may also be required to complete a set of business foundation courses.

Foundation Courses

MBA 611	Financial Accounting and Reporting
MBA 613	Economic Principles and Concepts
MBA 614	Statistical Methods for Management
MBA 622	Managerial Communication
MBA 624	Managerial Finance and Policy
MBA 626	Basic Business Law

(MBA 611 is equivalent to two undergraduate Principles of Accounting courses and is waived for students who have completed both courses. MBA 613 is equivalent to undergraduate macro and micro economic theory courses and is waived for students who have completed both courses.)

Core Courses (required for all students)

MBA 621	Managerial Accounting and Reporting
MBA 623	Marketing Strategy
MBA 625	Quantitative Analysis and Decision Making
MBA 631	Information Systems in Management
MBA 630	International Business: Environments and Operations
OR	
MBA 632	Economic Development and Technology Management
MBA 633	Business Ethics and Leadership
MBA 640	Strategic Planning
MBA 643	Organizational Behavior
MBA 689	Contemporary Issues in Business

Electives

1 Elective Course

An individual plan of course study is developed for each student as part of the application process in order to assure timely completion of the M.B.A.

OTHER REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

Candidates for the M.B.A. from William Carey University must have acquired regular admissions status prior to application for graduation.

Students must have successfully completed the plan of study approved by the M.B.A. admissions committee with a minimum GPA of 3.0 within a six year time frame.

A typical plan of study will contain a minimum of 30 semester hours of credit. Students who have not had an undergraduate course in the area of accounting, economics, business law, finance, statistics, or business communication will be required to take the appropriate foundation courses as listed on page 106 of this catalog, which will extend the hours in their individual plan of study. With the permission of the advisor and written approval of the dean, a student can take an undergraduate course at William Carey University to meet the requirements of a foundation course. Permission to take such courses at another institution may be granted, but only in situations where a course is not available. Students wishing to earn credit at other institutions after the program plan is submitted must seek the written approval of the dean prior to enrollment. Approval of undergraduate courses to meet foundation course requirements is subject to the ten-hour course load limit described earlier in the catalog.

Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by the office of academic affair's special permission for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There is a \$100.00 late fee for late application.

COURSE DESCRIPTIONS

- 611 Financial Accounting and Reporting**—Fundamentals of accumulating, reporting, and interpreting financial accounting information. Emphasis is placed on the preparation of financial statements and the use of accounting information by managers, investors, and creditors—3 hours.
- 613 Economic Principles and Concepts**—Micro and macro economic theory and applications including market structures; pricing and output decisions; and national income, output, employment, and inflation concepts; money and banking theory and practice—3 hours.
- 614 Statistical Methods for Management**—Study of forecasting techniques descriptive and inferential statistics; and analytical decision making concepts for management—3 hours.
- 621 Managerial Accounting and Reporting**—Traditional and contemporary topics in managerial accounting including cost determination, cost behavior, activity-based costing, budgeting, planning, controlling, and tactical decisionmaking. Emphasis is placed on the role of accounting in the management decision-making process—3 hours. Prerequisite: MBA 611 or two undergraduate principles of accounting courses.

- 622 **Managerial Communications**—Skill development by improving written and oral communications and other areas of organizational dynamics including listening and nonverbal communication—3 hours. *Same as PSY 622.*
- 623 **Marketing Strategy**—Marketing from a managerial perspective, which includes analyzing market opportunities, developing marketing strategies, making marketing decisions, and managing and delivering marketing programs—3 hours.
- 624 **Managerial Finance and Policy**—Development of models for long- and short-run financial strategies for acquiring, managing, and use of business resources; discounted cash flow; receivables, payables, inventory management; capital budgeting; risk return analysis; leverage and long-term capital costs—3 hours. Prerequisite: MBA 611 or two undergraduate principles of accounting courses—3 hours.
- 625 **Quantitative Analysis and Decision Making**—This course will cover the application of statistics and quantitative methods within the business environment to support the analysis of objective-based decision-making for management and organizational problems. Topics include elementary research design, data collection and measurement, descriptive and inferential statistics, sampling, data distribution modeling, regression techniques, and forecasting based on time-series and cause-and-effect models. An emphasis is placed on interpretation and communication.—3 hours. Prerequisite: MBA 614 or undergraduate statistics course.
- 626 **Basic Business Law**—A course in the basics of business law which includes contracts, negotiable instruments, property, deeds, mortgages, torts, international trade, and other topics relevant to business operation—3 hours.
- 630 **International Business: Environments and Operations**—This course covers the description of international business, the current analysis of the international business environment, with an in-depth understanding of exporting, importing, and foreign direct investment—3 hours.
- 631 **Information Systems in Management**—An introduction to Information System (IS) taxonomies and to the IS/organizational relationship. Conceptual, sociological, and technical issues associated with IS and management decision-making will be examined. Operational, tactical, and strategic implications related to Information Systems and Information Technology will also be addressed—3 hours.
- 632 **Economic Development and Technology Management**—Entrepreneurship and economic development; new business ventures and technologies; sources of innovation and new technologies; and locational and market analysis—3 hours.
- 633 **Business Ethics and Leadership**—A study of business ethics with emphasis on the interaction between leadership styles and ethical behavior on an individual and corporate level—3 hours.
- 634 **Policy Development and Organizational Change Strategies**—Identifies and analyzes those integrating forces which affect the organization's ability to change and compete effectively; strategies and policies are developed to provide a comprehensive course of action for change—3 hours.

- 640 Strategic Planning**—An integrative course designed to provide a top-management perspective of strategic planning and decision making in today's dynamic business environment. Prerequisite: 6 completed hours of MBA core courses, or permission of instructor—3 hours.
- 641 Entrepreneurship**—An introductory course which examines the impact of entrepreneurship and the function of the entrepreneur in new-venture creation. A framework is developed which incorporates marketing feasibility studies and financial analysis into a comprehensive business plan—3 hours.
- 643 Organizational Behavior**—The study of human behavior in organizations with emphasis on individuals and group behavior as it relates to organizational success in the global business environment—3 hours.
- 644 Operations Management**—Management science application including optimization techniques; capacity and aggregate planning; quality and project control; facilities location and layout; and linear programming—3 hours.
- 645 Research Problems in Operations Management**—Special topics and research studies of contemporary issues in optimizing the use of human and technological resources—3 hours.
- 670 Intercultural and Organizational Communication Topics**— A survey of current topics in intercultural communications including non-verbal as well as culture and co culture issues. A survey of organizational communication theories with emphasis on interpersonal, group and leadership topics—3 hours. *Same as PSY 670.*
- 671 Investment Analysis**—An introductory course which examines valuation issues in both fixed income and equity securities. A framework of analysis is developed in which commodities, futures and international markets are analyzed and portfolio management theory is viewed—3 hours.
- 689 Contemporary Issues in Business**—This course will examine recent issues in the business world which have an important impact on business administration. This will include the areas of accounting, finance, economics, management and marketing, plus the legal and social environments of business, but the emphasis may vary by instructor. Prerequisite: six completed hours of MBA core courses or permission of instructor—3 hours.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Specialized Concentrations:

Counseling
Christian Counseling
Gerontology
School Counseling
School Psychometry
Child/Adolescent Therapy

PROGRAM OVERVIEW

The Master of Science degree in counseling psychology is designed to prepare individuals for ministry and employment in a variety of fields: school guidance programs, community mental health centers, religious counseling centers, private practice, mental health institutions community based facilities, and pastoral care. All M.S. degrees in the counseling psychology programs may lead to licensure and/or certification.

GOALS FOR THE PROGRAMS

The goals for the master degree programs in counseling and psychology at William Carey University are:

- to lead students to recognize the spiritual resources for healing and to utilize them in helping relationships;
- to provide skills and academic credentials which lead to employment;
- to provide training by instructors who share a Christian world view;
- to instill Christian values in those who become involved in the helping professions; and
- to ensure a high level of professional competence in the graduates.

MASTER OF SCIENCE DEGREE

The School of Natural and Behavioral Sciences at William Carey University offers the Master of Science degree in counseling psychology with concentrations in counseling, school counseling, school psychometry, Christian counseling, and gerontology. The counseling degree program is designed to prepare professional counselors to practice in community health centers, private counseling centers, and private practice. Likewise, concentrations in gerontology, Christian counseling, and school counseling are intended to equip individuals to practice in their particular fields of interest. The counseling psychology degree programs are offered at the Hattiesburg campus. The school counseling program is offered on the Tradition campus along with an add-on endorsement in school psychometry.

ACADEMIC REQUIREMENTS FOR ADMISSION

To fulfill requirements for admission to either of the Master of Science degree programs the student must:

- have completed a baccalaureate degree from an accredited college or university.
- have completed coursework that reflects adequate preparation for pursuing an advanced degree in either counseling psychology or organizational counseling.
- possess a minimum cumulative grade point average of 2.5 for the last 64 hours of course work.
- have submitted an official score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Although examination scores are only one

factor considered in admission decisions, applicants should be aware that competitive scores significantly enhance the overall application.

- have completed undergraduate courses in general psychology, counseling psychology, abnormal psychology, and/or statistical methods.
- have made up any deficiencies in undergraduate course preparation prior to the completion of the first 18 hours of graduate coursework.

Individual programs and concentrations have specific requirements in addition to those listed above:

- Students in gerontology **MUST** have Introduction to Gerontology at the undergraduate level.
- Students in psychometrics and school counseling desiring licensure need to present a valid standard Mississippi teaching license or qualify to hold a standard teaching license when applying for psychometrics or school counseling.

Undeclared Admission

A student who meets minimum admission requirements may be allowed one trimester of undeclared admission. By the end of the first trimester, a student must declare an area of concentration and complete a degree plan.

Nondegree Admission

A student who holds a master's degree from an institution with comparable admission requirements may be accepted as a nondegree or continuing education student in order to take specific courses for licensure and/or certification. Should such an individual seek to become a degree seeking student, all requirements for regular admission as a degree student must be met. Students who hold a master's degree and seek a second degree or additional credentials will have an individual program designed to ensure an appropriate theoretical and practical background. A minimum of 18 semester hours must be earned at William Carey University in order to obtain institutional recommendation.

Change of Concentration

Students who desire to change emphasis areas must submit a new application form, meet requirements in this catalog for the program, receive approval of the advisor, and be admitted to the new concentration by the admissions committee.

Probationary or Incomplete Admission

There is no probationary or incomplete admission to any of the programs.

PROGRAM POLICIES/ REQUIREMENTS

- All application materials (application, application fee, official transcripts, recommendations, official test score reports) should be submitted to William Carey University office of graduate admissions no later than three weeks prior to the beginning of classes.
- All work for the degree must be completed within a period not to exceed six years.
- **Transfer Credit:** No more than nine semester hours of credit may be transferred from another institution. Transferred credits will be applicable only if they contribute to the overall plan of study designed for the student. No graduate work carrying a grade of less than “B” will be accepted. All transfer credits must meet the six-year limit on the completion of the degree. Independent study credit earned at another institution will not be accepted.
- **Class Attendance:** Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. The student who misses more than two classes will automatically fail the course.
- **Practica/Internships:** Students who intend to register for practica or internships must gain the approval of the appropriate instructor not less than five weeks prior to the beginning of the term.
- **Credentialing:** Completion of a degree program does not guarantee credentialing. Individuals who are seeking licensure or certification must satisfy all requirements of the various credentialing boards. Such students should make contact with the appropriate agency to obtain requirements prior to enrolling in a program at William Carey University. It is the student's responsibility to satisfy these requirements.
- **Financial Information:** Mississippi students may finance their program in a variety of ways. The program requires an important investment of time and money. Scholarships, veterans administration benefits, and loans are also sources. Additional information regarding need-based loans may be obtained by contacting the university's financial aid office in Hattiesburg at (601)-318-6153 and at Tradition at (228)-702-1809. Tuition may be changed without prior notice.
- **Advisement:** While advisors are assigned to each student, it is the student's responsibility to comply with all requirements of their degree program.
- **Dual Enrollment:** Students may not be enrolled simultaneously in the M.S. in counseling psychology and any other graduate degree program.
- **Professional Conduct:** The graduate program in psychology is designed to prepare students to function in a mental health setting. This may include institutional/agency employment or private practice. In either event a counselor is bound by the code of professional conduct of the American Counseling Association (ACA). Violations of the code may result in revocation of credentials or dismissal from the job. As a part of the training provided by William Carey University, all students are required to be familiar with and adhere to the Code of Professional Conduct; local, state and federal law; and rules and regulations of the university. Violations of any of these may result in disciplinary actions, including, but not limited to dismissal from the graduate program.

OTHER REQUIREMENTS FOR THE MASTER OF SCIENCE

Students must have successfully completed the plan of study approved by the faculty with a minimum GPA of 3.0 within a six-year time frame. Extensions and course substitutions are considered on an individual basis.

Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by special permission for which students must submit an online request to the registrar. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There is a \$100.00 late fee for late application. Graduate students are responsible for course planning and selection. Advisors will assist students with the process but final responsibility for satisfying requirements for a degree rests with the student.

CURRICULUM FOR MASTER OF SCIENCE DEGREES

Master of Science in Counseling Psychology School Counseling Concentration

48 semester hours required

Prerequisites:

Hold a standard teaching license/certificate
Satisfy State requirements for Praxis CORE

Other Requirements for the 48-hour School Counseling Program

Satisfy State requirements for Praxis II (Guidance & Counseling) by the end of the trimester following successful completion of PSY 573, Fundamentals of School Counseling.

Core Education Courses (9 hours)

PSY620 or EDU 620	Introduction to Research or Teacher as Researcher
EDU 640	Curricula Planning
PSY 505	Advanced Developmental Psychology

Specialized Courses (27-39 hours)

PSY 570	Multicultural Counseling
PSY 575	Use and Interpretation of Tests
PSY 600	Lifestyle and Career Development
PSY 641	Crisis Counseling
PSY 648	Consultation: Theory, Models and Practices
PSY 651	Drug and Alcohol Abuse Counseling
PSY 573	Fundamentals of School Counseling
PSY 669	Counseling Skills and Techniques
PSY 698	Internship in Counseling: School (3-12 hours)

Elective Courses (12 –15 hours)

PSY 506	Dynamics of Personality
EDU 660	Organizational Procedures for Special Education
PSY 601	Orientation to Professional Counseling
PSY 630	Analysis of the Individual
PSY 660	Techniques of Group Counseling
PSY 667	Advanced Theories and Techniques of Counseling
PSY 680	Practicum in Individual Counseling
PSY 665	Behavior Management
EDU 536	Classroom Management
PSY 676	Individual Analysis: The Wechsler Scales
PSY 677	Individual Analysis: The Stanford-Binet
PSY 632	Psychopathology
PSY 699	Thesis, Research and Publication (6 hours)
_____	Elective EDU/PSY course chosen with advisor
_____	Elective EDU/PSY course chosen with advisor

Alternate program for individuals who do not hold a license:

PSY 630,
PSY 660,
PSY 665 or EDU 536, and
a full year internship

Individuals pursuing the alternate route must pass Praxis CORE and II (Guidance & Counseling), by the end of the trimester following successful completion of PSY 573, Fundamentals of School Counseling.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY CHRISTIAN COUNSELING CONCENTRATION

60 semester hours required

The 60-hour M.S. in Christian counseling degree is designed for individuals who wish to become licensed professional counselors and practice in a religious setting. The program meets all requirements for LPC licensure in Mississippi and certification by the National Board for Certified Counselors as an NCC. No more than nine semester hours may be transferred from other institutions for this program.

CORE (45 hours)

PSY 505	Advanced Developmental Psychology
PSY 570	Multicultural Counseling
PSY 572	Psychological Aspects of Aging
OR PSY 654	Organization and Administration of Senior Services,
PSY 601	Orientation to Professional Counseling
PSY 600	Lifestyle and Career Development
PSY 632	Psychopathology
PSY 640	Principles of Christian Counseling
PSY 641	Crisis Counseling
PSY 642	Marriage and Family Counseling
PSY 660	Techniques of Group Counseling
PSY 666	Psychology of Religion
PSY 667	Advanced Theories and Techniques of Counseling
PSY 669	Counseling Skill and Techniques
PSY 680	Practicum in Individual Counseling
PSY 698	Internship in Counseling: Christian (3-12 hours)

ELECTIVES

A minimum of 15 hours of electives in psychology or education must be selected with the approval of the advisor.

PSY 620 *	Introduction to Research
PSY 651	Drug and Alcohol Abuse Counseling
PSY 654	Organization and Administration of Senior Services
PSY 506	Dynamics of Personality
EDU 621	Theories of Learning
PSY 630 *	Analysis of the Individual
PSY 665	Behavior Management
PSY 648 *	Consultation: Theory, Models and Practices
_____	Elective to be approved by advisor
_____	Elective to be approved by advisor

*Required for licensure.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY CHRISTIAN COUNSELING CONCENTRATION

36 semester hours required

The 36-hour M.S. in Christian counseling is designed for ministers who are exempt from licensure requirements. **Only** ordained ministers are eligible for the 36-hour program. No more than six semester hours may be transferred from other institutions for the 36-hour program.

CORE (30 hours)

PSY 505	Advanced Developmental Psychology
PSY 667	Advanced Theories and Techniques of Counseling
PSY 600	Lifestyle and Career Development
PSY 640	Principles of Christian Counseling
PSY 641	Crisis Counseling
PSY 660	Techniques of Group Counseling
PSY 666	Psychology of Religion
PSY 669	Counseling Skills and Techniques
PSY 680	Practicum in Individual Counseling
PSY 698	Internship in Counseling: Christian (3-12 hours)

SPECIALIZED COURSES (Electives - 6 Hours*)

PSY 570	Multicultural Counseling
PSY 572	Psychological Aspects of Aging
PSY 601	Orientation to Professional Counseling
PSY 620	Introduction to Research
PSY 632	Psychopathology
PSY 642	Marriage and Family Counseling
PSY 651	Drug and Alcohol Abuse Counseling
PSY 654	Organization and Administration of Senior Services
PSY 506	Dynamics of Personality
PSY 630	Analysis of the Individual
PSY 665	Behavior Management
PSY 648	Consultation: Theory, Models and Practices

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY COUNSELING CONCENTRATION

60 semester hours required

CORE COURSES (54 hours)

PSY 505	Advanced Developmental Psychology
PSY 506	Dynamics of Personalty
PSY 570	Multicultural Counseling
PSY 575	Use and Interpretation of Tests
PSY 600	Lifestyle and Career Development
PSY 601	Orientation to Professional Counseling
PSY 620 or EDU 620	Introduction to Research or Teacher as Researcher
PSY 632	Psychopathology
PSY 641	Crisis Counseling
PSY 642	Marriage and Family Counseling
PSY 648	Consultation: Theory, Models and Practices
PSY 651	Drug and Alcohol Abuse Counseling
PSY 660	Techniques of Group Counseling
PSY 667	Advanced Theories and Techniques of Counseling
PSY 669	Counseling Skills and Techniques
PSY 676 or PSY 677	Individual Assessment: Wechsler Scales or Stanford-Binet
PSY 680	Practicum in Individual Counseling
PSY 698	Internship in Counseling: Clinical (3-12 hours)

ELECTIVES (6 hours)

PSY 551	Psychological Statistics
PSY 630	Analysis of the Individual
EDU 640	Curricula Planning
EDU 660	Organizational Procedures for Special Education
PSY 663	Learning Disabilities
PSY 665	Behavior Management
PSY 699	Thesis, Research and Publication
_____	Elective to be approved by advisor
_____	Elective to be approved by advisor

MASTER OF SCIENCE IN COUNSELING GERONTOLOGY CONCENTRATION

60 semester hours required

CORE (57 hours)

PSY 505	Advanced Developmental Psychology
PSY 506	Dynamics of Personality
PSY 570	Multicultural Counseling
PSY 572	Psychological Aspects of Aging
PSY 574	Case Management
PSY 575	Use and Interpretation of Tests
PSY 600	Lifestyle and Career Development
PSY 601	Orientation to Professional Counseling
PSY 620 or EDU 620	Introduction to Research
PSY 632	Psychopathology
PSY 641	Crisis Counseling
PSY 648	Consultation: Theory, Models and Practices
PSY 651	Drug and Alcohol Abuse Counseling
PSY 654	Organization and Administration of Senior Services
PSY 660	Techniques of Group Counseling
PSY 667	Advanced Theories and Techniques of Counseling
PSY 669	Counseling Skills and Techniques
PSY 680	Practicum in Individual Counseling
PSY 698	Internship in Counseling: Gerontology (3-12 hours)

ELECTIVES (3 hours)

PSY 551	Psychological Statistics
EDU 640	Curricula Planning
EDU 660	Organizational Procedures for Special Education
PSY 665	Behavior Management
PSY 667	Advanced Theories and Techniques of Counseling
PSY 676	Individual Assessment: The Wechsler Scales
PSY 677	Individual Assessment: Stanford-Binet
PSY 662	Teaching Individuals With Mild Mental Retardation
PSY 699	Thesis, Research and Publication (6 hours)
_____	Elective to be approved by advisor
_____	Elective to be approved by advisor

**MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY
CHILD AND ADOLESCENT COUNSELING CONCENTRATION**

60 semester hours required

Core Courses (51 hours)

PSY 505	Advanced Development Psychology
PSY 570	Multicultural Counseling
PSY 575	Use and Interpretation of Tests
PSY 600	Lifestyle and Career Development
PSY 601	Orientation to Professional Counseling
PSY 620	Introduction to Research
or EDU 620	Teacher as Researcher
PSY 632	Psychopathology
PSY 642	Marriage and Family Counseling
PSY 660	Techniques of Group Counseling
PSY 667	Advanced Theories and Techniques of Counseling
PSY 669	Counseling Skills and Techniques
PSY 676	Individual Assessment: Weschler Scales
or PSY 677	Individual Assessment: Stanford Binet
PSY 680	Practicum in Counseling
PSY 682	Counseling Children and Adolescents
PSY 683	Child Psychotherapy and Play Therapy
PSY 684	Adventure-Based Counseling with Children and Adolescents
PSY 698	Internship in Counseling Child and Adolescent Emphasis (3-12 hours)

Electives (9 hours)

PSY 630	Analysis of the Individual
PSY 641	Crisis Counseling
PSY 651	Drug and Alcohol Abuse Counseling
PSY 660	Principles of Christian Counseling
PSY 663	Learning Disabilities
PSY 665	Behavior Management
PSY 666	Psychology of Religion
PSY 506	Dynamics of Personality
_____	Elective EDU/PSY course chosen with advisor
_____	Elective EDU/PSY course chosen with advisor

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY SCHOOL PSYCHOMETRY

48 semester hours required

Core Courses (9 hours)

PSY620	Introduction to Research
or EDU 620	Teacher as Researcher
or COU 621	Research Design and Evaluation
PSY 505	Advanced Developmental Psychology
or COU 507	Human Growth and Development
EDU 640	Curricula Planning

Specialized Courses (21 hours)

EDU 660	Organizational Procedures for Special Education
PSY 665	Behavior Management
PSY 575	Use and Interpretation of Tests
or COU 627	School-Based Assessment
PSY 630	Analysis of the Individual
or COU 626	Clinical-Based Assessment
PSY 676	Individual Analysis: The Wechsler Scales
PSY 677	Individual Analysis: The Stanford-Binet
PSY 696	Practicum in School Psychometrics (3-6 hours)

Electives (18 hours)

PSY 648	Consultation: Theory, Models, and Techniques
or COU 650	Collaboration and Consultation
PSY 660	Techniques of Group Counseling
PSY 632	Psychopathology
PSY 663	Learning Disabilities
PSY 662	Psychology of Individuals with Mild Mental Retardation
PSY 641	Crises Counseling
EDU 536	Classroom Management
PSY 699	Thesis, Research, and Publication (6 hours)
_____	Elective to be approved by advisor
_____	Elective to be approved by advisor

Adding Licensure

Individuals who hold a master's degree (AA Teacher License) and desire to add psychometry licensure must complete the prescribed program on the following page.

School Psychometry Endorsement (213) Prerequisite: AA License

NOTE: The add-on endorsement in psychometry has been suspended on the Hattiesburg campus but is still available on the Tradition campus. All school psychometry endorsement students are advised at the Tradition campus.

Twenty-four hours selected from the courses below. If a teacher has EDU 620 and EDU 640 in their prior degree, a minimum of 18 hours will be required to bring their prior degree (assumed to be 30 hours) up to the 48 hour requirement for a degree in school psychometry. A minimum of 18 hours will be required to add on this endorsement, regardless of prior course work.

PSY 505 or COU 507	Advanced Developmental Psychology or Human Growth and Development or any course(s) which covers the physical, emotional, and social development of the child across the lifespan (example: child and adolescent psychology)	3 hours
PSY 575 or PSY 630 or COU 627	Use and Interpretation of Tests Analysis of the Individual School-Based Assessment (a course that covers basic testing procedures)	3 hours
PSY 620 or EDU 620 or COU 621	Introduction to Research Teacher as Researcher Research Design and Evaluation	3 hours
EDU 640	Curricula Planning	3 hours
PSY 648 or COU 650	Consultation: Theory, Models and Techniques Collaboration and Consultation	3 hours
EDU/PSY 660	Organizational Procedures for Special Education or a course that involves the study of special education regulations and procedures. (EDU 661, 663, 572)	3 hours
PSY/EDU 665	Behavior Management or a course in teaching the emotionally or behaviorally disabled—must include an emphasis on functional behavioral assessment.	3 hours
PSY 676	Individual Analysis: The Wechsler Scales and other tests of ability and achievement.	3 hours
PSY 677	Individual Analysis: The Stanford Binet and measures of adaptive behavior and emotionality.	3 hours
PSY 696	Practicum in school psychometrics	3-6 hours

COURSE DESCRIPTIONS (PSY)

- 505 Advanced Developmental Psychology**—Advanced studies in human development emphasizing the physical, social, and cultural influences on the cognitive and psychological development of the individual. Emphasis is placed on psychological approaches used to explain, predict, and modify human behavior—3 hours.
- 506 Dynamics of Personality**—An advanced study of personality theories and human behavior for effective living—3 hours.
- 551 Psychological Statistics**—A study of statistical procedures commonly used in psychological research. Descriptive and inferential statistics are covered, including measures of central tendency, variability and correlation. Tests of significance and analysis of variance are studied. No mathematical ability is assumed beyond the basic skills of arithmetic and algebraic manipulations—3 hours.
- 570 Multicultural Counseling**—A study of the social and cultural foundations of counseling, including studies of ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns—3 hours.
- 572 Psychological Aspects of Aging**—The purpose of this course is to expand upon the sociological aspects of aging presented in PSY 570. The role of the psychologist, as well as the psychological factors surrounding the person who is aging, will be emphasized. The importance of planning for this stage of life span in order to remain psychologically healthy will be discussed. This course will require extensive research and a poster session exhibiting results of the research proposal—3 hours.
- 573 Fundamentals of School Counseling**—This course covers all aspects of the school counselor's role, including history and philosophy of school guidance, multicultural issues, organization and administration of a school counseling program, licensure and professional roles of a school counselor. In addition to classroom lectures and discussion, observation in the school and contact with practicing school counselors are major components of the course—3 hours.
- 574 Case Management**—Advanced studies in case management, including case management as an approach to service delivery, is the focus of this course. Emphasis will be placed on networking and linkage using various roles and techniques. This course will require extensive research and a poster session exhibiting results of the research proposal—3 hours.
- 575 Use and Interpretation of Tests**—Studies in the theory of individual and group tests of intelligence, personality, interests and attitudes. Interpretation of test results and use of results in therapy/program planning is included.—3 hours.
- 576 Psychopharmacology**—An introduction to psychopharmacology with a focus on features and characteristics of psychotropic drugs which are commonly used in applied settings of interest to psychologists and counselors.—3 hours. Prerequisite: PSY 651.

- 578 **Advanced Studies in Addiction**—A study of psychological and psychophysiological theories of addiction, including methods of assessment and treatment. Prerequisites: PSY 651 and PSY 576.
- 600 **Lifestyle and Career Development**—This course presents a broad understanding of career developmental theories, occupational and educational information sources, and lifestyle and career decision-making models—3 hours.
- 601 **Orientation to Professional Counseling**— An introductory course to the field of counseling, providing a comprehensive overview of counseling roles and functions, goals and objectives, organization and associations, history and trends. Special attention is given to multicultural and pluralistic issues, preparation, credentialing, ethical and legal issues—3 hours.
- 605 **History and Philosophy of Vocational Education/Counseling**—A study of the historical and philosophical underpinnings of the vocational education and guidance movement, including the influence of federal and state legislation on the development of vocational education and guidance—3 hours.
- 620 **Introduction to Research**—The course is designed to enable the student to be both a producer and a consumer of research. Research methodology and statistical techniques that are appropriate for a variety of settings will be mastered. A research proposal and design will be required. The course will provide training in the use of assessment data for evaluation of individuals and programs—3 hours.
- 630 **Analysis of the Individual**—This course introduces a wide variety of individual and group instruments designed to assess the individual, academic, social, personal, emotional, and lifestyle functioning of an individual. Methods of data gathering, scoring, and interpretation. Attention is given to appropriate psychometric techniques, as well as psychometric properties of acceptable instruments. Ethnic, cultural, and gender factors are given special consideration—3 hours.
- 632 **Psychopathology**—A general introduction to the field of abnormal psychology with emphasis on DSM IV. Approaches to clinical interviewing, diagnosis and projectives assessment instruments are introduced—3 hours.
- 640 **Principles of Christian Counseling**—This course introduces and provides experiences in sound principles of psychology which are consistent with counseling in a Christian setting—3 hours (offered in the spring of even-numbered years).
- 641 **Crisis Counseling**—This course emphasizes an array of systematic approaches to crisis counseling. Recognition of behavioral precursors of violence, violence prevention and conflict resolution are the primary focus—3 hours.
- 642 **Marriage and Family Counseling**—An introduction to the theory and practice of marriage and family counseling. Assessment procedures as well as models and techniques of counseling are emphasized—3 hours.
- 648 **Consultation: Theory, Models and Practices**—The course provides insight into the unique theories and practices of consultation in a variety of settings. A broad understanding of societal trends, multicultural dynamics, and pluralistic approaches is emphasized—3 hours.

- 651 Drug and Alcohol Abuse Counseling**—An introductory course presenting theories and methods utilized in drug and alcohol abuse counseling. Physiological and psychopharmacological aspects of addiction, as well as treatment procedures, are presented. Observation and involvement with twelve step programs are required—3 hours.
- 654 Organization and Administration of Senior Services**—The course will introduce the student to the legislative and administrative issues and practices which serve as the foundation for senior services. Not only will the student become quite knowledgeable about the Older American's Act but will also be aware of other state and federal laws and regulations surrounding services for this population. The course will serve as the foundation for the Gerontology Internship which will be served in a service system for seniors—3 hours (offered in the summer of odd-numbered years).
- 660 Techniques of Group Counseling**—A study of theory and types of groups, as well as descriptions of group practices which includes a group experience. An investigation and understanding of leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision-making—3 hours.
- 661 Mental Retardation**—This course is an overview of mental retardation including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics—3 hours. Same as EDU 661.
- 662 Teaching Individuals with Mild Mental Retardation**—This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with mild mental retardation—3 hours. Same as EDU 662.
- 663 Learning Disabilities**—This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical and learning characteristics—3 hours. Same as EDU 663.
- 665 Behavior Management**—This course will examine the laws, history, and prevalence of behavior disorders. Assessment instruments and procedures will be presented along with extensive coverage of intervention plans, curricula, and classroom management strategies. Field experience may be included—3 hours. Same as EDU 665.
- 666 Psychology of Religion**—A study of religious beliefs, practices and customs in light of current psychological thought—3 hours (offered in the spring of odd-numbered years).
- 667 Advanced Theories and Techniques of Counseling**—An in depth study of counseling theories and techniques is presented. Intensive application of techniques studied is expected—3 hours.
- 669 Counseling Skills and Techniques**—Essential counseling skills and processes are taught in conjunction with related ethical and legal concepts. Attention is given to foundational listening skills, interviewing techniques, accurate empathy, establishing the therapeutic alliance, case conceptualization, prioritizing client concerns, goals-setting, and treatment planning. Role-play practice in and outside

of class is utilized extensively to promote skill development. Prerequisite: PSY 667 and permission of program advisor—3 hours.

- 675 Psychology of Training and Evaluation**—A study of the theory and techniques used to design, conduct, and evaluate instructional programs which includes needs assessment and the characteristics of the job and trainees. An investigation of strategies of design issues such as pre- and post-testing and control groups, as well as organizational constraints, necessary for planning evaluation—3 hours.
- 676 Individual Assessment: Wechsler Scales**—The major objective of this course is mastery of the Wechsler Scales. General psychometric principles and properties of acceptable psychometric instruments is emphasized. Other current instruments designed to measure verbal and nonverbal intelligence are reviewed. Prerequisite: PSY 630, or EDU 650, or PSY 575 and permission of program advisor—3 hours.
- 677 Individual Assessment: Stanford-Binet**—Mastery of the administration, scoring, and interpreting of the Stanford-Binet Intelligence Test is the major focus of the course. Introduction to the Bender, individual measures of achievement, social competence, and functional behavioral instruments are included. Prerequisite: PSY 630 or EDU 650 and permission of program advisor—3 hours.
- 678 Individual Assessment: Personality**—This course deals with the concepts and issues in individual differences in personality and its assessment. The emphasis is on content, significance, and interpretation of personality traits and scales. Major alternative approaches to personality scales development and assessment are examined. Prerequisite: PSY 630 and PSY 632 and permission of program advisor—3 hours.
- 680 Practicum in Individual Counseling**—Supervised experiences in a variety of settings which utilize an array of psychological techniques. Prerequisite: PSY 667 and permission of program advisor—3-6 hours.
- 682 Counseling with Children and Adolescents**—This introductory course addresses basic assessment procedures, therapeutic techniques, and models for counseling children and adolescents. Special emphasis will be given to age-appropriateness, development needs and working with the child or adolescent within the context of the family. The student will also develop skills in working with parents, as they relate to their children—3 hours (offered odd-numbered years).
- 683 Child Psychotherapy and Play Therapy**—This course will explore specific techniques of play therapy and child psychotherapy. It will address treatment modalities for working successfully with special client populations. Treatment for trauma, family violence, attachment disorder, loss and grieving will be addressed, as well as other issues specific to childhood—3 hours (offered even-numbered years).
- 684 Adventure-Based Counseling with Children and Adolescents**—This course will explore adventure-based counseling techniques and treatment plans used with the child and adolescent populations. Emphasis will be given to problem-solving skills and initiatives. Use of the techniques with clients with addictions, self-destructive behaviors and attention problems will be explored—3 or 6 hours.

- 685 Practicum in Organizational Counseling**—Supervised experiences in a variety of work settings which utilize an array of psychological techniques. Prerequisites: consent of program advisor— 3-6 hours.
- 686 Consensus Decision Making and Conflict Resolution**—Designed to help teachers and administrators improve their skills in working with faculty and community groups in educational decision making and resolving conflict—3 hours. Same as EDU 686.
- 695 Internship in Industrial Organization**—Internship in organizational counseling. Supervised on the job experiences in appropriate settings. Prerequisites: consent of the program advisor and completion of 48 hours of coursework—3-6 hours.
- 696 Practicum in School Psychometrics**—Supervised practice in psychometrics, consultation, functional behavior assessment and planning, and multidisciplinary team planning. May be taken for 3 or 6 hours. Prerequisites: PSY 676 and PSY 677 and permission of the program advisor—3-6 hours.
- 698 Internship (School Counseling, Christian Counseling, Gerontology, Child/Adolescent or Clinical Counseling)**—The final internship in a community agency, private clinic, school or religious setting under the supervision of a qualified professional. The course may be taken for up to 12 semester hours, depending on, the requirements of the credentialing body. Prerequisite: Completion or course requirements for the degree and permission of program advisor—3-12 hours.
- 699 Thesis, Research and Publication**—The course requires that the student complete a formal research proposal and, after approval by the major professor, complete the research project and thesis—3-6 hours.

**MASTER OF SCIENCE
IN
COUNSELOR EDUCATION**

Specialized Concentrations:

**Clinical Mental Health Counseling
School Counseling**

PROGRAM OVERVIEW

The Master of Science in counselor education offers two concentrations: clinical mental health counseling and school counseling. The programs are designed to prepare individuals for careers in clinical mental health settings and school counseling programs in K-12 settings.

GOALS FOR THE PROGRAMS

The curriculum of the Master of Science in counselor education is designed to build a strong foundation for graduates entering the counseling professions. The clinical mental health counseling concentration provides coursework that is necessary to apply for licensure in the State of Mississippi as a licensed professional counselor (LPC) and coursework that is necessary to apply to become a nationally certified counselor (NCC). The school counseling concentration provides coursework that is necessary to apply for a Mississippi AA educator license in school counseling and coursework necessary to apply to become a nationally certified school counselor (NCSC). All applicants for licensure must pass the corresponding licensure examination, experience requirements, and corresponding licensing agency requirements before becoming licensed.

The goals for the Master of Science in counselor education at William Carey University, Tradition Campus are:

- to provide an understanding of issues and trends in a multicultural and diverse society;
- to provide excellent instruction and expertise in the skills of counseling that will prepare students for employment;
- to provide experiences that develop a strong professional counselor identity among students and faculty;
- to provide quality programs that challenge students to excel in scholarship, leadership, and service in a diverse global society.

Master of Science in Counselor Education Degree

The School of Natural and Behavioral Sciences at William Carey University, Tradition Campus, offers the Master of Science degree in counselor education with concentrations in clinical mental health counseling and school counseling. These two programs are designed to prepare professional counselors to practice in community mental health centers, mental health institutions and agencies, primary care settings, private practice, and K-12 school counseling settings. Admission to these programs is in the summer or fall trimesters only. All Common Core and required COU coursework for the Master of Science in counselor education concentrations must be taken on the Tradition Campus. Students in both the clinical mental health counseling and school counseling programs may take EDU and PSY prefix courses as long as these are not COU Common Core or required courses.

The school psychometrics program and the endorsement program in school psychometrics are also offered on the Tradition campus.

ACADEMIC REQUIREMENTS FOR ADMISSION

Admission to the Master of Science in counselor education occurs in the summer trimester and fall trimester. To fulfill requirements for admission to the Master of Science in counselor education degree programs, students must:

- hold a bachelor's degree from an accredited institution;
- have an overall cumulative undergraduate grade point average of 2.5 or have a cumulative grade point average of 3.0 on the last 30 hours of coursework;
- submit a current resume and statement of professional counseling career goals;
- complete the graduate school application that includes official transcripts, GRE scores (less than five years old with verbal and quantitative sub-scores) or Miller Analogies Test (MAT) scores (less than five years old), and complete the counselor education informed consent checklist;
- have completed coursework that reflects adequate preparation for pursuing an advanced degree in clinical mental health counseling or school counseling (general psychology or educational psychology, counseling theory, statistics); and
- have made up any deficiencies in undergraduate course preparation prior to the completion of the first 18 semester hours of graduate coursework.

Mail application and accompanying documents to the graduate office at William Carey University in Hattiesburg, MS.

Students who apply to the school counseling or psychometrics program and pursuing an AA educator license must satisfy MDE requirements.

ACADEMIC ADVISEMENT

The faculty will schedule a mandatory orientation session for entering students by the end of the first week of the initial summer or fall trimester. The orientation meeting will provide students with the opportunity to receive a student handbook, an academic advisor assignment, and opportunities to ask questions concerning the program.

REGULAR ADMISSION STATUS

Regular admission is granted in the summer or fall trimesters to any student who has met all academic requirements for admission.

UNDECLARED ADMISSION

A student who meets minimum admission requirements may be allowed one trimester of undeclared admission. By the end of the first trimester, a student must declare an area of concentration and complete a degree plan.

NONDEGREE ADMISSION

A student who holds a master's degree from an institution with comparable admission requirements may be accepted as a nondegree or continuing education student in order to take specific courses for licensure and/or certification. Should such an individual seek to become a degree seeking student, all requirements for regular admission as a degree student must be met. Students who hold a master's degree and seek a second degree or additional credentials will have an individual program designed to ensure an appropriate theoretical and practical background. A minimum of 18 semester hours must be earned at William Carey University in order to obtain institutional recommendation.

CHANGE OF CONCENTRATION

Students who desire to change emphasis areas must submit a new application form, meet requirements in this catalog for the program, receive approval of the advisor, and be admitted to the new concentration by the admissions committee.

PROBATIONARY OR INCOMPLETE ADMISSION

Incomplete admission status may be granted for one trimester for a student who appears to be eligible for admission but is unable to supply specified required records prior to registration.

PRACTICUM AND INTERNSHIP

Students must submit a signed practicum/internship application, signed practicum/internship agreement, academic supervisor agreement, and a copy of his/her current liability insurance by the end of the second week of the trimester preceding registration for the practicum/internship. Lack of any of these documents at that time will prevent practicum/internship registration. Note: the initial sign-up is not registering for the practicum or internship. The initial sign-up signifies your intent for the upcoming trimester. Students must complete this sign-up before registration for the next trimester.

PROGRAM POLICIES/ REQUIREMENTS

- All application materials (application fee, official transcripts, official test score reports, resume, statement of professional counseling career goals, counselor education informed consent checklist) should be submitted to the William Carey University office of graduate admissions no later than three weeks prior to the beginning of classes.
- All work for the degree must be completed within a period not to exceed six years.
- **Transfer Credit:** No more than nine semester hour of credit may be transferred from another institution of program. Transferred credits will be applicable only if they contribute to the overall plan of study designed for the student. No graduate work with a grade of less than "B" will be accepted. All transfer credits must meet the six-year limit on the completion of the degree. Independent study credit earned at another institution or program will not be accepted.

- **Class Attendance:** Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. Students who miss more than two classes will automatically fail the course.
- **Credentialing:** Completion of a degree program does not guarantee credentialing. Individuals who are seeking licensure or certification must satisfy all requirements of the various credentialing boards. Such students should make contact with the appropriate board to obtain requirements prior to enrolling in a program at William Carey University. It is the student's responsibility to satisfy these requirements.
- **Financial Information:** Mississippi student may finance their program of study in a variety of methods. The program of study requires an important investment of time and finances. Scholarships, veterans' administration benefits, and loans are sources of funding. Additional information regarding need-based loans may be obtained by contacting the university's financial aid office in Biloxi at (228) 702-1809 and in Hattiesburg at (601) 318-6153. Tuition may be changed without prior notice.
- **Advisements:** While advisors are assigned to each student, it is the student's responsibility to comply with all requirements of his/her degree program.
- **Dual enrollment:** Students may not be enrolled simultaneously in the M.S. in counselor education and any other graduate degree program.
- **Professional Conduct:** The graduate program in counselor education is designed to prepare professional counselors to practice in community mental health centers, mental health institutions and agencies, primary care settings, private practice, and K-12 school counseling settings. The most recent edition of the American Counseling Association Code of Ethics binds all counselors. Violations of this code may result in revocation of credentials or dismissal from a job. As part of the training provided by William Carey University, all students are required to be familiar with and adhere to local, state, and federal laws, and rules and regulations of the university. Violations of any of these may result in disciplinary actions, including, but not limited to dismissal from the graduate program.

OTHER REQUIREMENTS FOR THE MASTER OF SCIENCE

Students must have successfully completed the plan of study approved by the faculty with a minimum GPA of 3.0 within a six-year time frame. Extensions and course substitutions are considered on an individual basis.

Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by permission of the registrar for which students must submit an online request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There is a \$100.00 late fee for late application. Graduate students are responsible for course planning and selection. Advisors will assist students with the process, but final responsibility for satisfying requirements for a degree rests with the student.

**MASTER OF SCIENCE IN COUNSELOR EDUCATION
CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION**

60 semester hours required

Common Core (27 hours)

COU 507*	Human Growth and Development
COU 508*	Counseling Theories
COU 571*	Social and Cultural Diversity
COU 602*	Lifestyle and Career Development
COU 603*	Professional Orientation, Foundations, and Ethical Practice
COU 621*	Research Design and Evaluation
COU 626*	Clinical-Based Assessment
COU 664*	Group Counseling
COU 668*	Counseling Skills

Required (24 hours)

COU 635*	Diagnosis
COU 693	Practicum in Clinical Mental Health Counseling (3 hours)
COU 697	Internship in Clinical Mental Health Counseling (6-12 hours)
PSY 551	Psychological Statistics
PSY 641	Crisis Counseling
PSY 642*	Marriage and Family Counseling
PSY 651	Drug and Alcohol Abuse Counseling

Elective Courses (9 hours)

COU 626	School-Based Assessment
COU 681	Patient-Centered Behavioral Healthcare
PSY 576	Psychopharmacology
PSY 578	Advanced Studies in Addiction
PSY 640	Principles of Christian Counseling
PSY 665	Behavior Management
PSY 676	Individual Assessment: Wechsler Scales
PSY 677	Individual Assessment: Stanford-Binet
PSY 678	Individual Assessment: Personality
PSY 682	Counseling with Children and Adolescents
PSY 683	Child Psychotherapy and Play Therapy
PSY 684	Adventure-Based Counseling with Children and Adolescents
PSY 686	Consensus Decision-Making and Conflict Resolution
_____	Elective course chosen with advisor
_____	Elective course chosen with advisor

* Required for licensure as a Licensed Professional Counselor in Mississippi.

MASTER OF SCIENCE IN COUNSELOR EDUCATION SCHOOL COUNSELING CONCENTRATION

60 semester hours required

Common Core (27 hours)

COU 507	Human Growth and Development
COU 508	Counseling Theories
COU 571	Social and Cultural Diversity
COU 602	Lifestyle and Career Development
COU 603	Professional Orientation, Foundations, and Ethical Practice
COU 621	Research Design and Evaluation
COU 627	School-Based Assessment
COU 664	Group Counseling
COU 668	Counseling Skills

Required (24 hours)

COU 577	Leadership and Administration in School Counseling
COU 650	Collaboration and Consultation
COU 692	Practicum in School Counseling (3 hours)
COU 694	Internship in School Counseling (6-12 hours)
PSY 551	Psychological Statistics
PSY 641	Crisis Counseling
PSY 651	Drug and Alcohol Abuse Counseling

Elective Courses (9 hours)

COU 635	Diagnosis
COU 626	Clinical-Based Assessment
COU 681	Patient-Centered Behavioral Healthcare
PSY 576	Psychopharmacology
PSY 578	Advanced Studies in Addiction
PSY 640	Principles of Christian Counseling
PSY 642	Marriage and Family Counseling
PSY 665	Behavior Management
PSY 676	Individual Assessment: Wechsler Scales
PSY 677	Individual Assessment: Stanford-Binet
PSY 678	Individual Assessment: Personality
PSY 682	Counseling with Children and Adolescents
PSY 683	Child Psychotherapy and Play Therapy
PSY 684	Adventure-Based Counseling with Children and Adolescents
PSY 686	Consensus Decision-Making and Conflict Resolution
_____	Elective course chosen with advisor
_____	Elective course chosen with advisor

COURSE DESCRIPTIONS (COU)

- 507 Human Growth and Development**—Advanced studies focusing on physical, cognitive, social, and cultural development across the lifespan with an emphasis on psychological approaches to explain, predict, and modify human behavior. (3 hours)
- 508 Counseling Theories**—Provides an understanding of major counseling theories. The primary focus is for students to have a theoretical understanding of counseling, so that they begin to develop a personal model of counseling. (3 hours)
- 571 Social and Cultural Diversity**—Studies that provide an understanding of cultural theories, context of relationships, and issues and trends in a multicultural society including the exploration of self, multicultural concepts, and counseling techniques. (3 hours)
- 577 Leadership and Administration of School Counseling**—Studies that provide an understanding of the history and philosophy, design, implementation, management, evaluation, and ethics of a comprehensive school counseling program with a focus on principles, skills, and styles of effective leadership, the ASCA National Model, the Mississippi K-12 Counselor Curriculum and the Mississippi School Counseling Model. (3 hours)
- 602 Lifestyle and Career Development**—Studies that provide an understanding of career development and related life factors, including theories, decision-making, systems, planning, and assessment. (3 hours)
- 603 Professional Orientation, Foundations, and Ethical Practice**— Studies that provide an understanding of the history and philosophical foundations of the profession, professional roles, supervision models and techniques, professional organizations, advocacy, licensure and credentialing, and ethical standards. (3 hours)
- 621 Research Design and Evaluation**—Studies that provide an understanding of research design methods, statistical methods, needs assessments, and training in the use of assessment data for individual and program evaluation as it relates to the field of counseling. A research proposal and design will be required. (3 hours)
- 626 Clinical-Based Assessment**—Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the appropriate use of assessments in clinical settings including diagnostic interviews, mental status examinations, personality assessments, and screening instruments. (3 hours)

- 627 School-Based Assessment**—Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the use of psycho-educational assessments along with the most recent Mississippi Policies Regarding Children with Disabilities Act and the Mississippi eligibility requirements for special needs students. (3 hours)
- 635 Diagnosis**—An overview of clinical mental health pathology based on the current classification used by the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the diagnostic processes of clinical assessment, mental status examination, clinical interviewing, recognition of differential diagnosis, co-occurring disorders and dual diagnosis, and development of skills in suicide and violence assessment. (3 hours)
- 650 Collaboration and Consultation**—This course promotes an understanding and implementation of the collaboration and consultation process to create synergistic efforts among various stakeholders to promote the academic, career, and personal development of students and other stakeholders. (3 hours)
- 664 Group Counseling**—Processes and principles of group formation, interactions and dynamics are studied from a didactic and experiential perspective. Theoretical foundations, methods, leadership styles, application to a variety of settings as well as multicultural issues will be explored. (3 hours)
- 668 Counseling Skills**—Counseling skills and conceptualization processes are taught. Attention is given to interviewing clients, establishing therapeutic relationships, treatment planning, consultative/collaborative relationships, crisis intervention, and evidence-based interventions. This course provides the foundation for all practicum and internship experiences. Prerequisite: COU 5080. (3 hours)
- 681 Patient Centered Behavioral Healthcare**—Studies that provide an exploration of behavioral health needs in primary care that include research of chronic mental health illness, substance abuse, cultural impact, and application of the professional behavioral health provider's roles and skills in primary care or the patient-centered medical home. Prerequisite for COU 6930 and COU 6970 in primary care setting. (3 hours)
- 687 Supervision for Counselor Supervisors**—Studies that provide supervision training specifically for supervisors or becoming supervisors of counselors. Includes roles and functions of counselors, models of supervision, mental health related professional development, methods and techniques in supervision, supervisory relationship issues, cultural issues in supervision, group supervision, legal and ethical issues of supervision, and the evaluation of supervisee competence and the supervision process. Online. Intended to meet July 1, 2008 requirements for becoming a Mississippi LPC board qualified supervisor (LPC-S). (3 hours)

- 692 Practicum in School Counseling**—Supervised 300-clock hour experience in school counseling with application of principles, techniques, and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences take place in a K-12 setting. Prerequisites: COU 5080, COU 5710, COU 5770, COU 6030, COU 6270, COU 6680, and permission of program advisor. (3 hours required)
- 693 Practicum in Clinical Mental Health Counseling**—Supervised 300-clock hour practicum experience in counseling with the application of principles, techniques and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences will take place in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 5080, COU 5710, COU 6030, COU 6260 or COU 6270, COU 6350, COU 6680, COU 6810 (if placed in primary care setting), and permission of program advisor. (3 hours required)
- 694 Internship in School Counseling**—Supervised minimum 600-clock hour internship experiences that integrate and apply knowledge, skills, and attitudes acquired in the school counseling training program. The course will include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Internship experiences will take place in K-12 settings. Prerequisites: COU 5080, COU 5710, COU 5770, COU 6030, COU 6270, COU 6680, and permission of program advisor. (6 hours required)
- 697 Internship in Clinical Mental Health Counseling**—Supervised 600-clock hour internship experiences that enable students to integrate and apply knowledge, skills, and attitudes learned throughout the counseling training program and that include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Field experience is gained in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 5080, COU 5710, COU 6030, COU 6260 or COU 6270, COU 6350, COU 6680, COU 6810 (if placed in primary care setting), and permission of program advisor. (6 hours required, may take up to 12 semester hours)

Non-Common Core COU classes, Non-required COU classes, and electives in clinical mental health counseling and school counseling may be a mix of COU, EDU, and PSY courses.

MASTER OF SCIENCE
IN
CRIMINAL JUSTICE

PROGRAM OVERVIEW

The criminal justice master's program is a practitioner-based program offered fully online. The 30-hour program is available to students with or without previous criminal justice course work. Students have the option of seeking a Master of Science degree with a thesis or a Master of Science degree without the thesis. Students pursuing the Master of Science without the thesis option will be required to take comprehensive exams during the last trimester of their coursework. The student pursuing the Master of Science degree with the thesis option must appear in person to defend his/her thesis during the last trimester of enrollment in the program. Students accepted into the program will complete an individual plan of study ranging from 30 semester hours to 39 hours, depending on previous criminal justice course work.

DEPARTMENTAL MISSION

The criminal justice master's program will provide a quality education rooted in Christian beliefs designed to challenge the student to excel in scholarship, leadership, and service in diverse communities as well as provide the opportunity for professional growth in the field of criminal justice.

GENERAL ADMISSIONS REQUIREMENTS

- Has met the university's general admission requirements
- A competitive score on the GRE
- An overall GPA of 2.50 with a minimum of 3.0 GPA in undergraduate criminal justice coursework

ADMISSIONS PROCESS

In order to be considered for admission to the program, each applicant must:

- Complete and file the graduate application packet to the graduate admissions office by the university deadlines.
- Provide official transcripts of all college work completed to date for the registrar and graduate admissions office.
- Have submitted an official score on the Graduate Record Examination (GRE).
 - o Although examination scores are only one factor considered in admission decisions, applicants should be aware that competitive scores significantly enhance the overall application.
- Provide two letters of reference from individuals familiar with the applicant's academic abilities.
- Application fee
- Students who have not completed undergraduate courses in criminal justice but have met all other admissions requirements will be admitted to the program with a probationary status until the following courses have been satisfactorily completed which will extend the hours in their individual plan of study:

- o MCJ 520 Introduction to Criminal Justice
- o MCJ 530 Introduction to Police Administration
- o MCJ 561 Constitutional Law

ADMISSIONS STATUS

- Regular
 - o Has met the university's general admission requirements
 - o A competitive score on the GRE
 - o An overall GPA of 2.50 with a minimum of 3.0 GPA in undergraduate criminal justice coursework
- Probationary
 - o Has met the university's general admission requirements
 - o A competitive score on the GRE
 - o An overall GPA of 2.50 but insufficient undergraduate coursework in criminal justice.
- Nondegree
 - o Nondegree status may be assigned to those students who meet the requirements for admissions, but do not otherwise wish to become a candidate for a degree. The nondegree status also applies to students who are ineligible to pursue a graduate degree but wish to take course work for nondegree purposes. No more than nine hours of credit from a nondegree status may apply toward a degree. Admission on a nondegree status does not imply admission to any program.

CURRICULUM FOR MASTER OF SCIENCE DEGREE (Without the Thesis*)

Required courses: (24 hrs)

- MCJ 600 Administration of Justice
- MCJ 610 Applied Ethics
- MCJ 620 Seminar in Homeland Security
- MCJ 630 Leadership
- MCJ 640 Applied Research Methods
- MCJ 650 Human Resource Management in Criminal Justice
- MCJ 660 Contemporary Issues in Criminal Justice
- MCJ 670 Community Service in Criminal Justice

Elective Courses: (6 hrs)

- MCJ 605 Juvenile Delinquency
- MCJ 615 Advanced Criminal Investigations
- MCJ 625 Industrial Security
- MCJ 635 Civil Liberties
- MCJ 645 Community Corrections
- MCJ 655 Economics of Crime and Justice
- MCJ 675 Independent Study and Research

*Students pursuing a Master of Science degree without the thesis option must pass a written comprehensive exam during their last trimester of enrollment.

CURRICULUM FOR MASTER OF SCIENCE DEGREE (With Thesis Option)

Required courses: (30 hrs)

- MCJ 600 Administration of Justice
- MCJ 610 Applied Ethics
- MCJ 620 Seminar in Homeland Security
- MCJ 630 Leadership
- MCJ 640 Applied Research Methods
- MCJ 650 Human Resource Management in Criminal Justice
- MCJ 660 Contemporary Issues in Criminal Justice
- MCJ 670 Community Service in Criminal Justice
- MCJ 698 and CRJ 699 Thesis (6 hrs)

Students pursuing a Master of Science degree with the thesis option must appear in person to defend their thesis during their last trimester.

COURSE DESCRIPTIONS FOR CRIMINAL JUSTICE (MCJ)

- 520 Introduction to Criminal Justice**—A survey of agencies, processes, and subdivisions involved in and that make up the entirety of the criminal justice system, including courts, law enforcement, and corrections. (3 hours)
- 530 Introduction to Police Administration**—An examination of the organization and administration of law enforcement functions. (3 hours)
- 561 Constitutional Law**—An analysis of recent appellate and U. S. Supreme Court decisions as they bear on criminal justice practice. Impact of current and future legal considerations. (3 hours)
- 600 Administration of Justice**—An extensive examination of the administration of criminal justice agencies to include police, corrections, and juvenile justice systems with particular emphasis placed on liability issues. (3 hours)
- 605 Juvenile Delinquency**—A study of delinquency prevention and the administration of programs implemented to reduce delinquency. (3 hours)
- 610 Applied Ethics**—An exploration of leadership, ethics, and decision-making in criminal justice. Applied principles that promote ethical conduct with an emphasis placed on practical application exercises. (3 hours)
- 615 Advanced Criminal Investigation**—An examination of investigative techniques including statement analysis, interview tactics, cybercrime, continuing criminal enterprise crimes, serial crimes, and terrorism. (3 hours)
- 620 Seminar in Homeland Security**—An extensive examination of homeland security as a concept, the legal framework, and redirection of national policies and priorities. (3 hours)
- 625 Industrial Security**—An examination of the challenges facing the private security industry today. (3 hours)
- 630 Leadership**—A study of theories of leadership and their application in criminal justice with an emphasis on the development of leaders in criminal justice agencies. (3 hours)
- 635 Civil Liberties**—A study of the legal and moral responsibility of the criminal justice system to individual rights. (3 hours)
- 640 Applied Research Methods**—An analysis of planning, evaluation, and research methods as applied in criminal justice. (3 hours)
- 645 Community Corrections**—A study of community based corrections programs in the United States and abroad. (3 hours)

- 650 **Human Resource Management in Criminal Justice**—An examination of best practices in hiring, retention, discipline, and operational decision making in criminal justice. (3 hours)
- 655 **Economics of Crime and Justice**—The study of the financial impact of crime and criminal behavior. (3 hours)
- 660 **Contemporary Issues in Criminal Justice**—An analysis of contemporary issues as they relate to criminal justice agencies including an analysis of external influences that impact the decision making process. (3 hours)
- 670 **Community Service in Criminal Justice**—The identification of and development of community service opportunities for criminal justice agencies. (3 hours)
- 675 **Independent Study and Research**—An experience that permits the graduate students to work under close faculty guidance on individual research projects. (1-3 hours)
- 698 **Thesis I**—Includes preparation of proposal for graduate thesis and satisfactory progress in research as determined by advisor. (3 hours)
- 699 **Thesis II**—Completion of thesis and oral defense as determined by thesis committee. (3 hours)

College of Health Sciences

Associate Vice President – Janet K. Williams, RN, MSN, MBA, PhD

The College of Health Sciences includes the following graduate programs:

Master of Science in Health Administration and Education

- **School of Nursing**

Master of Science in Nursing

Master of Science in Nursing/Master of Business Administration

Doctor of Philosophy in Nursing Education and Administration

Doctor of Philosophy in Nursing Education (DNP to PhD)

- **Department of Physical Therapy**

Doctor of Physical Therapy

**MASTER OF SCIENCE IN
HEALTH ADMINISTRATION
AND EDUCATION**

PROGRAM OVERVIEW

The Master of Science in Health Administration and Education program is designed to prepare the allied health practitioner for the enhanced role of educator or healthcare administrator. This program has a focus on administration and leadership in the healthcare setting as well as education for healthcare professionals. Graduates will be prepared to apply both administrative and business theories in leadership roles in the healthcare industry. They will also be prepared to apply educational theories and concepts to the classroom setting. The goal of this program is to prepare professionals for administrative and educator roles that facilitate quality patient care in the increasingly complex healthcare industry. Students will be required to take 38 masters-level hours to meet the requirements of the Master of Science in Health Administration and Education degree.

GRADUATE OUTCOMES

The graduate will be able to:

1. Integrate knowledge gained from bio-psychosocial fields, community and cultural health, quality improvement, and organizational sciences for the continual improvement of health education and administration in diverse settings.
2. Incorporate leadership, collaborative, and organizational skills into practice in order to emphasize ethical and critical decision-making, effective working relationships, and a system-perspective.
3. Integrate the principles of quality improvement and evaluation into the health administrator or educator role.
4. Utilize evidence-based practice, research findings, and collaborative skills to effect accountable change in health administration, education, and policy.
5. Analyze practice, legal, and ethical considerations of current and emerging healthcare technologies utilized in patient care and health administration and education.
6. Integrate patient-centered and culturally competent concepts of planning, delivering, and evaluating community healthcare at the local, regional, and global levels into health education and administration practices.

ADMISSION REQUIREMENTS

In addition to the general admission requirements to the graduate school, each applicant must:

1. hold a health-related baccalaureate degree, or its equivalent, from a nationally accredited school;
2. submit a statement of professional goals and current resume;
3. hold a current unencumbered license, registry, or certification if professionally licensed, registered, or certified in a healthcare field;
4. have an overall undergraduate GPA of 3.0 or a GPA of 2.5 on the last 30 undergraduate hours;
5. demonstrate competency in scholarly writing by submission of a GRE analytical writing score of 3.5 or better within the last five years OR passing the HAE 600 Scholarly Writing for Healthcare Professionals with a grade of B or better.

ADMISSION STATUS

An applicant for the Master of Science in Health Administration and Education program is admitted to regular or nondegree graduate status as follows:

Regular—Regular graduate status will be granted to those students who meet all requirements for admission to the program and are actively pursuing a degree.

Nondegree—Nondegree status may be assigned to those students who meet the requirements for admission, but do not wish to become a candidate for a degree. No more than nine hours of credit earned in a nondegree status may apply toward a degree.

Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration. Students may also be admitted as incomplete admission status for one term without demonstrating writing competency; however, the student may not register for courses within the dissertation track.

HEALTH STATUS REQUIREMENTS

All students entering HAE courses are required to have a completed College of Health Sciences health examination form. All students must submit documentation of receiving the hepatitis B immunization series, or positive titer; two varicella immunizations, or positive titer; a DTaP immunization; the results of appropriate screening for TB; and evidence of influenza vaccination annually and any other assigned healthcare facility requirements. Failure to comply with all health requirements will result in the inability to attend the practicum portion of a course and failure of the course.

All students must complete (re)certification of CPR for the Healthcare Providers by the American Heart Association. This will be done at an institution of the student's choice. Students are responsible for submitting evidence of current certification. Failure to do so will result in the inability to attend the practicum portion of a course and failure of the course.

CRIMINAL BACKGROUND CHECK

All students enrolled in HAE courses must have clearance of criminal background checks performed within the last two years by the MS State Department of Health or equivalent agency if licensure is in a state other than Mississippi prior to participating in HAE courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972.

After initial enrollment, any subsequent disciplinary action, arrest, charge, addiction, or impairment shall also be reported immediately to the program head. Failure to report any and all subsequent disciplinary actions, arrests, or impairment will constitute falsification of records and may result in expulsion from the program.

DRUG TESTING

All students will be required to have drug screens prior to practicum courses or provide proof of a clear drug screen within the last year. These students can have the required drug screen done individually or may provide proof drug screen within the last six months. Random drug screening can be performed at the discretion of the College of Health Sciences. Refusal by a student to submit to testing will result in denial of admission for new students and immediate dismissal from the program for continuing students.

Any admitting student who tests positive for illegal drugs must withdraw from practicum courses. The student may reapply for admission in six months and will be admitted based on admission criteria as any new student making application.

All costs associated with drug testing and criminal background checks are the responsibility of the student.

COMPUTER REQUIREMENTS

Technology is an essential and integral aspect of online courses. The student must have access to a computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line, is preferred. The student will need access to a Word, PowerPoint, and an Excel software program, for example: Microsoft Office 2010 Professional. Students will also need access to audio through speakers and the capability to record through a microphone for selected web-enhanced assignments.

ATTENDANCE

Students are to participate in courses and verify and submit coursework on a weekly basis as required. Refer to College of Health Sciences Graduate Handbook and individual course syllabi for specific course requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN HEALTH ADMINISTRATION AND EDUCATION DEGREE

These general requirements apply to all candidates for the Master of Health Administration and Education degree:

1. Each student must have acquired regular graduate admissions status.
2. All required courses must be completed with a minimum grade point average of 3.0. Only two grades lower than a B are allowed. Only one grade below a C is allowed and must be repeated for a grade of C or better.
3. Proficiency in writing and speaking the English language is a requirement for the Master of Health Administration and Education degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage or by other appropriate methods. An informal interview with a candidate for the purpose of determining a plan of action in this area may be requested.
4. A student must complete all required work within a period of six years after enrolling in graduate courses.
5. Participation in the graduation ceremony is required. Degrees are not conferred in absentia, except by special permission of the registrar, for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a late fee in addition to the graduation fees charged for all late applications.

CURRICULUM FOR MASTER OF SCIENCE IN HEALTH ADMINISTRATION AND EDUCATION DEGREE

CORE CURRICULUM (38 hours)

- HAE 601 – Role Development for the Healthcare Educator (2 hours)
- HAE 602 – Informatics in Healthcare and Introduction to Professional Writing (3 hours)
- HAE 603 – Theoretical Foundations of Professional/Advanced Practice in Healthcare (2 hours)
- HAE 604 – Curriculum Development and Program Planning (2 hours)
- HAE 605 – Teaching and Learning Strategies in Healthcare Education (2 hours)
- HAE 606 – Test Development and Evaluation of Student Learning (2 hours)
- HAE 607 – Issues and Trends in Healthcare Administration and Education (1 hour)
- HAE 608 – Research Methods and Applications in Healthcare Education (4 hours)
- HAE 609 – Interprofessional Collaboration in Healthcare (3 hours)
- HAE 610 – Healthcare Policy and Resource Allocation. (2 hours)
- HAE 611 – Healthcare Education Practicum. (3 hours)
- HAE 612 – Capstone Project Planning (2 hours)
- HAE 613 – Capstone Project Implementation and Analysis (1 hour)
- HAE 614 – Organizational and Administrative Theory (3 hours)
- HAE 615 – Strategic Health Care Management and Planning (3 hours)
- HAE 616 – Healthcare Economics and Financial Management (3 hours)

Elective Courses

- HAE 600 – Scholarly Writing for Healthcare Professionals (2 hours)

COURSE DESCRIPTIONS

Health Administration and Education (HAE)

- 600 **Scholarly Writing for Healthcare Professionals.** 2 hours. The purpose of this course is to develop the student's skills in professional writing and presentation using the American Psychological Association style manual as the format for referencing.
- 601 **Role Development for the Healthcare Educator.** 2 hours. This course focuses on the role of the educator, including the use of teaching learning principles and theories. Issues related to the healthcare educator will be explored.
- 602 **Informatics in Healthcare and Introduction to Professional Writing.** 3 hours. The informatics portion of this course examines a variety of informatics theories, models, and issues within complex healthcare systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management. The introduction to professional writing portion of this course provides an overview of the basic concepts of scholarly writing in healthcare education through application of American Psychological Association (APA) style requirements for professional writing. Readings, discussion, and writing projects have an emphasis on writing conventions, style, design, and APA formatting.
- 603 **Theoretical Foundations of Professional/Advanced Practice in Healthcare.** 2 hours. Theories and concepts are addressed as frameworks for guiding professional and advanced healthcare practice and education. Concepts and theories are drawn from behavioral, natural, and applied sciences. Students explore the nature of theory development in healthcare, examine the relevance of concepts, and analyze selected frameworks and theories.
- 604 **Curriculum Development and Program Planning.** 2 hours. Focus is on the nature of curriculum development and program planning in higher education based on educational theories and principles. The development of curricula for a variety of health-related academic programs are explored. Major societal, educational, and professional influences on education are examined.
- 605 **Teaching and Learning Strategies in Healthcare Education.** 2 hours. This course explores a variety of teaching strategies for both the theory and clinical components of healthcare education. An emphasis will be placed on innovative, evidence-based practices. This course includes a 45-hour clinical component intended to help the student put acquired strategies into practice.
- 606 **Test Development and Evaluation of Student Learning.** 2 hours. This course applies theories and strategies of measurement and evaluation to education in the healthcare setting. Different methodologies are explored to measure student learning in the classroom and clinical setting. Emphasis is placed on item writing and test development. Concepts covered include identifying and selecting test

instruments, determining reliability and validity, and appropriate means of test administration.

- 607 **Issues and Trends in Healthcare Administration and Education.** 1 hour. This course provides a forum for the discussion of emerging issues and trends encountered in the areas of contemporary healthcare. Students explore differing perspectives of challenges of today's healthcare managers and educators. Emphasis is on the critical analysis and management of these issues.
- 608 **Research Methods and Applications in Healthcare Education.** 4 hours. This course explores the methodology and application of research and its relevancy to healthcare education, health administration practice, and the student's specialty focus area. Emphasis is on research design, implementation and application of research. The student will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.
- 609 **Interprofessional Collaboration in Healthcare.** 3 hours. The course introduces students to the complexities of the health care system and the role of interprofessional collaboration in improving the quality of patient care. Students will explore concepts of teamwork and communication skills, cultural competency, ethics, evidence-based practice, and healthcare disparities as social determinants of overall health of the individual and the community.
- 610 **Healthcare Policy and Resource Allocation.** 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities.
- 611 **Healthcare Education Practicum.** 3 hours. (135 clock hours practicum) The purpose of this course is to synthesize education theory in practicum experiences. The educator role is practiced under the supervision of a preceptor. Prerequisite: HAE 605 Teaching and Learning Strategies in Healthcare Education.
- 612 **Capstone Project Planning.** 2 hours. Facilitated by a member of the graduate faculty, the student will discover and develop an evidence base for an original capstone project related to the student's specialty focus area. The student will begin the professional manuscript to be completed in HAE 613 Capstone Project Implementation and Analysis. Prerequisite: HAE 608 Research
It is recommended that this course be taken the term immediately following HAE 608 Research Methods and Applications in Healthcare course.
- 613 **Capstone Project Implementation and Analysis.** 1 hour. Facilitated by a member of the graduate faculty, the student will implement and analyze findings of the capstone project developed in the first capstone course. The student will develop a poster for professional presentation and complete a manuscript from which a publishable article can be derived. Prerequisites: Research, Capstone I
It is recommended that this course be taken the term immediately following HAE 612 Capstone Project Planning.

- 614 **Organizational and Administrative Theory.** 3 hours. This course examines the evaluation of the concepts, models, and theories of health care organizations. Emphasis will be placed on the analysis of quantitative and qualitative decision making models in health care systems. Continuous quality improvement strategies will be analyzed in terms of patient safety and staff outcomes. This course will serve as an introduction to database management for administrative decision making.
- 615 **Strategic Health Care Management and Planning.** 3 hours. This course examines the effectiveness of strategic management and planning in health care organizations. Emphasis will be placed on applying principles and concepts in the development of strategic plans which set long-term goals for the healthcare organization, identify key initiatives, and accountability of results.
- 616 **Healthcare Economics and Financial Management.** 3 hours. This course examines health care from an economic perspective tailored for the healthcare manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financial management, management control systems, budgeting and staffing.

MASTER OF SCIENCE IN NURSING

PROGRAM OVERVIEW

The Master of Science degree in Nursing is designed for registered nurses who are seeking advanced preparation and leadership roles. The nurse educator concentration prepares graduates to assume faculty roles in nursing education at the pre-licensure program levels or roles in staff development in healthcare settings. In the program, graduates participate in clinical experiences in selected settings and in teaching environments. Graduates begin preparation to become eligible for national specialty certification as a certified nurse educator (CNE). Students will be eligible to take the certification exam upon graduation and after meeting the eligibility criteria.

The post-master's in nursing education program is available for registered nurses holding a master's degree from an accredited school of nursing or related healthcare field who desire to have nursing education preparation. Upon completion of the designated courses, the student will receive a letter indicating successful completion of the program.

GRADUATE OUTCOMES

The following graduate outcomes were adapted from the 2011 American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing*.

The graduate will be able to:

1. Integrate knowledge gained from nursing, bio-psychosocial fields, genetics/genomics, public health, quality improvement, and organizational sciences for the continual improvement of nursing education in diverse settings.
2. Incorporate leadership, collaborative, and organizational skills into educational practice in order to emphasize ethical and critical decision-making, effective working relationships, and a system-perspective.
3. Integrate the principles of quality improvement and evaluation into the advanced nurse educator role.
4. Utilize evidence-based practice, research findings, and collaborative skills to affect accountable change in nursing practice, education, and policy.
5. Analyze practice, legal, and ethical considerations of current and emerging healthcare technologies utilized in patient care and nursing education.
6. Integrate the principles of patient-centered and culturally appropriate concepts of planning, delivering, and evaluating prevention and population care into nursing education and clinical practice care.

ADMISSION REQUIREMENTS FOR THE M.S.N. PROGRAM

In addition to the general admission requirements to the graduate school, each applicant must:

1. hold a baccalaureate degree from a nationally accredited school of nursing;
2. submit a statement of professional goals and current resume;
3. hold a current unencumbered RN license with no pending action in any state, and the unencumbered license must be maintained throughout enrollment in the program;
4. have an overall undergraduate GPA of 3.0 or a GPA of 2.5 on the last 30 undergraduate hours; and
5. demonstrate competency in scholarly writing by submission of GRE analytical writing score of 3.5 or better within the last five years OR passing the NUR 692 Scholarly Writing for Healthcare Professionals with a grade of B or better prior to taking graduate level classes.

ADMISSION REQUIREMENTS FOR THE POST-MASTER'S PROGRAMS

Each post-master's in nursing education applicant must:

1. hold a master's degree or higher from an accredited school of nursing, or
2. hold a master's in a health related field from an accredited university
3. have earned a GPA of ≥ 3.5 on master's course work
4. submit a statement of professional goals and current resume
5. hold a current, unencumbered RN license and unencumbered license in any state where clinical work will be done, and the unencumbered license must be maintained throughout enrollment in the program.

ADMISSION STATUS

An applicant for the Master of Science in Nursing degree program is admitted to regular or nondegree graduate status as follows:

Regular—Regular graduate status will be granted to those students who meet all requirements for admission to the program and are actively pursuing a degree.

Nondegree—Nondegree status may be assigned to those students who meet the requirements for admission, but do not wish to become a candidate for a degree. No more than 12 hours of credit earned in a nondegree status may apply toward a degree.

Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration (see page 24 for further explanation.)

Health status, criminal background, drug testing, and malpractice insurance requirements apply to MSN and post-master's students.

HEALTH STATUS REQUIREMENTS

All students entering nursing courses are required to have a completed School of Nursing health examination form. All students must submit documentation of receiving the hepatitis B immunization series, or positive titer; two varicella immunizations, or positive titer; a DTaP immunization; the results of appropriate screening for TB; and evidence of influenza vaccination annually. Failure to comply with all health requirements will result in the inability to attend the clinical portion of a course and failure of the course. All immunizations must remain current as long as the student is enrolled.

All students must complete (re)certification of *CPR for the Health Professional* either annually or every two years, depending on the clinical facilities used. This will be done at an institution of the student's choice. Students are responsible for submitting evidence of current certification to the nursing office for their file. Failure to do so will result in the inability to attend the clinical portion of a course and failure of the course.

CRIMINAL BACKGROUND CHECK

All students enrolled in nursing must have clearance of criminal background checks performed within the last two years by the MS State Department of Health or equivalent agency if licensure is in a state other than Mississippi prior to participating in nursing courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972. Criminal background checks must remain current as long as the student is enrolled.

After initial enrollment, any subsequent disciplinary action, arrest, charge, addiction, or impairment shall also be reported immediately to the dean of nursing. Failure to report any and all subsequent disciplinary actions, arrests, or impairment will constitute falsification of records and may result in loss of licensure as a registered nurse.

DRUG TESTING

All students will be required to have drug screens upon admission or provide proof of a clear drug screen within the last year. These students can participate in the drug screening process at our new student orientation or have it done individually. If done individually, students will be responsible for all sample collection, drug screening, and shipping fees.

Random drug screening can be performed at the discretion of the School of Nursing. Refusal by a student to submit to testing will result in denial of admission for new students and immediate dismissal from the School of Nursing for continuing students.

Any admitting student who tests positive for illegal drugs must withdraw from clinical nursing courses. The student may reapply for admission in six months and will be admitted based on admission criteria as any new student making application.

All costs associated with drug testing and criminal background checks are the responsibility of the student.

MALPRACTICE INSURANCE

The student is responsible for providing documentation of current malpractice insurance. Insurance can be acquired through William Carey University. Students with private insurance must provide documentation from the insurance carrier that coverage extends to the student role.

COMPUTER REQUIREMENTS

Technology is an essential and integral aspect of online courses. The student must have access to a computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line, is preferred. The student will need access to a Word, PowerPoint, and an Excel software program, for example: Microsoft Office 2010 Professional. Students will also need access to audio through speakers and the capability to record through a microphone for selected web-enhanced assignments.

ATTENDANCE

Students are to participate in courses and verify and submit coursework on a weekly basis as required. Refer to the *School of Nursing Graduate Handbook* and individual course syllabi for specific course requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING DEGREE

These general requirements apply to all candidates for the Master of Science in Nursing degree:

1. Each student must have acquired regular graduate admissions status.
2. Each applicant must demonstrate competency in scholarly writing by submission of GRE analytical writing score of 3.5 or better within the last five years OR passing NUR 692 Scholarly Writing for Healthcare Professionals with a grade of B or better prior to taking graduate level classes.
3. All required courses must be completed with a minimum grade point average of 3.0. Only two grades lower than a B are allowed. Only one grade below a C is allowed and must be repeated for a grade of C or better.

4. Proficiency in writing and speaking the English language is a requirement for the Master of Science in Nursing degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage or by other appropriate methods. An informal interview with a candidate for the purpose of determining a plan of action in this area may be requested.
5. A student must complete all required work within a period of six years after enrolling in graduate nursing courses.
6. Participation in the graduation ceremony is required. Degrees are not conferred in absentia, except by special permission of the registrar, for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100.00 late fee in addition to the graduation fees.

CURRICULUM FOR MASTER OF SCIENCE IN NURSING DEGREE

41 semester hours required for degree confirmation

CORE CURRICULUM (35 hours)

NUR 661	Teaching Advanced Assessment Across the Lifespan
NUR 634	Nursing Education Practicum
NUR 660	Healthcare Policy and Resource Allocation
NUR 621	Informatics in Nursing Education and Introduction to Professional Writing
NUR 623	Research Methods and Applications in Nursing
NUR 663	Theoretical Foundations of Professional/Advanced Practice in Nursing
NUR 664	Role Development for the Nurse Educator
NUR 665	Curriculum Development and Program Planning
NUR 666	Instructional Strategies and Evaluation of Student Learning
NUR 662	Teaching Pathophysiology and Pharmacology Across the Lifespan
NUR 667	Issues and Trends in Advanced Practice Nursing
NUR 668	Capstone Project Planning
NUR 669	Capstone Project Implementation and Analysis
NUR 670	Testing and Evaluation for Nurse Educators
NUR 672	Clinical Supervision for Nurse Educators

ELECTIVE COURSES

NUR 680	Organizational Systems and Leadership
NUR 681	Healthcare Economics and Finance
NUR 682	Healthcare Simulation for Nurse Educators
NUR 683	Integrating Holistic Healthcare in Nursing Education
NUR 684	Gerontology Nursing and Caring for an Aging Population

COURSE DESCRIPTIONS

Nursing (NUR)

- 621 Informatics in Nursing Education and Introduction to Professional Writing.** 3 hours. The informatics portion of this course examines a variety of informatics theories, models, and issues within complex healthcare systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management as it affects nursing practice. The introduction to professional writing portion of this course provides an overview of the basic concepts of scholarly writing in nursing through application of American Psychological Association (APA) style requirements for professional writing. Readings, discussion, and writing projects have an emphasis on writing conventions, style, design, and APA formatting.
- 623 Research Methods and Applications in Nursing.** 4 hours. This course explores the methodology and application of nursing research and its relevancy to nursing education, nursing practice, and the student's specialty focus area. Emphasis is on research design, implementation and application of research. The student will also explore evidence-based practice models, quality improvement models, and grading levels of evidence. Prerequisite: *It is recommended that NUR623, NUR668 and NUR669 be taken in immediate succession.*
- 634 Nursing Education Practicum.** 3 hours. (135 clock hours) The purpose of this course is to synthesize nursing education theory in practicum experiences. The educator role is practiced under the supervision of a preceptor. Prerequisite: NUR 666.
- 660 Healthcare Policy and Resource Allocation.** 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities.
- 661 Teaching Advanced Assessment Across the Lifespan.** 3 hours. This course emphasizes the transfer of knowledge to clinical practice as students apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural and psychosocial client characteristics, normal anatomy and physiology, and normal growth and development.
- 662 Teaching Pathophysiology and Pharmacology Across the Lifespan.** 2 hours. This course focuses on teaching concepts of the pathophysiologic processes in disease states. Emphasis is on teaching pharmacology and nursing-related measures for health promotion as well as in illness for diverse populations across the lifespan.
- 663 Theoretical Foundations of Professional/Advanced Practice in Nursing.** 2 hours. Nursing theories and concepts are addressed as frameworks for guiding professional and advanced practice nursing. Concepts and theories are drawn from nursing, behavioral, natural, and applied sciences. Students explore the

nature of theory development in nursing, examine the relevance of concepts, and analyze selected frameworks and theories. An historical analysis of nursing's professional progress to its present state provides the background for analysis, discussion, and evaluation of different frameworks and theories.

- 664 Role Development for the Nurse Educator.** 2 hours. Students will explore fundamental knowledge and acquire skill sets to facilitate learning using various modalities. Areas to be investigated and discussed include history of nursing education, curriculum design, learning theories, teaching strategies, resources, and accreditation of nursing programs. Focus is also on facilitating learner development and socialization by exploring different techniques for helping prelicensure students develop as nurses and by assisting them to acquire behaviors to fulfill that role. Complex theories and concepts in nursing education will be examined and discussed to help the future nurse educator in assessing and evaluating student learning in multiple settings. Students will engage in scholarship by exhibiting a spirit of inquiry and evidence-based teaching by designing and implementing presentations on selected teaching-learning topics.
- 665 Curriculum Development and Program Planning.** 2 hours. Focus is on the nature of curriculum development and program planning in higher education based on educational theories and principles. The development of curricula for a variety of academic programs in nursing education are explored. Major societal, educational, and professional influences on nursing education are examined.
- 666 Instructional Strategies for Nursing Education.** 2 hours. This course explores a variety of teaching/learning strategies for both the theory and clinical components of nursing education. An emphasis will be placed on innovative, evidence-based practices that maximize student learning. This course includes a 45-hour clinical component intended to help the student put acquired strategies into practice.
- 667 Issues and Trends in Advanced Practice Nursing.** 1 hour. This course provides a forum for the discussion of emerging issues and trends encountered in the areas of nursing education, population focused practice, case management, simulation, and nursing administration. Emphasis is on the educator's critical analysis and management of these issues.
- 668 Capstone Project Planning.** 2 hours. Facilitated by a member of the graduate faculty, the student will discover and develop an evidence base for an original capstone project related to the student's specialty focus area. The student will begin the professional manuscript to be completed in NUR 669. Prerequisite: NUR 623. *It is recommended that NUR668 be taken the term immediately following NUR623.*
- 669 Capstone Project Implementation and Analysis.** 1 hour. Facilitated by a member of the graduate faculty, the student will implement and analyze findings of the capstone project developed in NUR 668. The student will develop a poster for professional presentation and complete a manuscript from which a publishable article can be derived. Prerequisites: NUR 623, NUR 668. *It is recommended that NUR669 be taken the term immediately following NUR668.*

- 670 Testing and Evaluation for Nurse Educators.** 3 hours. This course applies theories and strategies of measurement and evaluation of student learner outcomes to nursing education. Different methodologies are explored to measure student learning in the classroom and clinical setting. Emphasis is placed on item writing, test development, test analysis, and clinical evaluation. Concepts covered include identifying and selecting test instruments, determining reliability and validity, appropriate means of test administration, and alternate methods of student evaluation.
- 672 Clinical Supervision for Nurse Educators.** 3 hours. This course will have a one hour theory component and a two hour clinical component. The theory component of the course will explore the role of the nurse educator in the clinical supervision of pre-licensure nursing students. Current theory, standards, strategies, and evaluation techniques will be explored. The clinical component will provide the graduate student an opportunity to assist in the clinical supervision of pre-licensure students. The graduate student will develop communication techniques, evaluation tools, and practical experience for clinical supervision. Other aspects the student will explore include clinical scheduling, pre-conference, post conference, time management, ethical and legal responsibilities, as well as the safe management of patient care. 45 hours—theory; 90 hours—clinical supervision.

Elective Courses for MSN

- 680 Organizational Systems and Leadership.** 3 hours. This course examines concepts, models, and theories utilized for strategic management and planning in contemporary healthcare delivery. Emphasis will be placed on facilitation of the knowledge skills and attitudes related to organizational and systems leadership to promote high quality and safe patient care.
- 681 Healthcare Economics and Finance.** 3 hours. This course examines healthcare from an economic perspective. Emphasis is on the allocation of healthcare resources in public and private health care programs. Within the healthcare industry, focus is on public and private healthcare funding in addition to the role of managed care systems with relation to financial management, management control systems, budgeting and nurse staffing.
- 682 Healthcare Simulation for Nurse Educators.** 3 hours. This course is designed to explore selected concepts and theories to guide simulation pedagogy. These concepts and theories will be examined within the context advancing nursing knowledge and practice with a focus on medium and high-fidelity simulation. Simulation theories will be utilized to develop and implement strategies for teaching and evaluating simulation activities in the classroom and simulation lab.
- 683 Integrating Holistic Healthcare in Nursing Education.** 3 hours. This course examines the practice theories and nursing standards in the foundational concepts of holistic nursing. Emphasis is placed on investigating current trends and issues and capitalizing on transpersonal care and healing through the art of holistic nursing and the human health experience. Self-assessments, cognitive therapies, spirituality in nursing, and ethics in holistic practice are also an integral focus of the course.

- 684 Gerontology Nursing: Caring for an Aging Population.** 3 hours. This course is designed to increase awareness of the aging process, improve recognition of age-related changes in the older adult patient, and enhance communication skills with older adult patients and their families. This course provides a foundation for developing geriatric sensitive care throughout the care continuum with added emphasis on determining and addressing geriatric specific social determinants of health. Upon successful completion, 30 continuing education credits (CEUs) can be awarded and applied towards the Gerontology Nursing Certification through the American Nurses Credentialing Center (ANCC).
- 692 Scholarly Writing for Healthcare Professionals.** 2 hours. The purpose of this course is to develop the student's skills in professional writing and presentation using the American Psychological Association style manual as the format for referencing.
- 693 Advanced Community Service.** 0 hours. This course provides students the opportunity to explore and to engage in advanced service learning activities.

**DOCTOR OF PHILOSOPHY
IN NURSING EDUCATION
AND ADMINISTRATION**



**DOCTOR OF PHILOSOPHY
IN NURSING EDUCATION
(DNP TO PhD)**

PROGRAM OVERVIEW FOR PH.D. IN NURSING EDUCATION AND ADMINISTRATION

The Doctor of Philosophy (Ph.D.) in Nursing Education and Administration program is a terminal degree designed to prepare nurse scholars as nurse educators and/or administrators. Graduates will be prepared for the educator role including the ability to use sound educational concepts, principles, and knowledge in order to develop undergraduate and graduate nursing students who will be able to contribute to the health and well-being of diverse populations across the lifespan. These graduates will also be able to rise through the administrative ranks to become administrators of nursing programs. Graduates will also be able to assume leadership and upper level management roles in healthcare organizations in order to assure accountable clinical nursing practice.

GRADUATE OUTCOMES FOR PH.D. IN NURSING EDUCATION AND ADMINISTRATION

The following graduate competencies were adapted from the NLN educator core competencies (NLN, 2005) AACN Essentials for Master's Education for Advanced Practice Nursing, 2011.

The graduate will:

1. Utilize concepts, knowledge, and skills to create an environment that facilitates classroom and clinical learning in the cognitive, affective, and psychomotor domains.
2. Facilitate students' development as professional nurses.
3. Utilize sound principles to develop strategies to assess academic achievement in the classroom and clinical settings and in the cognitive, affective, and psychomotor domains.
4. Design, implement, evaluate, and revise nursing curricula and program outcomes that reflect the academic institution's mission and goals, reflect current trends and evidence-based practice, and prepare graduates to function as professional nurses.
5. Function as a change agent in order to promote the profession of nursing.
6. Develop and articulate a vision for the professional nursing practice within the healthcare delivery system.
7. Employ sound management, decision-making, problem-solving, and communication skills to establish collaborative partnerships, resolve conflict, and effectively utilize resources.
8. Utilize information and communication technology effective in the global environment of nursing and healthcare.
9. Establish relationships with the community of interest.
10. Demonstrate proficiency in scholarly writing.
11. Utilize Christian principles as a nurse administrator.

**PROGRAM OVERVIEW FOR
PH.D. IN NURSING EDUCATION
(for D.N.P. students only)**

The Doctor of Philosophy (Ph.D.) in Nursing Education program is a terminal degree designed for D.N.P.-prepared nurses to serve as nurse scholars as well as nurse educators. Graduates will be prepared for the educator role including the ability to use sound educational concepts, principles, and knowledge in order to develop undergraduate and graduate nursing students who will be able to contribute to the health and well-being of diverse populations across the lifespan. Graduates will also be able to assume leadership and upper level administrative roles in nursing education in order to assure accountable clinical nursing practice.

**GRADUATE OUTCOMES FOR
PH.D. IN NURSING EDUCATION**

The following graduate competencies were adapted from the NLN educator core competencies (NLN, 2005) AACN Essentials for Master's Education for Advanced Practice Nursing, 2011.

The graduate will:

1. Utilize concepts, knowledge, and skills to create an environment that facilitates classroom and clinical learning in the cognitive, affective, and psychomotor domains.
2. Facilitate students' development as professional nurses.
3. Utilize sound principles to develop strategies to assess academic achievement in the classroom and clinical settings and in the cognitive, affective, and psychomotor domains.
4. Design, implement, evaluate, and revise nursing curricula and program outcomes that reflect the academic institution's mission and goals, reflect current trends and evidence-based practice, and prepare graduates to function as professional nurses.
5. Function as a change agent in order to promote the profession of nursing.
6. Develop and articulate a vision for the professional nursing practice within the healthcare delivery system.
7. Utilize information and communication technology effective in the global environment of nursing and healthcare.
8. Establish relationships with the community of interest.
9. Demonstrate proficiency in scholarly writing.
10. Utilize Christian principles as a nurse educator.

ADMISSIONS REQUIREMENTS FOR THE PH.D. IN NURSING EDUCATION AND ADMINISTRATION PROGRAM

To be admitted as a regular student, the applicant will have to:

- Submit a completed application to William Carey University and the graduate school.
- Pay application fee.
- Submit official transcripts from all colleges and universities attended.
- Submit a scholarly narrative of 1-2 pages of personal philosophy of nursing education and goals.
- Submit three letters of references: two from individuals who can attest to research and scholarship and one personal reference.
- Have earned an M.S.N. from an accredited school of nursing
- Have earned a GPA of ≥ 3.50 on M.S.N. courses.
- Have an unencumbered nursing license with no pending legal or state board action, and the unencumbered license must be maintained throughout enrollment in the program.
- Be eligible to re-enter any previously attended college or university in good standing.
- Demonstrate computer literacy involving proficiency in word processing, email correspondence, and the internet.
- Submit current curriculum vita.

ADMISSIONS REQUIREMENTS FOR THE DNP-PH.D. IN NURSING EDUCATION PROGRAM

To be admitted as a regular student, the applicant will have to:

- Submit a completed application to William Carey University and the graduate school.
- Pay application fee.
- Submit official transcripts from all colleges and universities attended.
- Submit a scholarly narrative of 1-2 pages of personal philosophy of nursing education and goals.
- Submit three letters of references: two from individuals who can attest to research and scholarship and one personal reference.
- Have earned an D.N.P. from an accredited school of nursing
- Have earned a GPA of ≥ 3.50 on D.N.P. courses.

- Have an unencumbered nursing license with no pending legal or state board action.
- Be eligible to re-enter any previously attended college or university in good standing.
- Demonstrate computer literacy involving proficiency in word processing, email correspondence, and the internet.
- Submit current curriculum vita.

ADMISSION STATUS

An applicant for the Ph.D. program in nursing is admitted to regular or nondegree graduate status as follows:

Regular—Regular graduate status will be granted to those students who meet all requirements for admission to the program and are actively pursuing a degree.

Nondegree—Nondegree status may be assigned to those students who meet the requirements for admission, but do not wish to become a candidate for a degree. No more than nine hours of credit earned in a nondegree status may apply toward a degree.

Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration.

D.N.P. to Ph.D.—Students with a D.N.P. degree from an accredited program will be admitted with advanced status within the Ph.D. program. The capstone or other intense professional writing project from the D.N.P. program may be used to evaluate the writing proficiency of the D.N.P. student only.

CRIMINAL BACKGROUND CHECK

All students enrolled in nursing must have clearance of criminal background checks. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972 and in accordance with R.S. 37:921, or the state in which the student resides or practices.

After initial enrollment, any subsequent disciplinary action, arrest, charge, addiction, or impairment shall also be reported immediately to the dean of nursing. Failure to report any and all subsequent disciplinary actions, arrests, or impairment will constitute falsification of records and may result in loss of licensure as a registered nurse.

MALPRACTICE INSURANCE

The student is responsible for providing documentation of current malpractice insurance. Insurance can be acquired through William Carey University. Students with private insurance must provide documentation from the insurance carrier that coverage extends to the student role.

COMPUTER REQUIREMENTS

Technology is an essential and integral aspect of web-enhanced (hybrid) courses. The student must have access to a computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line, is preferred. The student will need access to a Word, PowerPoint, and an Excel software program, for example: Microsoft Office 2010 Professional. Students will also need access to audio through speakers and the capability to record through a microphone for selected web-enhanced assignments.

ATTENDANCE

Students are to participate in courses and verify and submit course work on a weekly basis as required. Refer to the College of Health Science Graduate Student Handbook and individual course syllabi for specific course requirements.

PROGRESSION

Successful progression through the program requires the following:

- Demonstrate competency in scholarly writing by submission of GRE Analytical Writing score of 4.0 or better within the last five years OR passing the NUR 799 Academic Writing for Doctoral Students with a grade of B or better or DNP capstone/other intense professional writing project from the DNP program prior to taking doctoral level classes.
- Demonstrate basic competence in statistics as evidenced by successful completion, with a grade of B or better, in an undergraduate or graduate level statistics course within the past ten years or substantial experience in nursing research projects prior to taking NUR 748.
- Complete all assignments with a passing grade.
- Make no grade below a B. The student is allowed to repeat only one course to improve the grade to a B. A student who makes less than a B in a second course is not eligible to progress in the program.
- Any student who makes an "F" in a Ph.D. course will be dismissed from the program and be ineligible to readmit.
- Student grades will be reviewed at the end of each term by the administrator of the graduate program and other WCU SON administration to determine status in achieving the GPA necessary to graduate.

- The student must successfully complete NUR 801, 802, 803, and 804 in sequence.
- The student will be admitted to doctoral candidacy upon successful completion of 37 credit hours of required course work and NUR 802: Research Process II.
- Successfully complete comprehensive examination to indicate mastery of program content. The student will have to have completed all but six hours of the curriculum and all other degree requirements. This excludes dissertation hours.
- Successful completion of a dissertation.

GRADUATION

Graduation requires:

- the student to submit a degree application.
- successful completion of all degree requirements with a GPA of 3.5.
- the student to be nominated by the dean.
- mandatory participation in graduation.

CURRICULUM OF THE PH.D. IN NURSING EDUCATION AND ADMINISTRATION

The Ph.D. program is designed to be completed in two or three years, including summer terms. Students are allowed to attend on a part-time basis, but the student must complete all required work within a period of six years. The total number of hours required is 60 hours. The program is in a hybrid (web-enhanced) format. Students will meet face-to-face four weekends a year; the rest of the content and student activities will be conducted via Canvas learning management system).

Transfer credit is available for any student. A maximum of 15 hours may be transferred from another university. Approval of transfer hours is considered on an individual basis.

The dissertation process will begin in the fall term and continue for six trimesters. The research courses will be developed to help the student design the essential components of a dissertation. Each student will have a committee of three Ph.D. program faculty members. There will be a written comprehensive examination to determine mastery of the Ph.D. content.

NUR 613	Role Development for the Administrator
NUR 664	Role Development for the Nurse Educator
NUR 665	Curriculum Development and Program Planning
NUR 666	Instructional Strategies and Evaluation of Student Learning
NUR 713	Organization and Administrative Theory
NUR 715	Information Systems and Technology
NUR 720	Human Resources in Healthcare Administration and Education
NUR 721	Creating an Online Educational Environment
NUR 722	Healthcare and Teaching in the Global Environment

NUR 723	Healthcare Economics and Finance
NUR 724	Healthcare Systems, Insurance, and Managed Care
NUR 725	Advanced Curriculum Assessment and Evaluation
NUR 726	Role Perspectives and Practicum
NUR 734	Program Evaluation Design
NUR 735	Strategic Management and Planning
NUR 748	Advanced Research Designs and Methods
NUR 800	Statistics
NUR 801	Research Process I
NUR 802	Research Process II
NUR 803	Research Process III
NUR 804	Research Process IV

CURRICULUM OF THE PHD IN NURSING EDUCATION (DNP TO PHD)

The PhD in Nursing Education program (DNP to PhD) is designed to be completed in two years, including summer terms. Students are allowed to attend on a part-time basis, but the student must complete all required work within a period of six years. The total number of hours required is 61 hours. Students receive 24 hours of Ph.D. credit with 37 hours to be completed within the program. The student will take courses with a nursing education focus and dissertation classes to complete the Ph.D. in Nursing Education program. The program is in a hybrid (web-enhanced) format. Doctoral classes will meet face-to-face four weekends a year; the rest of the content and student activities will be conducted via Canvas learning management system.

Transfer credit is available for any student. A maximum of six hours may be transferred from another university. Approval of transfer hours is considered on an individual basis.

Each student must complete a dissertation. The dissertation process will begin in the fall term and continue for six trimesters. The research courses will be developed to help the student design the essential components of a dissertation. Each student will have a committee of three Ph.D. program faculty members. There will be a written comprehensive examination during the second year to determine mastery of the Ph.D. content. Students will enroll for didactic courses along with the dissertation courses.

DNP to PhD in Nursing Education Required Courses

NUR 664	Role Development for the Nurse Educator
NUR 665	Curriculum Development and Program Planning
NUR 666	Instructional Strategies and Evaluation of Student Learning
NUR 725	Advanced Curriculum Assessment and Evaluation
NUR 726	Role Perspectives and Practicum
NUR 734	Program Evaluation Design
NUR 735	Strategic Management and Planning
NUR 748	Advanced Research Designs and Methods
NUR 800	Statistics
NUR 801	Research Process I
NUR 802	Research Process II
NUR 803	Research Process III
NUR 804	Research Process IV

COURSE DESCRIPTIONS

Nursing (NUR)

- 613 Role Development for the Administrator.** 2 hours. This course explores the skills necessary to develop as a nurse administrator. These include facilitating collaborative relationships, team-building, problem-solving/decision making, consumer advocacy, conflict resolution, and managing change effectively. Emphasis is placed on developing and articulating a vision for the practice of nursing administration within a complex healthcare delivery system.
- 664 Role Development for the Nurse Educator.** 2 hours. Students will explore fundamental knowledge and acquire skill sets to facilitate learning using various modalities. Areas to be investigated and discussed include history of nursing education, curriculum design, learning theories, teaching strategies, resources, and accreditation of techniques for helping prelicensure students develop as nurses and by assisting them to acquire behaviors to fulfill that role. Complex theories and concepts in nursing education will be examined and discussed to help the future nurse educator in assessing and evaluating student learning in multiple settings. Students will engage in scholarship by exhibiting a spirit of inquiry and evidence-based teaching by designing and implementing presentations on selected teaching-learning topics.
- 665 Curriculum Development and Program Planning.** 2 hours. Focus is on the nature of curriculum development and program planning in higher education based on educational theories and principles. The development of curricula for a variety of academic programs in nursing education are explored. Major societal, educational, and professional influences on nursing education are examined.
- 666 Instructional Strategies and Evaluation of Student Learning.** 2 hours. This course explores a variety of teaching and evaluation strategies for both the theory and clinical components of nursing education. An emphasis will be placed on innovative, evidence-based practices. This course includes a 45-hour clinical component intended to help the student put acquired strategies into practice.
- 700 Statistics Review for Doctoral Students.** 1 hour. This course serves as a refresher of the basic fundamental research designs and the appropriate statistical tests associated with each design. The course includes a review of basic terminology in research and statistics and include basic statistical calculations. An overview of how to use Excel and statistical software used in research will also be explored.
- 713 Organization and Administrative Theory.** 3 hours. This course explores the differences among administration, leadership, and management. The historical development, current trends, and future directions of administrative/ leadership/ organization theories will be analyzed to identify the relevant skills and principles to develop a personal administrative theory. The student will also analyze organizational and individual factors that influence administration. Concepts and principles underlying organizational structure, behaviors, and management will be explored. Emphasis will be placed on practical application of these skills and

principles to facilitate an efficient and effective institutional environment. Further emphasis will be on critical application of knowledge and principles of organization to a complex organization.

- 715 Information Systems and Technology.** 3 hours. This course critically analyzes the role of the nurse administrator in selecting, implementing, and evaluating information systems and technology in health care. Legal and ethical issues are explored. Emphasis is placed on the utilizing information systems and technology in achievement of health care consumer outcomes.
- 720 Human Resources in Healthcare Administration and Education.** 3 hours. This course focuses on the competencies required of the nurse administrator in relation to delegation, assignments, problem solving, evaluation, and resource utilization. Concepts and principles and legal implications associated with the selection, development, and evaluation of faculty and/or staff will be examined. Emphasis is on development of the skills necessary for an upper level academic or healthcare organization administrator.
- 721 Creating an Online Educational Environment.** 3 hours. This course analyzes the principles of electronic technology with the theoretical concepts underlying the process of teaching effectively using distance learning strategies. Design barriers and advantages, required resources, syllabi development, and implementation are emphasized.
- 722 Healthcare and Teaching in the Global Environment.** 3 hours. This course examines economic, legal, and ethical issues, barriers, and strategies as they relate to healthcare and teaching in the global environment. Teaching across cultures and geographic boundaries effectively using technology and teaching strategies will be emphasized.
- 723 Healthcare Economics and Finance.** 3 hours. This course is an integration of the economic and finance principles essential for diverse healthcare delivery systems. Students will analyze current and future factors impacting healthcare delivery. Emphasis is on identifying opportunities for the nurse administrator to facilitate change in equitable allocation of healthcare resources for the improvement of health outcomes.
- 724 Healthcare Systems, Insurance, and Managed Care.** 3 hours. This course provides a critical review of the major healthcare delivery systems. Emphasis will be placed on concepts underlying the design, function, management, and regulation of health insurance and managed healthcare plans. Historical development, current trends and factors that have an influence on healthcare policies, health insurance, and managed care systems will be examined for impact on diverse healthcare consumer groups.
- 725 Advanced Curriculum Assessment and Evaluation.** 3 hours. This course analyzes the role of the nurse educator and administrator in assessing the implementation, evaluation, and revision of the nursing curriculum. Emphasis will be placed on assessment of the effectiveness of the nursing curriculum and evaluation of the curriculum based on industry and accreditation standards in the local, regional, and

national settings. Concepts of curriculum revision will be explored that reflect the philosophy and mission of the academic institution, trends in nursing education, stakeholders, and communities of interest. Prerequisite: NUR 665.

- 726 Role Perspectives and Practicum.** 3 hours. This course focuses on the practical application of principles, knowledge, and skills acquired in previous courses to the actual education or healthcare administrative setting. 45 practicum hours are required. Prerequisites: NUR 665, 725, 734, 735.
- 734 Program Evaluation.** 3 hours. This course analyzes the role of systematic and comprehensive evaluation in nursing education programs. Theoretic concepts and qualities of effective evaluation and measurement are explored. Emphasis is placed on relating program outcomes with the mission and philosophy of the nursing program. Prerequisite: NUR 665, 725.
- 735 Strategic Management and Planning.** 3 hours. This course analyzes the theoretical foundations of strategic management and planning. The processes by which strategic management and planning facilitate the effectiveness of an organization will be explored. Emphasis will be placed on applying principles and concepts to develop and evaluate a strategic plan. Prerequisite: NUR 665, 725, 734.
- 748 Advanced Research Designs and Methods.** 3 hours. This course analyzes the elements of the research process as it applies to nursing education or administration. Emphasis is placed on evaluating, critiquing current nursing research, and developing a pilot research project. Prerequisite: Statistics requirement (see Progression)
- 799 Academic Writing for Doctoral Students.** 2 hours. The purpose of this course is to assess and advance the student's scholarly writing abilities in preparation for doctoral level courses and the dissertation process. This course will focus on formal research writing and the use of the American Psychological Association format. The student will create a synthesis of the literature and communicate the information through writing complex material.
- 800 Statistics.** 3 hours. This course explores the methods of statistical analysis and decision-making. Methods of data collection, sampling, hypothesis-testing, and decision-making are included. (Student must have evidence of a statistics course/research experience within the past ten years. Emphasis is placed on gaining competency in utilizing statistical software packages. Pre/Co-requisite: NUR 748.
- 801 Research Process I.** 3 hours. This course explores the initial processes involved in nursing research including conducting a literature review and identification of a researchable problem. Emphasis is placed on development of a literature review, a problem statement, purpose, and hypotheses/research questions. Legal and ethical considerations in research are discussed. Prerequisites: NUR 748, 800 and approval of dissertation topic by the dissertation topics committee.
- 802 Research Process II.** 3 hours. This course is intended to identify a researchable design. Emphasis is placed on determination of an appropriate research design,

setting, sample, instrumentation, and procedures for data collection and data analysis in preparation for defense of the research proposal. Prerequisites: NUR 748, 800, 801.

- 803 Research Process III.** 3 hours. This course is designed to defend and conduct proposed research. Emphasis is placed on research proposal defense, obtaining appropriate permission(s) to conduct proposed research, and data collection. Prerequisites: NUR 748, 800, 801, 802.
- 804 Research Process IV.** 4 hours. This course is designed to conduct and defend research proposed in NUR 802 and NUR 803. Emphasis is placed on continued data collection (if indicated), drawing conclusions from identified research, final defense of identified research, and submission of required dissertation documents to the graduate office. Prerequisites: NUR 748, 800, 801, 802, 803.
- 805 Research Process V.** 3 hours. This course serves as an extension for the dissertation process as needed by students. The course may be repeated up to three times. Prerequisite: NUR 748 and 800.

**MASTER OF SCIENCE IN
NURSING**



**MASTER OF
BUSINESS ADMINISTRATION**

PROGRAM OVERVIEW

The Master of Science in Nursing and Master of Business Administration is an integrated dual degree program requiring students to complete a minimum of 53 semester hours to graduate. Registered nurses with a bachelor's degree in nursing are eligible to apply for this dual degree. Graduates are prepared to apply both professional nursing and business theories in their administrative roles. The goal of this program is to prepare nurses for administrative roles that facilitate quality patient care in the increasingly complex health care industry.

Designated courses in the dual M.S.N.-M.B.A. program are integrated courses which incorporate concepts from both business and nursing. See course descriptions for further information. Integrated courses are intended only for this dual degree and will not substitute for courses in the individual M.B.A. or M.S.N. programs.

GRADUATE OUTCOMES

The graduate will be able to demonstrate the following M.S.N. outcomes:

The following graduate outcomes were adapted from the 2011 American Association of Colleges of Nursing's (AACN) The Essentials of Master's Education in Nursing.

1. Integrate knowledge gained from nursing, bio-psychosocial fields, genetics/genomics, public health, quality improvement, and organizational sciences for the continual improvement of nursing education in diverse settings.
2. Incorporate leadership, collaborative, and organizational skills into educational practice in order to emphasize ethical and critical decision-making, effective working relationships, and a system-perspective.
3. Integrate the principles of quality improvement and evaluation into the advanced nurse practice role as well as the role of administrators in healthcare settings.
4. Utilize evidence-based practice, research findings, and collaborative skills to affect accountable change in nursing practice, education, and health care policy.
5. Analyze practice, legal, and ethical considerations of current and emerging health care technologies utilized in patient-care and nursing, and healthcare administration.
6. Integrate ethical practices and policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
7. Integrate the principles of patient-centered and culturally appropriate concepts of planning, delivering, and evaluating prevention and population care into nursing education, clinical practice care and healthcare administration.
8. Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

The graduate will be able to demonstrate the following MBA outcomes:

1. Recognize problems.
2. Integrate theory and practice for the purpose of strategic analysis.
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations.
4. Communicate to relevant audiences.
5. Work effectively with a team of colleagues on diverse projects.
6. Identify and analyze the ethical obligations and responsibilities of business.

ADMISSION REQUIREMENTS FOR THE M.S.N.-M.B.A. PROGRAM

In addition to the general admission requirements to the graduate school, each applicant must:

1. hold a baccalaureate degree in nursing from a nationally accredited school of nursing;
2. submit a statement of professional goals and current resume;
3. hold a current unencumbered RN license with no pending action in any state, and the unencumbered license must be maintained throughout enrollment in the program;
4. have an overall undergraduate GPA of 3.0;
5. earn an admission evaluation score of 1000, calculated according to the following:

GMAT score + [200 X undergraduate GPA] + [10 X number of years relevant work experience*]

*A maximum of 10 years relevant work experience may be used.

ADMISSION/PROGRESSION/GRADUATION REQUIREMENTS

Admission and progression through the M.S.N.-M.B.A. program involves an integrated process with major requirements from each individual program included. Graduates of the William Carey University M.S.N. program will be considered for admission for the M.S.N.-M.B.A. degree option provided all degree requirements are met within six years of admission to the M.S.N. program. Students must maintain a 3.0 GPA in both M.B.A. and M.S.N. course work throughout the program in order to progress and be eligible for the degree.

ADMISSION STATUS

Each application for admission will be presented to the M.S.N.-M.B.A. admissions committee for approval. After review of the application packet, the M.S.N.-M.B.A. admissions committee may grant the applicant regular, probationary, or non-degree admission status. An applicant must be admitted to William Carey University prior to being considered for admission for the M.S.N.-M.B.A. degree.

A. **Regular Admission Status**

Regular admission status is awarded to an applicant who has 1,000 or more points on either the regular admission formula or the alternate admission formula (described above).

B. **Probationary Admission Status**

Applicants who fail to meet the designated criteria for regular admission status may be admitted on probation until evidence of successful work is established. Probationary admission may be granted by the M.S.N.-M.B.A. admissions committee to an applicant who does not meet the criteria for regular admission status but appears to be capable of satisfactory performance in the M.S.N.-M.B.A. program. A student will remain on probation until the completion of at least six hours of course work in the program. A student admitted on probationary status must maintain a 3.00 GPA or the student will be dismissed and cannot continue in the program. Probationary students who have a GPA of 3.00 or higher at the end of the probationary period will be upgraded to regular admission status. Probationary students who have a GPA below 3.00 at the end of the probationary period will be ineligible to continue in the M.S.N.-M.B.A. program. All courses taken to remove probationary status must be taken at William Carey University.

C. **Incomplete Admission Status**

A student may be enrolled in the M.S.N.-M.B.A. program under the "Incomplete Admission Status" under the conditions that he or she presents a completed M.S.N.-M.B.A. application, a copy of his or her college transcript reflecting graduation from an accredited college institution, submission of the completed "Graduate Incomplete Admission" form, and the application fee. This incomplete status will allow the M.S.N.-M.B.A. student to complete one trimester in the M.S.N.-M.B.A. program, but the student will not be allowed to continue without further completion of all requirements under the terms and conditions stated on the previous page under "Admissions Process." This shall include: official transcripts of all college work completed, two nominations, and completion of the GMAT. All the requirements of admission must be completed before the student will be allowed to continue following the trimester admitted under the "Incomplete Admission Status." A student admitted under this status may take only nine hours of course credit. Upon completion of all the requirements as stated, the student will be further evaluated to determine his or her future status applying the standards of the "admission evaluation score" as specified under the previous section. Students on incomplete status, who would have been on probation once the incomplete is removed, will be considered on probation for that trimester.

D. **Nondegree Admission**

A limited number of students who do not desire to complete the M.S.N.-M.B.A. degree may be admitted to M.S.N.-M.B.A. classes as nondegree students. Up to 9 hours may be taken within the M.S.N.-M.B.A. program as a nondegree student. Approval for such status is on a course by course basis by the M.S.N.-M.B.A. admissions committee chair or M.S.N.-M.B.A. director. Students seeking nondegree status must provide transcripts of all previous course work and a

completed application form. Such enrolled nondegree students are prohibited from enrolling in the M.S.N.-M.B.A. program in the future under Incomplete Status. Students must have a 3.00 GPA on all M.S.N.-M.B.A. course work to be considered by the M.S.N.-M.B.A. admissions committee for regular admission status.

E. Early Admission to the M.S.N.-M.B.A. Program

In addition to the early admission requirements given in the “General Information” section of the catalog, a candidate for early admission to the M.S.N.-M.B.A. program must have an application for the undergraduate degree on file in the registrar’s office. The candidate must complete an application for admission and submit two nominations and GMAT scores. After review of the application materials, the M.S.N.-M.B.A. admissions committee may grant early admissions status.

If a student is not admitted because he or she does not meet these admissions criteria, the student may appeal the admission decision to the admissions committee for reconsideration. A student may be admitted by the admissions committee if the committee determines that the student has the potential for success in the M.S.N.-M.B.A. program. Recommendations from the student’s supervisors or other individuals will be taken into consideration by the committee.

HEALTH STATUS REQUIREMENTS

All students entering nursing courses are required to have a completed School of Nursing health examination form. All students must submit: documentation of receiving the hepatitis B immunization series, or positive titer; two varicella immunizations, or positive titer; a Dtap immunization; and the results of appropriate screening for TB annually. Failure to comply with all health requirements will result in the inability to attend the clinical portion of a course and failure of the course. All students must complete (re)certification of CPR for the Health Professional either annually or every two years, depending on the clinical facilities used. This will be done at an institution of the student’s choice. Students are responsible for submitting evidence of current certification to the nursing office for their file. Failure to do so will result in the inability to attend the clinical portion of a course and failure of the course. All immunizations must remain current as long as the student is enrolled.

CRIMINAL BACKGROUND CHECK

All students enrolled in nursing must have clearance of criminal background checks performed within the last two years by the MS State Department of Health or equivalent agency if licensure is in a state other than Mississippi. prior to participating in nursing courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972. All criminal background checks must remain current as long as the student is enrolled.

After initial enrollment, any subsequent disciplinary action, arrest, charge, addiction, or impairment shall also be reported immediately to the dean of nursing. Failure to report any and all subsequent disciplinary actions, arrests, or impairment will constitute falsification of records and may result in loss of licensure as a registered nurse.

DRUG TESTING

All students will be required to have drug screens upon admission or provide proof of a clear drug screen within the last year. These students can participate in the drug screening process at our new prelicensure student orientation or have it done individually. If done individually, students will be responsible for all sample collection, drug screening, and shipping fees. Random drug screening can be performed at the discretion of the School of Nursing. Refusal by a student to submit to testing will result in denial of admission for new students and immediate dismissal from the School of Nursing for continuing students. Any admitting student who tests positive for illegal drugs must withdraw from clinical nursing courses. The student may reapply for admission in six months and will be admitted based on admission criteria as any new student making application. All costs associated with drug testing and criminal background checks are the responsibility of the students.

MALPRACTICE INSURANCE

The student is responsible for providing documentation of current malpractice insurance. Insurance can be acquired through William Carey University. Students with private insurance must provide documentation from the insurance carrier that coverage extends to the student role.

COMPUTER REQUIREMENTS

Technology is an essential and integral aspect of online courses. The student must have access to a computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line, is preferred. The student will need access to a Word, PowerPoint, and an Excel software program, for example: Microsoft Office 2010 Professional. Students will also need access to audio through speakers and the capability to record through a microphone for selected web-enhanced assignments.

ATTENDANCE

Students are to verify coursework, participate and submit coursework on a weekly basis. Missing activities/classes will result in a reduction of the overall course grade. Any missed activities may be made up at the discretion of the course faculty.

ACCREDITATION

The School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120 (202.887.6792); by Board of Trustees, Institutions of Higher Learning of the State of Mississippi, and approved by the Louisiana State Board of Nursing. William Carey University is also accredited by the Southern Association of Colleges and Schools—Commission on Colleges.

PROGRAM LENGTH

The student can complete the program of study in 18 months. However, it is recommended that each student develop a progression plan with an assigned advisor to ensure individual needs are met. The program is designed to allow students to progress through the program at an individual pace within six years of initial enrollment at William Carey University.

The MSN-MBA degree requires successful completion of 53 hours of course work.

CURRICULUM AND COURSE DESCRIPTIONS

The M.S.N.-M.B.A. curriculum is outlined below. The M.S.N.-M.B.A. can be accomplished by successfully completing an M.S.N. curriculum including 32 credit hours of course work and 21 credit hours of M.B.A. courses. The overall program credit hours will be 53 credit hours. Some courses are integrated courses that include content from the existing M.S.N. and the existing M.B.A. programs.

Courses for M.S.N.-M.B.A.

Master of Business Administration—21 semester hours required

- NMB 687** **Organizational Behavior.** 3 hours. The study of human behavior in organizations with emphasis on individuals and group behavior as it relates to organizational success in the global business environment.
- NMB 688** **Marketing Strategy.** 3 hours. Marketing from a managerial perspective, which includes analyzing market opportunities, developing marketing strategies, making marketing decisions, and managing, and delivering marketing programs.
- NMB 689** **Business Ethics and Leadership.** 3 hours. A study of business ethics with emphasis on the interaction between leadership styles and ethical behavior on an individual and corporate level.
- NMB 691** **Accounting for the Healthcare Decisions.** 3 hours. Fundamentals of interpreting financial statements and the use of accounting information in the decision-making process of healthcare managers. (This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.)
- NMB 692** **Economic Principles and Concepts for the Healthcare Industry.** 3 hours. Micro- and macro- economic theory and applications for the health care industry. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.
- NMB 693** **Healthcare Finance.** 3 hours. Application of techniques of managerial finance and economics to healthcare financial and operational problems. This is an integrated MSN-MBA course. Prerequisite: Admission to the

MSN-MBA dual degree program and Accounting for the Healthcare Industry. Prerequisite: NMB 691.

- NMB 694** **Legal Principles of Healthcare Administration.** 3 hours. Legal principles, application and assessment, resource allocation and social responsibility in the management of health services organizations. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.

Master of Science in Nursing—32 semester hours required

- NUR 621** **Informatics in Nursing Education and Introduction to Professional Writing.** 3 hours. The informatics portion of this course examines a variety of informatics theories, models and issues within complex healthcare systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management as it affects nursing practice. The introduction to professional writing portion of this course provides an overview of the basic concepts of scholarly writing in nursing through application of American Psychological Association (APA) style requirements for professional writing. Readings, discussion, and writing projects have an emphasis on writing conventions, style, design, and APA formatting.
- NUR 623** **Research Methods and Applications in Nursing.** 4 hours. This course explores the methodology and application of nursing research and its relevancy to nursing education, nursing practice, and the student's specialty focus area. Emphasis is on research design, implementation and application of research. The student will also explore evidence-based practice models, quality improvement models, and grading levels of evidence. *It is recommended that NUR 623, NUR 668, and NUR 669 be taken in immediate succession.*
- NUR 660** **Health Care Policy and Resource Allocation.** 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities. This course integrates concepts of MBA 632.
- NUR 661** **Teaching Advanced Assessment Across the Lifespan.** 3 hours. This course emphasizes the transfer of knowledge to clinical practice as students apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural and psychosocial client characteristics, normal anatomy and physiology, and normal growth and development.

- NUR 662** **Teaching Pathophysiology and Pharmacology Across the Lifespan.** 2 hours. This course focuses on teaching concepts of the pathophysiologic processes in disease states. Emphasis is on teaching pharmacology and nursing-related measures for health promotion as well as in illness for diverse populations across the lifespan.
- NUR 663** **Theoretical Foundations of Professional/Advanced Practice in Nursing.** 2 hours. Nursing theories and concepts are addressed as frameworks for guiding professional and advanced practice nursing. Concepts and theories are drawn from nursing, behavioral, natural, and applied sciences. Students explore the nature of theory development in nursing, examine the relevance of concepts, and analyze selected frameworks and theories. An historical analysis of nursing's professional progress to its present state provides the background for analysis, discussion, and evaluation of different frameworks and theories.
- NUR 668** **Capstone Project Planning.** 2 hours. Facilitated by a member of the graduate faculty, the student will discover and develop an evidence base for an original capstone project related to the student's specialty focus area. The student will begin the professional manuscript to be completed in NUR 669. Prerequisite: NUR 662. *It is recommended that NUR 668 be taken the term immediately following NUR 623.*
- NUR 669** **Capstone Project Implementation and Analysis.** 1 hour. Facilitated by a member of the graduate faculty, the student will implement and analyze findings of the capstone project developed in NUR 668. The student will develop a poster for professional presentation and complete a manuscript from which a publishable article can be derived. Prerequisites: NUR 662, NUR 668. *It is recommended that NUR 669 be taken the term immediately following NUR 668.*
- NMB 695** **Strategic Health Care Management and Planning.** 3 hours. This course examines the effectiveness of strategic management and planning in health care organizations. Emphasis will be placed on applying principles and concepts in the development of strategic plans which set long-term goals for the healthcare organization, identify key initiatives, and accountability of results. This is an integrated MSN-MBA course. This course integrates concepts of MBA 625; Prerequisite: Admission to the MSN-MBA dual degree program.)
- NMB 696** **Healthcare Economics and Financial Management.** 3 hours. This course examines health care from an economic perspective tailored for the nurse manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financial management, management control systems, budgeting and nurse staffing. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree

program.course. Prerequisite: Admission to the MSN-MBA dual degree program.

NMB 697

Nursing Administration Role Issues and Trends in Advanced Practice Nursing with Practicum (180 hours). 4 hours. This course provides a forum for the discussion of emerging issues and trends encountered in nursing. Emphasis is on the critical analysis and management of issues as well as incorporating an administrative practicum. The administrative practicum will be individually tailored to meet each student's career goals. Students will be placed with a practicing nurse executive. The setting may vary according to the student's interests and objectives. Examples include, but are not limited to acute care, home care, long term care, occupational health, community based clinics, consulting groups and political/legislative experiences. This is an integrated MSN-MBA course. This course integrates concepts of MBA 689. Prerequisite: Admission to the MSN-MBA dual degree program.

NUR 698

Human Resources Management and Fiscal Policy. 3 hours. This course focuses on the requirements of the health care administrator in relation to delegation, assignments, problem solving, evaluation, equitable allocation of healthcare resources and reimbursement. Concepts and principles underlying selection, development and evaluation of staff will be examined. Emphasis is on the skills necessary for an upper level health care organization administrator. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.

DOCTOR OF PHYSICAL THERAPY

PROGRAM OVERVIEW

In concert with the William Carey University mission statement, the mission of the Doctor of Physical Therapy (D.P.T.) degree program is to create a challenging and caring academic community, preparing students to become autonomous and competent entry level physical therapy practitioners who value lifelong learning, responsible leadership, service in diverse low-resource settings, and engagement in local and global health and wellness issues.

Physical therapy is dedicated to promoting wellness, preventing disability, and supporting participation in activities that impact quality of life. The physical therapy program at William Carey is committed to prepare students for these professional responsibilities by providing high quality academic and clinical educational experiences based on adult learning principles. Students are self-directed and assume responsibility for their learning, with the faculty guiding the education process by providing rich, diverse, interactive learning experiences that foster clinical reasoning and the integration of subject material. Core to the professional educational program at William Carey will be engagement in experiences that foster:

- effective and cost-efficient patient care,
- inter-professional collaboration,
- community and global cultural competence,
- research application and evidence based practice, and
- advocacy for populations served.

STUDENT OUTCOMES

Students and graduates of the D.P.T. program will:

1. Be prepared as generalist practitioners to assume an entry level practice role in any practice setting as evidenced by pass rates on the licensing exam, employment rate, and diversity of practice settings.
2. Practice professionalism by demonstrating the core values of the profession of physical therapy—accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.
3. Invest in the profession of physical therapy and promote it by remaining active in professional organizations, educating physical therapy students, and advocating for the profession and the patients it serves.
4. Seek leadership roles in their professional and personal lives.
5. Strive for excellence in practice by participating in professional development activities, integrating current evidence into practice, and using tools to promote quality of care.
6. Advocate for underserved populations in local, state, national, and international communities.

7. Address health promotion and preventive issues at the individual, group, and community levels.

ADMISSION TO THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Admission to the D.P.T. program is competitive in nature, and students with strong academic backgrounds are encouraged to apply. Beginning in the fall of 2016, approximately 30 students per year will be admitted to the program in the fall trimester of each year, based on their GRE scores, GPAs, and other admission requirements. Application deadline is March 31. All applications must be made through the Physical Therapy Common Application System (PTCAS) at www.PTCAS.com. In addition to the general requirements for admission to the graduate school, each applicant must:

1. Have earned a bachelor's degree at an accredited college or university in the major of their choice.
2. Have completed two undergraduate courses in each of the following areas: biology, anatomy and physiology, chemistry, and physics; and one course of statistics. Science courses must be for science majors, and the statistics course should be from psychology, math, or education departments. Coursework in psychology or sociology is highly recommended.
3. Have an overall grade point average of 3.0 or above on the most recent 60 hours of course credit taken, and a grade point average of 3.0 or above on the prerequisite requirements listed above.
4. Complete 20 total hours of observation at two distinctly different practice settings.
5. Submit GRE scores.
6. Comply with all admissions deadlines.

ADMISSION STATUS

Due to the competitive nature of admissions, an applicant for the doctor of physical therapy program is admitted to regular graduate status only, as described below:

Regular—Regular graduate status will be granted to those students who meet all requirements for admission to the program and are actively pursuing a degree.

HEALTH STATUS REQUIREMENTS

All students entering doctor of physical therapy courses are required to have completed a College of Health Science examination form. All students must submit documentation of receiving the hepatitis B immunization series or positive titer; two varicella immunizations, or positive titer; a DTaP immunization; and the results of appropriate screening for TB annually. Failure to comply with all health requirements will result in the inability to attend the clinical portion of a course and failure of the course.

All students must complete (re)certification of CPR for the Health Professional either annually or every two years, depending on the clinical facility requirements. This will be done at an institution of the student's choice. Students are responsible for submitting evidence of current certification to the physical therapy office. Failure to do so will result in inability to attend the clinical portion of the program and failure of the course.

CRIMINAL BACKGROUND CHECK

All students enrolled in physical therapy must have clearance of criminal background checks prior to participating in physical therapy experiential learning courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972.

After initial enrollment, any subsequent disciplinary action, arrest, charge, addiction, or impairment shall also be reported immediately to the program director. Failure to report any and all subsequent disciplinary actions, arrests, or impairment will constitute falsification of records and may result in dismissal from the program.

DRUG TESTING

All students will be required to have drug screens upon admission or provide proof of a clear drug screen within the last year. Students will be responsible for all sample collection, drug screening, and shipping fees.

Random drug screening may be performed at the discretion of the physical therapy program. Refusal by a student to submit to testing will result in denial of admission for new students and immediate dismissal from the program for continuing students. Any admitted student who tests positive for illegal drugs must withdraw from clinical education courses. The student may reapply for admission in six months and may be admitted based on admission criteria as any new student making application.

All costs associated with drug testing and criminal background checks are the responsibility of the student.

MALPRACTICE INSURANCE

The student is responsible for providing documentation of current malpractice insurance. Insurance can be acquired through William Carey University.

COMPUTER REQUIREMENTS

Technology is an essential and integral aspect of web-enhanced (hybrid) courses. The student must have access to a computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line, is preferred.

The student will need access to Word, PowerPoint, and Excel software programs, for example: Microsoft Office 2010 Professional. Students will also need access to audio

through speakers and the capability to record through a microphone for selected web-enhanced assignments.

PROGRESSION AND GRADUATION REQUIREMENTS

An overall 3.0 GPA on graduate courses taken at WCU is required for graduation. A student whose overall GPA drops below a 3.0 in any trimester is placed on academic probation. Students on academic probation must raise their overall GPA to a 3.0 by the end of the next trimester of enrollment. Students must also pass all course work in the program.

Earning a grade of “F” or failing to be removed from probation will result in further academic disciplinary action which may include:

- 1) Dismissal—the usual form of academic discipline.
- 2) Reclassification—in extenuating circumstances a student may appeal to the program director to be reclassified. In this instance the student may be permitted to withdraw from matriculation and offered remediation by retaking one or more courses recommended by the faculty. The usual recommendation is to repeat an entire year of study as all courses are offered in sequence and only once each academic year. Such a student is required to indicate in writing the intention to reinstate. Students should also be aware that repeating course work already passed may have financial aid/student loan implications. Reclassified students must meet the graduate school GPA and individual course grades requirements.

CURRICULUM

The curriculum can best be described as a hybrid curriculum, with foundational sciences and basic physical therapy skills taught in the first year in integrated fashion. Many of the foundational sciences are taught in collaboration with the Master of Biomedical Science degree, and will be cross listed in the catalog as such. The second and third year focus on patient management in each of four physical therapy practice areas; musculoskeletal, neuromuscular, cardiopulmonary, and integumentary. Most trimesters of the program contain a clinical decision making course, which is a case based small group course designed for advanced mentoring in clinical decision making algorithms. Thirty-five weeks of full-time clinical practice are included in the curriculum, as well as a professional development track containing concepts in legal/ethical issues, practice management, and professionalism issues. Evidence-based practice courses are strategically placed in the curriculum to allow small groups of learners to develop research questions, collect data, and draw conclusions from the evidence regarding physical therapy principles under the mentorship of faculty. Finally, multiple opportunities exist in the curriculum for inter-professional training with nursing, doctor of osteopathy, education, and health information management programs.

This is a lock step, cohort educational program. Each student must pass the previous trimester at a satisfactory level to proceed to the next level. The proposed course offerings are as follows:

YEAR ONE**Fall Trimester**

- DPT 520 Gross Anatomy I (4)
 DPT 521 Human Physiology I (3)
 DPT 505 Biomechanics I (2)
 DPT 501 Principles of Physical Therapy
 Practice I (1)

Winter Trimester

- DPT 530 Gross Anatomy II (4)
 DPT 531 Physiology II (3)
 DPT 506 Biomechanics II (2)
 DPT 502 Principles of Physical Therapy
 Practice II (1)

January Term

- DPT 570 Foundations of
 Professionalism I (2)
 DPT 503 Principles of Physical Therapy
 Practice III (1)

Spring Trimester

- DPT 523 Neuroscience (3)
 DPT 510 Neuromuscular
 Conditions I (3)
 DPT 597 Experiential Learning I (2)
 DPT 507 Biomechanics III (2)

Summer Session

- DPT 610 Neuromuscular
 Conditions II (3)
 DPT 504 Principles of Physical Therapy
 Practice IV (1)
 DPT 528 Evidence-Based Practice I (3)
 DPT 550 Clinical Decision
 Making I (1)
 DPT 525 Exercise Physiology (3)

YEAR TWO**Fall Trimester**

- DPT 601 Musculoskeletal
 Conditions I (3)
 DPT 604 Wellness and Preventive Practice
 (2)
 DPT 628 Evidence-Based Practice II (2)
 DPT 571 Foundations of
 Professionalism II (2)
 DPT 650 Clinical Decision Making II (1)

Winter Trimester

- DPT 602 Musculoskeletal Conditions II (3)
 DPT 605 Physical Agents (2)
 DPT 697 Experiential Learning II (6)

Spring Trimester

- DPT 710 Neuromuscular Conditions III (3)
 DPT 605 Cardiopulmonary Conditions (3)
 DPT 607 Integumentary Conditions (3)
 DPT 651 Clinical Decision Making III (1)

Summer Session

- DPT 603 Musculoskeletal Conditions III (3)
 DPT 670 Foundations of
 Professionalism III (2)
 DPT 651 Clinical Decision Making IV (1)
 DPT 608 Disability through the Lifespan (2)

YEAR THREE**Fall Trimester/Winter Session 1/****January Term**

- DPT 797 Experiential Learning III (16)

Winter Session 2

- DPT 770 Foundations of
 Professionalism IV (2)
 DPT 701 Service Learning (1)

Spring Trimester

- DPT 750 Advanced Clinical Decision
 Making (4)
 DPT 777 Elective (1- 2)
 DPT 728 Evidence Based Practice III (1-2)

May Term/Summer Session

- DPT 798 Experiential Learning IV (12)

COURSE DESCRIPTIONS (DPT)

**Taught in collaboration with the MBS program, and cross-listed in the catalog.*

Year One

- 501 Principles of Physical Therapy Practice I.** 1 hour. Fundamental physical therapy examination and treatment techniques of the upper quadrant, including range of motion, and strength testing as well as outcomes measurement. Also includes draping, positioning, and basic therapeutic exercise. Co-requisite: Biomechanics I.
- 502 Principles of Physical Therapy Practice II.** 1 hour. Fundamental physical therapy examination and intervention techniques of the lower quadrant to include range of motion, strength, and outcomes measurement. Also includes draping, positioning, and basic therapeutic exercise. Co-requisite: Biomechanics II.
- 503 Principles of Physical Therapy Practice III.** 1 hour. Foundational mobility skills such as transfer techniques, and introduction to use of basic mobility devices such as wheelchairs, walkers, and canes.
- 504 Principles of Physical Therapy Practice IV.** 1 hour. Fundamental assessment and treatment skills relevant to the neurologic population, including sensory, reflex, balance and associated outcome measures. Pre-requisite: Human Neuroscience.
- *505 Biomechanics I.** 2 hours. The study of the mechanical and anatomical principles that govern human motion. The learner will develop the ability to link the structure of the human body with its function. Focus is on joint structure and function of the upper quadrant. Co-requisite: Gross Anatomy I.
- *506 Biomechanics II.** 2 hours. Continuation of biomechanics series. The study of the mechanical and anatomical principles that govern human motion. The learner will develop the ability to link the structure of the human body with its function. Focus is on joint structure and function of the lower quadrant. Co-requisite: Gross Anatomy II.
- *507 Biomechanics III.** 2 hours. Continuation of Biomechanics I and II. The study of the mechanical and anatomical principles that govern human motion. Focus is on postural and balance mechanism and the analysis of normal and abnormal locomotion.
- 510 Neuromuscular Conditions I.** 3 hours. Foundational science of examination, diagnosis and treatment of a patient with a neuromuscular condition. Focuses on motor learning and development frameworks. Co-requisite: Human Neuroscience.
- *520 Gross Anatomy I.** 4 hours. An introduction to the reciprocal interrelationship between the anatomical structure and function of the human body as a whole. Lecture and exposure to human cadavers provides an enriched learning experience which allows the learner to develop a working mental image of the human body and

how it functions. Includes significant components of human neuroanatomy and embryology.

- *521 Physiology I.** 3 hours. A study of the chemical and physical bases of life. This course in medical physiology involves the study of fundamental concepts, principles, and details specifically related to cellular, membrane, organ system, and whole organism function. The course lays the foundation for the study of the mechanisms of disease, the mechanism of action of drugs, and other natural phenomena important to both the basic and clinical medical sciences.
- *523 Human Neuroscience.** 3 hours. Coverage includes pathophysiology of common diseases of the nervous system (including visual, auditory, and vestibular systems) and the general principles underlying diagnosis and management. It also examines the major psychiatric syndromes including psychotic, mood, and anxiety disorders. Diagnostic criteria, signs, and symptoms, as well as course, treatment, and prognosis, are reviewed along with biological and psychosocial knowledge of each psychiatric syndrome.
- 525 Exercise Physiology.** 3 hours. Concepts of exercise science including response of cardiopulmonary, musculoskeletal, neuromuscular, integumentary, and endocrine systems to exercise. Pre-requisite: Physiology I, Physiology II.
- 528 Evidence-Based Practice I.** 3 hours. Fundamental concepts of scholarly activity in physical therapy. Includes statistical analysis, research methods, and analysis of scientific literature. First course in the EBP series.
- *531 Gross Anatomy II.** 4 hours. Continuation of Gross Anatomy I. An introduction to the reciprocal interrelationship between the anatomical structure and function of the human body as a whole. Lecture and exposure to human cadavers provides an enriched learning experience which allows the learner to develop a working mental image of the human body and how it functions. Includes significant components of human neuroanatomy and embryology.
- *532 Physiology II.** 3 hours. Continuation of Physiology I. A study of the chemical and physical bases of life. This course in medical physiology involves the study of fundamental concepts, principals, and details specifically related to cellular, membrane, organ system, and whole organism function. The course lays the foundation for the study of the mechanisms of disease, the mechanism of action of drugs, and other natural phenomena important to both the basic and clinical medical sciences.
- 550 Clinical Decision Making I.** 1 hour. Application of critical thinking and clinical reasoning models. Case-based course integrating concepts covered in the first year of study. First course of the clinical decision making series.
- 570 Foundations of Professionalism I.** 2 hours. Introduction to legal/ethical issues, professional roles, and selected health services delivery and administration topics. First course in the professionalism series.

- 597 **Experiential Learning I.** 2 hours. Clinical practice in an assigned clinical setting for practicing clinical skills learned to date in a patient care setting under direct supervision of clinical faculty and staff. Learners in good academic standing who have satisfactorily completed to-date professional coursework, who demonstrate acceptable professional behaviors as defined in the handbook, and who have passed all cumulative trimester exams may participate.
- 610 **Neuromuscular Conditions II.** 3 hours. Principles of physical therapy examination, diagnosis and treatment of the adult patient with a neuromuscular condition. Includes brain attack, traumatic brain injury, spinal cord injury, and chronic neuromuscular conditions. Pathology, imaging, pharmacology, differential diagnosis are included. Pre-requisite: Neuromuscular Conditions I.

Year Two

- 571 **Foundations of Professionalism II.** 2 hours. Continuation of professionalism series. Intermediate study of legal/ethical issues and professional roles, as well as health services delivery and administration topics.
- 601 **Musculoskeletal Conditions I.** 3 hours. Principles of physical therapy examination, diagnosis, and intervention for the patient with an upper extremity orthopedic diagnosis. Pathology, imaging, pharmacology, differential diagnosis are included. Pre-requisite: Biomechanics I.
- 602 **Musculoskeletal Conditions II.** 3 hours. Principles of physical therapy examination, diagnosis, and intervention for the patient with a lower extremity orthopedic diagnosis. Pathology, imaging, pharmacology, and differential diagnosis are included. Pre-requisite: Biomechanics II
- 603 **Musculoskeletal Conditions III.** 3 hours. Principles of physical therapy examination, diagnosis and intervention of the patient with an orthopedic spinal condition. Pathology, imaging, pharmacology, and differential diagnosis are included. Pre-requisite: Biomechanics III.
- 604 **Wellness and Preventative Practice.** 2 hours. Essential concepts of health, wellness, screening for risk, and the theoretical bases underlying behavior change. These are applied on individual as well as global bases. Pre-requisite: Exercise physiology.
- 605 **Cardiopulmonary Conditions.** 3 hours. Principles of physical therapy examination, diagnosis, and treatment of patients across the lifespan with a cardiopulmonary condition or complication. Pathology, imaging, pharmacology, and differential diagnosis are included.
- 606 **Physical Agents.** 2 hours. Theory and application of air, water, heat, cold, electricity, sound radiant energy and other physical and chemical modalities as part of a comprehensive physical therapy plan of care.

- 607 Integumentary Conditions.** 3 hours. Principles of physical therapy examination, diagnosis, and treatment of patients across the lifespan with an integumentary condition or complication. Pathology, imaging, pharmacology, and differential diagnosis are included.
- 608 Disability through the Lifespan.** 2 hours. The study of bio-psychosocial and environmental implications of clients living with a disability from infancy through advanced aging. Includes motivational theory, environmental barriers, and cultural effects.
- 628 Evidence-Based Practice II.** 2 hours. Continuation of evidence-based practice series. Development of a research question, methodology, and data collection to assess the evidence surrounding a physical therapy topic. Guided by faculty mentors, small groups of learners will plan and begin implementation of a case study, systematic review of the literature, or original research.
- 650 Clinical Decision Making II.** 1 hour. Continuation of clinical decision making series. Application of critical thinking and clinical reasoning models. Cumulative, case-based course integrating concepts acquired across the curriculum.
- 651 Clinical Decision Making III.** 1 hour. Continuation of clinical decision making series. Application of critical thinking and clinical reasoning models. Cumulative, case-based course integrating concepts acquired across the curriculum.
- 652 Clinical Decision Making IV.** 1 hour. Continuation of clinical decision making series. Application of critical thinking and clinical reasoning models. Cumulative, case-based course integrating concepts acquired across the curriculum.
- 670 Foundations of Professionalism III.** 2 hours. Continuation of the professionalism course series. Advanced study of legal/ethical issues and professional roles, as well as health services delivery and administration topics.
- 697 Experiential Learning II.** 6 hours. Clinical practice in an assigned clinic for 6 weeks of full-time clinical experience. Learners will participate in the assessment and intervention of simple and familiar patients under the supervision of clinical faculty and staff. Learners who have satisfactorily completed to-date professional coursework, who demonstrate acceptable professional behaviors as defined in the handbook, and who have passed all cumulative trimester exams are eligible to enroll.
- 710 Neuromuscular Conditions III.** 3 hours. Learners will explore and apply a framework for the examination and intervention of children aged birth to adolescence who have neurological disabilities. Learners will describe the mechanism of the neurological disability, assess characteristics of the child and environment, and plan context specific interventions and supports.

Year Three

- 701 Service Learning.** 1 hour. The learner will develop, implement, and present results of a community service project in the health services sector.
- 728 Evidence-Based Practice III.** 2 hours. Culmination of the evidence based practice series. Learner groups, in conjunction with mentoring faculty, will complete research efforts and create a poster presentation, platform presentation, or manuscript draft of the project developed in Evidence-Based Practice II.
- 750 Advanced Clinical Decision Making.** 4 hours. Capstone course of the clinical decision making series. Application of critical thinking and clinical reasoning models. Cumulative, case-based course integrating concepts acquired across the curriculum. Comprehensive preparation for the National Physical Therapist Examination.
- 770 Foundations of Professionalism IV.** 2 hours. Final course in the professionalism series. Advanced study of legal/ethical issues and professional roles, as well as health services delivery and administration topics. Generation of a portfolio demonstrating professional growth is required.
- 777 Electives.** 1-2 hours. Learners may elect to enroll in independent or small group studies during the final semester, utilizing a faculty mentor to acquire advanced competencies in clinical concepts, management, research, teaching, or professional development. Initiated by either learner or faculty on an as needed basis.
- 790 Experiential Learning III.** 16 hours. The learner will be assigned to a participating clinic for 16 weeks of full-time clinical experience. Learners will perform patient examinations and intervention under mentored supervision of clinical faculty. Learners who have satisfactorily completed to-date professional coursework, who demonstrate acceptable professional behaviors as defined in the handbook, and who have passed all cumulative trimester exams and previous experiential learning courses are eligible to enroll.
- 798 Experiential Learning IV.** 12 hours. Learners will manage a patient case load under mentored supervision of clinical faculty having been assigned to a clinic for 12 weeks of full-time clinical experience. Learners who have satisfactorily completed all professional coursework, who demonstrate acceptable professional behaviors as defined in the handbook, and who have passed all cumulative trimester exams and previous experiential learning courses are eligible to enroll.

MASTER OF MUSIC

- Church Music
- Music Education

MASTER OF MUSIC IN CHURCH MUSIC

PROGRAM OVERVIEW

The Master of Music (M.M.) in church music degree program provides an opportunity for church music professionals to perfect musicianship and to enhance specific expertise in the fields of church music and worship studies. The program supports and advances the mission of William Carey University which is to provide quality professional education programs within a caring Christian academic community, encouraging the individual student to develop his or her highest potential in scholarship, leadership and service.

PROGRAM OBJECTIVES

The M.M. degree in church music program aims at improving music and worship ministry competencies to the following areas:

- Quality development of fully graded music and worship communities in the local church or denominational and missional settings;
- Competent expertise as a collaborative accompanist
- Contribute to the collective body of music for worship through composition and arranging of music for the purpose of corporate worship;
- Provide expertise at guiding and directing work of a church in the area of electronic studio technology;
- Individual performance artistry in voice, piano, organ, guitar, band and or orchestral instruments;
- Develop exceptional skills as a conductor or choral and instrumental ensembles

ADMISSION

In addition to the general admission requirements stated in the graduate catalog, entrance into the M.M. program in church music is based on the following requirements:

- Students must have completed a bachelor's degree in music from an institution accredited by NASM (National Association of Schools of Music) and must provide official transcripts as documentation.
- Entering students must have a minimum grade point average of 3.0 over their last 64 credit hours of coursework.
- Entering students must complete the Graduate School of Music Comprehensive Knowledge Exam. Students who do not score a minimum of 80% on the exam may be required to take remedial coursework in the area(s) deemed necessary by the graduate music faculty. Remedial courses may not be counted toward the M.M. degree required credit.
- Students must submit an essay of no less than 1,000 words describing learning and professional goals.

DEGREE REQUIREMENTS

Continuance toward degree completion is based on the following requirements:

- The degree requires a minimum of one academic year.
- Students must complete all required coursework within a period of six years from date of enrollment into the program.
- Students must complete a minimum of 32 hours in the M.M. degree in church music.
 - All students are required to take Graduate Survey of Music Theory; Graduate Survey of Music History; and Research and Writing in Church Music; (*other studies in music*)
 - Students must complete a minimum of ten hours in a *major area* (church music ministry, collaborative accompaniment, electronic studio, choral conducting, instrumental conducting, or a performance area
 - Students must complete a minimum of eleven hours of an *emphasis area*
 - Students may take electives as desired
- All students will complete comprehensive review exams in their major area.
- All students will complete a final project (thesis, documented recital, lecture recital, or documented performance project) based on the specific major area of study. Final projects must be approved by the student's graduate committee.

PROGRAM FEATURES

NAMS Standards

The curriculum for the M.M. in church music, in compliance with the standards of NASM, provides substantial development in the student's major area through courses in research, advanced studies in the major field, and support courses. A variety of elective courses provides students the opportunity to enhance particular musical and professional skills. The program requires advanced study in music theory, history, and literature.

Distance Learning

All courses for the M.M. in church music degree will be available synchronously and asynchronously.

Breadth of Competence

The requirements for the M.M. in church music degree affords each student an opportunity to expand competencies in performance, music and worship skills, investigate trends in worship, and develop research skills appropriate to the field of church music and at least one major area of study. Students will have the opportunity to study with faculty who are practicing experts in their respective fields of study.

CURRICULUM FOR MASTER OF MUSIC IN CHURCH MUSIC DEGREE

32 semester hours required

CORE CURRICULUM (10 hours)

[Referred to as *Other Studies in Music* for NASM purposes]

MUT 610	Survey of Music Theory	3 hours
MHL 610	Survey of Music History	3 hours
MPE	Ensemble Based on Principal Performance Concentration	1 hour
MUC 600	Research and Writing in Church Music	3 hours

MAJOR AREA (11 hours)

Major area options include: church music ministry, collaborative piano/accompanying, composition and arranging, conducting (choral or instrumental), performance, music and worship ministry, or electronic studio.

EMPHASIS AREAS (11 hours)

Courses are selected with approval of the graduate committee and based on the student's area of interest.

ELECTIVES

Students may choose electives as desired. Some major areas do not require elective hours. Students are encouraged to take elective hours to supplement deficiencies and to support the major area of study.

MASTER OF MUSIC IN MUSIC EDUCATION

PROGRAM OVERVIEW

The Master of Music (M.M.) in music education degree program provides an opportunity for music educators to perfect musicianship and enhance pedagogical expertise toward becoming master teachers. The program supports and advances the mission of William Carey University which is to provide quality liberal arts and professional education programs within a caring Christian academic community, encouraging the individual student to develop his or her highest potential in scholarship, leadership, and service. Upon completion of the Master of Music degree, students will be eligible for an advanced license (AA) to teach in the state of Mississippi.

PROGRAM OBJECTIVES

The M.M. degree program aims at improving music instruction with specific attention to the following areas:

- the quality of instruction of elementary and secondary music in the public and private schools of Mississippi and the surrounding region;
- music education in the community and junior colleges in the region;
- aural and cognitive diagnostic skills in choral/instrumental assessment;
- selection of appropriate music and related activities to achieve mastery of curriculum objectives and state and national standards;
- selection of literature representative of the gamut of choral/instrumental music that also includes current cultural diversity indicative of a global society;
- individual performance artistry.

ADMISSION

In addition to the general admission requirements stated in the graduate catalog, entrance into the M.M. program is based upon the following requirements:

- All students accepted must have completed a bachelor's degree in music from an institution accredited by NASM (National Association of Schools of Music) and must provide official transcripts as documentation.
- Entering students must have a minimum undergraduate grade point average of 2.5 over their last 64 credit hours of coursework.
- Students accepted into the program must either have a teaching license or have successfully passed Praxis I and Praxis II (music content, only) examinations.
- The Test of English as a Foreign Language (TOEFL exam) is required of all applicants, international or U.S. citizen, whose native language is not English. A minimum score of 550 (or 213, computer based) is required for admission.

DEGREE REQUIREMENTS

Continuance toward degree completion is based upon the following requirements:

- Students must complete a minimum of two terms in residence.
- Students in the program must maintain a grade point average of 3.0 (A = 4.0). This also applies to students with previous graduate study. A student whose GPA drops below 3.0 is placed on academic probation. Students may retake one, and only one, graduate course at William Carey University. Students may not improve their GPA by taking courses at other institutions. A student on academic probation must raise their GPA to 3.0 by the end of the following term enrolled or the student will be dismissed from the program.
- Proficiency in writing and speaking the English language is a requirement for the Master of Music degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage.
- Students must complete all required work within a period of six years after enrolling in the graduate program.
- The Master of Music degree will require a minimum of 30 semester hours beyond the bachelor's degree.
- Each candidate for graduation will undergo a comprehensive examination, both written and oral, that will fully evaluate the student's skills in musicianship, teaching, performance, and evaluation. Questions will also delve into philosophical, historical, and curricular perspectives in music education.
- Final Project Requirement.
 - o Students choosing the thesis track will formulate a topic for investigation with the collaboration of a graduate faculty member. The topic will be submitted for approval by a graduate thesis committee consisting of three faculty members. Students must enroll in 6 hours of thesis work, during which time research will be done and written documentation will be completed. The final document will be given to the graduate thesis committee in a formal presentation for acceptance.
 - o Students choosing the non-thesis track will complete a directed study with one of the graduate faculty members. This final project will center on a pedagogical topic chosen by the student with collaboration from the faculty member. The focus will be to enhance personal skills, investigate current trends, or evaluate historical practices.

PROGRAM FEATURES

NASM Standards

The curriculum for the M.M. in music education, in compliance with the standards of NASM, provides substantial development in the student's major area through courses in research, foundations and principles, and curriculum development. A variety of elective courses in the major area and in the field of general education provides students the opportunity to enhance particular musical and professional skills. The program also requires advanced study in music theory, history, and literature.

All students will be required to demonstrate proficiency and artistry on an instrument of their choice by enrolling in applied lessons each semester in residence. All students will have an ensemble experience each semester in residence. Students will be expected to demonstrate a mastery of pedagogical skills as well as speak and write with authority within the context of the history and current practices of music education. Individuals in the Master's program in Music Education will be evaluated against a high standard for written and artistic performance.

Distance Learning

Both synchronous and asynchronous learning will be a part of each student's instructional design for course delivery.

Breadth of Competence

The requirements for the M.M. in music education affords each student an opportunity to expand competencies in performance, both individual and group; in pedagogy; theoretical aspects; literature; research; curriculum; world music; as well as historical perspectives. In essence, students will demonstrate competence in the specific areas listed above. Due to the small number of graduate students in the program, each will receive much personal attention from the graduate faculty. Whether electing the thesis or non-thesis route, students will be challenged to investigate a topic of their choice to further broaden their realm of expertise.

CURRICULUM FOR MASTER OF MUSIC IN MUSIC EDUCATION DEGREE

30 semester hours required

CORE CURRICULUM (15 hours)

MUE 650	Research in Music Education	3 hours
MUE 652	Foundations and Principles of Music Education	3 hours
MUE 654	Curriculum Development	3 hours
MUE 670	Thesis	6 hours
MUE 672	Thesis Defense	0 hours
<i>or</i>		
MUE 680	Directed Study	3 hours
MUE ____	Additional Music Education Elective <i>(chosen from list of electives below)</i>	3 hours
MUE 685	Comprehensive Exam	0 hours

Music Support Area (10 hours)

Upon entrance to the program, the student will undergo an assessment of musicianship in the areas of music theory, music history, and applied performance. Those who fail to demonstrate competence in music theory and/or music history must take 610—Graduate Survey of Music Theory and/or MHL 610—Graduate Survey of Music History. Those who fail to demonstrate competence in performance may be required to take remedial instruction in applied music—not applicable to the degree.

When the assessment is complete, the advisor will develop a program of study including the courses that will be required in the music support area, and a copy of the program of study—signed by student and advisor—will be kept on file in the School of Music.

MHL 610	Graduate Survey of Music History <i>(or directed study in music history if entrance exam is passed)</i>	3 hours
MUT 610	Graduate Survey of Music Theory <i>(or directed study in music theory if entrance exam is passed)</i>	3 hours
MU_ 630, 730	Applied Music (two trimesters)	2 hours
MPE 630, 730	Ensemble (two trimesters)	2 hours

Electives (5 hours)

MUE 610	The Orff Approach	3 hours
MUE 612	Choral Literature	3 hours
MUE 614	Music Technology	1 hour
MUE 616	Show Choir	1 hour
MUE 620	Vocal Pedagogy	3 hours
MUE 622	Choral Conducting	2 hours
MUE 623*	Implementing Successful Teaching	1 hour
MUE 624*	Choral Music in the Middle School	1 hours
MUE 680	Directed Reading	Variable
MU_730	Additional applied music	2 hours
	Approved graduate course from the School of Education (EDU)	3 hours

*one of these courses is required of alternate route students

COURSE DESCRIPTIONS**Music Conducting (MCC)****507 Applied Conducting (2 hours)**

Advanced skills in conducting techniques, score analysis, and rehearsal methods. Repeatable. Prerequisite(s): 6 hours of undergraduate conducting course and/or applied conducting and literature classes.

509 Applied Instrumental Conducting and Score Reading (2 hours)

A study of advanced problems in advanced instrumental conducting and literature from 1600 to the present. Repeatable.

510 Applied Choral Conducting and Score Reading (2 hours)

A study of advanced problems in advanced choral conducting and literature from 1600 to the present. Repeatable.

613 Instrumental Literature (3 hours)

An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

621/721 Instrumental Conducting (2 hours)

Designed as a graduate course in advanced techniques in instrumental conducting. Video-taped analysis of individual style, interpretation, and nuance is emphasized throughout the course.

- 622 Graduate Choral Conducting and Sacred Choral Literature (3 hours)** A study of advanced problems in choral conducting and a review of sacred choral literature appropriate for collegiate and high school choirs.
- 624 Special Topics in Conducting (2 Credits)**
In this study of advanced topics and problems in conducting (choral, instrumental, or collaborative), the student will engage in research and problem solving techniques appropriate to specific areas of interests.

Church Music (MUC)

- 600 Research and Writing in Church Music (3 hours)**
Designed to teach appropriate research and writing skills required for scholarly investigation in the field.
- 601 Music and Worship Studies (3 hours)**
An intense study of Biblical texts with specific attention given to Biblical models. Hermeneutical and exegetical tools will be examined in order to facilitate an understanding of Biblical context and worship models.
- 602 Advanced Studies in Worship Forms and Practices (2 hours)**
An intensive review of a variety of worship forms, practices, and traditions in liturgical and non-liturgical Christian traditions.
- 604 History of Congregational Literature and Performance Techniques (3 hours)**
An intense history of congregational literature and performance practices of the period. A review of congregational worship literature common to major Christian denominations from the Reformation through the present.
- 606 Advanced Reading and Research in Church Music Philosophy and Administration (2 hours)**
A research based course designed to help student use research tools to investigate problems related to church music philosophy and administration.
- 608 Music Traditions of the Early Church (2 hours)**
An examination of the music literature of the church from early sources through the Medieval period.
- 610 Advanced Studies in American Evangelical Music (2 hours)**
An analysis of musical forms, practices, and genres that developed from 1650 through the end of the 20th century in American Evangelical Church.
- 725 Special Topics in Music and Worship Ministry (2 hours)**
Issues common to the professional music and worship pastor will be examined.
- 780 FINAL PROJECT IN CHURCH MUSIC (2 hours)**
Students must enroll in course every trimester until project is completed. Prerequisites: Successful completion of comprehensive exams; a minimum of 24 hours of the degree must be completed prior to enrolling in this course.

790 Thesis in Church Music (2 hours)

A historical, qualitative or quantitative research study. Students music enroll in this course every trimester until thesis is completed. Prerequisites: MUC 680 Research and Writing in Church Music and successful completion of comprehensive exams, all remedial study, and 28 hours or course work.

Music Education (MUE)**536 Classroom Management (3 hours)**

This course provides information to help students develop pro-active strategies to manage the music classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan. Prerequisite: Admission to Teacher Education

572 Music and the Exceptional Child (3 hours)

An in-depth study of approaches, methods, and means to educate exceptional students (both those with disabilities and those that are gifted) in music and through music.

610 The Orff Approach (3 hours)

The rhythmic, melodic, and physical movement approach of composer Carl Orff is studied for use in building musicianship in children.

612 Choral Literature (3 hours)

An in-depth historical, cultural, and musical study of the gamut of choral music from renaissance to the 21st century is encompassed in this course.

613 Instrumental Literature (3 hours)

An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

614 Music Technology (1 hour)

Students are expected to demonstrate proficiency in computer assisted composition as well as the use and operation of sound systems, power-point presentations, and other technical devices in music teaching.

615 Band Literature (3 hours)

An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

616 Showchoir (1 hour)

Techniques involved in establishing a showchoir from the ground up are taught with emphasis placed on vocals, literature, costuming, and accompaniment. Concurrent enrollment in music technology is highly recommended.

6__ Wind-Band Conducting Workshop (3 hours) Designed to provide conducting and score study experiences across the breadth of wind-band literature for middle, high school, and collegiate literature.

- 618 Directed Study (up to 6 hours)**
An individual study on a topic relevant to the enhancement of music education, under the guidance of a graduate music faculty member.
- 620 Vocal Pedagogy (3 hours)**
The investigation of the physiological, psychological, and acoustical challenges in singing with specific emphasis in methods of teaching voice to individuals and groups is the purpose of this course.
- 621/721 Instrumental Conducting (2 hours)**
Advanced techniques in instrumental conducting, as well as video-taped analysis on individual style and interpretation are emphasized.
- 622 Choral Conducting (2 hours)**
Advanced techniques in choral conducting, as well as video-taped analysis of individual style and interpretation, are emphasized.
- 623 Implementing Successful Teaching (1 hour)**
MUE 623 is designed as a one-term course to equip alternate-route students with national standards for music education, the state framework for content strands, lesson planning experience, appropriate content for students in grades K-12, assessment/evaluation methods, and classroom management techniques for ensured success in the classroom.
- 624 Choral Music in the Middle School (2 hours)**
MUE 624 is designed as a one-term course to equip teachers in concept development, sight-reading pedagogy, the changing voice, appropriate choral literature, vocal development, and rehearsal techniques within the context of a current middle school music situation.
- 625 Choral Music in the High School (3 hours)**
Designed to equip teachers in concept development, sight-reading pedagogy, the changing voice, appropriate choral literature, vocal development, showchoirs/small ensembles, and rehearsal techniques within the context of a current high school music situation.
- 626 Choral Rehearsal Techniques (3 hours)**
A practical approach to choral rehearsal by focusing attention on lesson planning, pacing of instruction, diagnosis of choral sound, efficient prescriptions for improvement, wordless communication through effective conducting, and a vision for designing successive approximations toward performance through a Skype critique of a live-rehearsal situations.
- 627 Instrumental Music in the Middle School (3 hours)**
Designed to equip teachers in concept development, sight-reading pedagogy, assigning instruments, appropriate instrumental literature, individual performance development, and rehearsal techniques within the context of a current middle school music situation.

- 628 Instrumental Music in the High School (3 hours)**
Designed to equip teachers in concept development, sight-reading pedagogy, appropriate instrumental literature, individual performance development, marching/jazz bands, and rehearsal techniques within the context of a current high school music situation.
- 629 Instrumental Rehearsal Techniques (3 hours)**
A practical approach to instrumental rehearsal by focusing attention on lesson planning, pacing of instruction, diagnosis of instrumental sound, efficient prescriptions for improvement, wordless communication through effective conducting, and a vision for designing successive approximations toward performance through a Skype critique of a live-rehearsal situations.
- 630 Advanced Marching Band Techniques (3 hours)**
This course is designed to build upon the foundational material taught in undergraduate marching band methods. The course will address current trends and promote further development and application of marching band techniques as utilized in half-time, contest, and competitive indoor show production.
- 631 Instrumental Chamber Ensemble (1 hour)**
A practical investigation of instrumental literature by rehearsing and performing on a principal instrument.
- 632 Advanced Instrumental Conducting (3 hours)**
Building upon the foundation of undergraduate conducting, graduate advanced instrumental conducting will promote the further development of higher level skills and techniques in the science and the art of instrumental conducting. The instruction will also focus on score preparation and analysis.
- 633 Advanced Woodwind Techniques (3 hours)**
This course is designed to build upon the foundational material taught in undergraduate woodwind methods exploring more advanced techniques, literature, and pedagogical approaches to teaching woodwind instruments in public schools.
- 650 Research in Music Education (3 hours)**
Methods, resources, and techniques needed for successful and meaningful exploration in music education.
- 652 Foundations and Principles of Music Education (3 hours)**
A historical survey of the methods and materials of teaching music that transcends current trends and includes prescriptions for the future.
- 654 Curriculum Development (3 hours)**
The structure of curriculum offerings in school settings, including scope and sequence, is investigated and solidified.

- 670 Thesis (6 hours)**
A speculative study on a topic chosen in coordination with a graduate faculty member.
- 672 Thesis Defense (0 hours)**
An oral interview with the designated graduate committee.
- 680 Research Project (3 hours)**
All students taking the non-thesis option will choose a topic for a directed project with one faculty member. Those electing to perform a recital as a directed study must first pass a hearing and subsequently register for three terms of applied lessons (in addition to the 2 term requirement) in preparation for recital presentation.
- 685 Comprehensive Exam (0 hours)**
A written and oral examination that will fully evaluate the student's skills in musicianship, teaching, performance, and evaluation. Questions will also delve into philosophical, historical, and curricular perspectives in music education.

Music History and Literature (MHL)

- 610 Survey of Music History (3 hours)**
A review of the stylistic periods of music history from ancient times to the present.
- 612 Choral Literature (3 hours)**
An in-depth historical, cultural, and musical study of the gamut of choral music from Renaissance to the 21st century is encompassed in this one-semester course.
- 615 Directed Study in Music History (3 hours)**
An in-depth investigation of trends, stylistic techniques, and compositions throughout the chronology of music history, guided by the graduate music history professor.

Performance Ensembles (MPE)

- 630/730 Choir (1 hour)**
A performing ensemble undertaking the mastery of literature from a variety of musical styles. Three hours per week. Repeatable.
- 631/731 Instrumental Chamber Ensemble (1 hour each)**
A practical investigation of instrumental literature by rehearsing and performing on a principal instrument. Repeatable.
- 672/772 Symphonic Winds (1 hour each)**
Open to all WCU students by audition. Ensemble performs a variety of literature and accompanies a variety of productions. Three hours per week. Repeatable.

690/790 Jazz Band: (1 hour each)

An instrumental ensemble open to all WCU students by audition. This ensemble represents the university at schools, civic functions, and churches. Three hours per week. Repeatable.

692/792 Chorale (1 hour each)

Primary choral performing ensemble of the School of Music. Open to all students by audition. Five hours per week. Repeatable.

698/798 Carey Company (1 hour each)

A song and dance entertainment ensemble open to all WCU students by audition. Three hours per week. Repeatable.

Organ (MUO)**630/730 Applied Organ (2 hours)**

Applied study of organ including research and study from a broad spectrum of organ literature from multiple performance genres. Repeatable. Prerequisites: Undergraduate recital in organ.

650 Advanced Studies in Organ Literature (2 hours)

An advanced study of organ literature. While a wide spectrum of composers will be studied, this course will focus on developing a student's ability to discover, research, and perform literature of composers not well known to the student. The course will include knowledge of registration and performance practice of music and the organs for which it was composed. Repeatable.

670 Organ Design in American Churches (2 hours)

A study of the major electronic and pipe organ manufactures in America.

690 Advanced Organ Pedagogy (2 hours)

A review of the most recent resources and techniques for instruction in organ for both the professional organist and the non-professional organists.

Piano (MUP)**525 Seminar in Vocal Collaboration I (2 hours)**

Standard opera and concert repertoire for the voice in a two-semester sequence: Semester I—opera arias, Italian canzone, English songs. Graduate pianists collaborate with fellow student vocalists in master class performances. Critique and coaching by director of collaborative piano. Prerequisite(s): Undergraduate major/concentration in piano or equivalent background.

526 Seminar in Vocal Collaboration II (2 hours)

A study of performance practices for German lied, French chanson and melodie. Graduate pianists collaborate with fellow student vocalists in master class performances. Critique and coaching by director of collaborative piano.

605 Graduate Teaching in Piano (2 hours)

An advanced supervised teaching experiences of piano students in class and private settings. Prerequisites: Undergraduate or graduate piano pedagogy and piano literature.

630/730 Applied Piano (2 hours)

Individual study of literature from the significant style periods.

Music Technology (MTT)**560 Audio Techniques (3 hours)**

Fundamental audio techniques including live music production, recording hardware, live sound, studio recording, and mixing.

601 Sibelius for Commercial Music (2 hours)

A study of methods and techniques of using Sibelius in a commercial music setting.

603 Finale for Commercial Music (2 hours)

A study of methods and techniques of using Finale in a commercial music setting.

605 Special Topics in Music Technology (2 hours)

An in depth study of special topics in music technology that will facilitate the students specific interests

607 Principles of Acoustics (2 hours)

A theoretical study and practical experimentation of the fundamental principles of acoustics with a focus on recording music and live performance.

609 Advanced Digital Audio Mixing Techniques (2 hours)

An advanced study of digital audio mixing techniques including hardware and software. Prerequisites: Beginning audio techniques or evidence of experience in Pro-Tools, Reason, or WAVE.

Music Theory and Composition (MUT)**610 Survey of Music Theory (3 hours)**

A review of common-practice harmony, ear training, form and analysis, twentieth-century techniques.

612 Advanced Composition Techniques for Congregational Literature (3 hours)

A composition class designed to teach students compositional techniques appropriate for producing congregational literature for a variety of churches.

618 Composition and Arranging for Choral Ensemble (3 hours)

A study of advanced composition and arranging techniques for choral ensembles.

620 Composition and Arranging for Instrumental Ensemble (3 hours)

A study of advanced composition and arranging techniques for instrumental ensembles.

Voice (MUV)**607 Graduate Teaching in Voice (2 hours)**

Supervised experiences in voice. Repeatable. Prerequisites: Vocal Pedagogy, Anatomy and Physiology of the Vocal Mechanism.

625 Vocal Disorders and Therapies (3 hours)

A thorough analysis of vocal disorders and appropriate therapies for the professional singing teacher. Course materials will include the role of the vocal therapy in the medical community, drugs and vocal responses, stroboscopy and other procedures, and legal issues for professional teachers of voice. Prerequisites: MUE 620 Vocal Pedagogy; MUV 701 Anatomy and Physiology of the Vocal Mechanism.

630/730 Applied Voice

Individual study of vocal technique and literature including the major languages.

Recitals (MUR)**699 Graduate Recital—piano, organ, voice, instrumental or conducting (2 hours)**

Students will perform a 60- minute public recital that must contain standard literature appropriate for the performing genre. Students must submit at the time of the recital hearing a formal research paper documenting performance practices and standards for literature to be performed. Students may elect to present a lecture recital, however at least 45 minutes of music must be performed.

Applied MUSIC

GUITAR (MUG) • BRASS (MUB) • PERCUSSION (MUD)
PIANO (MUP) • ORGAN (MUO) • VOICE (MUV)
WINDS (MUW) • STRINGS (MUS)

MU__ (G,B,D,P,O,V,W, or S) Applied Music for Music Majors: (1 to 3 hours credit)

**MASTER OF
ARTS IN
ENGLISH**

PROGRAM OVERVIEW

The Department of Language and Literature provides a strong academic curriculum and excellent instruction enriched with Christian values for students of all backgrounds to achieve their highest potential in scholarship. The Master of Arts (M.A.) in English extends the under-graduate curriculum and offers expanded study in language, literature, composition theory and practice, literary theory and criticism, literary history, cultural studies, and readings in diverse texts. Students in the program are expected to write with a high degree of accuracy, effectiveness, and fluency. The program will give emphasis to bibliographical study and research techniques at an advanced level. Students will be given the opportunity to read critically and appreciatively in the best of the world's literatures.

Master's level study in English, including required competence in a foreign language, prepares students for a variety of possible careers, including doctoral level study/research and college level teaching. In addition to graduate study and community college teaching, graduate study in English can lead to careers in publishing, professional writing, library work, and government service, as well as study and work in law and the ministry. Students may choose between thesis and non-thesis options in the planned curriculum, depending on interest in research, focus, and possibilities for further study.

ADMISSION REQUIREMENTS

In addition to the general admission requirements for all graduate programs at William Carey University, admission to the M.A. in English is based upon the following criteria:

1. At least 15 hours of undergraduate English courses (nine of these hours need to be upper level) with a 3.0 GPA in these courses, not including courses in the core curriculum;
2. A combined score of 293 (850 on the old scale) on the verbal and quantitative sections of the GRE. Students may be admitted on a discretionary basis if GRE score is above 291 (800 on the old scale) and they have at least a 3.5 undergraduate GPA.
3. Critical writing sample (10-15 page paper in MLA format) and three letters of recommendation.
4. Have 12 semester hours or intermediate level proficiency in one modern foreign language or agree to meet those requirements during the course of study for the M.A.

CURRICULUM

A minimum of 30 semester hours of graduate work in English is required for the M.A. degree. The degree offers thesis (24 hours of course work plus 6 hours of thesis) and non-thesis (30 hours of course work) options, giving students increased flexibility and research opportunities. A required course for all students in the M.A. program focuses on bibliography and research methods with special attention to reference tools and practical application. Bibliographic inquiry, textual questions, data retrieval, and study in literary

theory are included. The course serves as an introduction to the program and to graduate study in English. A second required course for all students includes study in the history of the English language. Other courses may be selected from the graduate course list which will be generally offered on a two-year rotation schedule. In the last trimester of enrollment, candidates for the M.A. in English who elect the non-thesis option must take written comprehensive examinations based on course work; students who elect the thesis option must take an oral exam which will include a defense of the thesis.

REQUIREMENTS

A minimum of 30 semester hours of graduate work in either the thesis option (24 hours of course work plus 6 hours of thesis) or the non-thesis option (30 hours of course work) is required.

1. Six required semester hours for all M.A. students must be ENG 601 (bibliography and research) and ENG 515 (history of the English language);
2. For non-thesis option, 24 semester hours of graduate electives in English chosen in consultation with advisor;
3. For students electing the thesis option, 18 hours of graduate electives in English, chosen in consultation with advisor, and six hours of thesis, ENG 698 and ENG 699.
4. In the last trimester of enrollment, candidates for the M.A. in English must take either a written comprehensive examination based on course work (non-thesis option) or an oral exam to include defense of the thesis (thesis option). If judged unsatisfactory, all or part of the written/oral examination may be retaken once in the following trimester or summer term.
5. Students are reminded that no more than nine hours of the course work to be applied toward the degree can be at the 500 level. A 400 level course taken for undergraduate credit at Carey cannot be changed to graduate credit nor repeated for graduate credit on the 500 level. Students must maintain a B or 3.0 GPA to continue in the program, and graduate work must be completed with a minimum grade point average of 3.0. Students making a third grade of C or lower may not repeat any other courses and will be dismissed from the program.
6. After nine hours are completed in the program, students will be required to complete a progress report with an advisor and complete a signed program of study for the degree.
7. The foreign language requirement may be satisfied with 12 semester hours of undergraduate course work in one modern foreign language (or the equivalent of the intermediate level). An alternative option is the submission of an acceptable score demonstrating intermediate level proficiency on the CLEP in French, German or Spanish. If the student does not pass the CLEP in two attempts, a locally-administered test may be arranged. If the student does not pass the local exam, the foreign language requirement must be met by passing the intermediate level courses.

COURSE DESCRIPTIONS (ENG)

- 503 **Advanced Grammar and Linguistics.** Three hours. A study of the grammatical aspects of language—morphology syntax, semantics, phonetics, and phonology; the social aspects of language; and the biological aspects of language.
- 504 **Survey of Drama.** Three hours. Critical and historical study of major plays from the classical Greek period through the 18th century.
- 506 **The Pre-Renaissance Age.** Three hours. The literature of the Middle Ages through the early English lyricists.
- 507 **Psychology and Literature.** Three hours. Study of selected literary texts in relation to issues and problems in psychology, including the use of psychology in literary theory and approaches to reading.
- 509 **Pedagogical Grammar.** Three hours. An examination of the philosophy of teaching grammar, a thorough review of traditional grammar, and a focus on eliminating the stylistic faults that most often impede reading and obscure meaning.
- 511 **The Age of Elizabethan/Jacobean Drama.** Three hours. A survey of representative plays.
- 515 **History of the English Language.** Three hours. A study of the history and development of the English language from its Indo-European ancestry to the twentieth century.
- 524 **The Novel.** Three hours. A study of representative European and/or American novels selected from various literary, historic, or thematic types with an emphasis on various critical approaches.
- 534 **The Renaissance Age.** Three hours. A critical study of non-epic and non-dramatic works of Milton and other seventeenth century writers.
- 540 **The Age of Enlightenment.** Three hours. A study of British prose and poetry of the eighteenth century.
- 550 **The Romantic Age.** Three hours. A study in the British prose and poetry of the early nineteenth century.
- 560 **The Victorian Age.** Three hours. A study in the British prose and poetry of the middle and later nineteenth century.
- 565 **Development of the Short Story.** Three hours. A study of selected short fiction as representative of the development of the genre.
- 572 **Contemporary Literature.** Three hours. Poetry, fiction, and selected drama of the Western world from the late nineteenth century to the present.
- 575 **Modern and Contemporary Drama.** Three hours. A study of Western dramatic literature from Ibsen to contemporary dramatists.
- 580 **Studies in American Literature I.** Three hours. Readings in works of American literature from its beginnings to 1865.

- 581 **Studies in American Literature II.** Three hours. Readings in works of American literature from 1865 to the present.
- 585 **Southern Literature.** Three hours. Study of selected works in relation to southern literary history and southern culture.
- 600 **Creative Writing.** Three hours. A study of artistic techniques in selected masterpieces of short fiction, drama, poetry, and the essay. During the course students will submit several original works following the review of each literary genre.
- 601 **Bibliography and Research.** Three hours. Required introduction to graduate study for all beginning students in M.A. program, offering an introduction to current issues in the discipline and advanced instruction in research.
- 603 **Seminar in American Literature, I.** Three hours. A study of literature from the colonial, early national, and romantic periods.
- 604 **Seminar in American Literature, II.** Three hours. A study of literature from the realist to the post-modernist periods.
- 611 **Seminar in World Literature to 1650.** Three hours. A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.
- 612 **Seminar in World Literature from 1650 to the present.** Three hours. A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.
- 614 **Seminar in Theories and Methods of Teaching Grammar.** Three hours. A study of the competing theories of teaching grammar and application to the classroom.
- 615 **Seminar in Theories and Methods of Teaching Literature.** Three hours. A study of literary theory and application to the classroom.
- 616 **Seminar in Theories and Methods of Teaching Composition.** Three hours. A study of composition theories and application to the classroom.
- 620 **Seminar in Fiction.** Three hours. An examination of major fictional works beginning with *Don Quixote*.
- 622 **Seminar in Poetry.** Three hours. A study of the major developments in poetry.
- 626 **Seminar in Shakespearean Drama.** Three hours. An in-depth study of selected Shakespearean plays.
- 627 **Seminar in Contemporary Drama.** Three hours. A study of major dramatic works.
- 630 **Seminar in Literary Criticism.** Three hours. Presents a broad overview both of the the schools of literary critical thought and of the major documents of literary theory.
- 635 **Seminar in Religion and Literature.** Three hours. Establishes a working definition of religion and the religious experience that will be used to evaluate various works by western authors.

- 640 Seminar in Mythology.** Three hours. An overview of the basic elements of mythology followed by a brief survey of major world mythologies.
- 655 Seminar in American Southern Literature.** Three hours. Selected essays, fiction, folk tales, plays, and poetry by representative Southern authors, past, and present.
- 656 Seminar in Mississippi Writers.** Three hours. A study of writers associated with Mississippi, focusing on modern and contemporary writers and texts.
- 657 Seminar in African-American Writers.** Three hours. A study of selected writing by African Americans, ranging from early texts to contemporary.
- 698 Thesis I.** Three hours. Includes preparation of proposal for graduate thesis and satisfactory progress in research as determined by advisor.
- 699 Thesis II.** Three hours. Completion of thesis and oral defense as determined by thesis committee.

MASTER OF ARTS IN HISTORY

PROGRAM OVERVIEW

The Department of History and Social Sciences at William Carey University offers a unique Master of Arts in History program with a focus on the development of empires in world history. The M.A. program is designed to introduce high-achieving students to the various historiographical and methodological issues related to imperial studies, to critical analysis of primary source material and other related research skills, and to the appropriate secondary historical works relevant to their specific area of study. In addition to graduate coursework, M.A. students will be expected to demonstrate high-level skills in research and writing by completion and successful defense of a thesis-length project. Graduates of this program will be prepared for further graduate work on the doctoral level, teaching in community colleges, as well as a number of other academic and nonacademic jobs.

ADMISSIONS REQUIREMENTS

1. Completed graduate application form and application fee (\$30). The form and fee must be submitted to the office of graduate admissions.
2. A minimum 3.0 GPA in undergraduate coursework and 24 under-graduate hours of history courses.
3. A minimum score of 500 on the verbal section of the GRE.
4. Critical writing sample (10-15 pages).
5. Three narrative letters of recommendation from academic referees.
6. Final approval by the history department graduate admissions committee.

PROGRAM OF STUDY

1. A total of 27 hours of graduate history coursework, which must include:
 - a. HIS 601: Empires and Imperialisms (3 hours).
 - b. At least 12 hours of coursework in the student's chosen field of study, either pre-modern empires or modern empires.
 - c. Subsequent course hours may be taken from any other HIS courses.
 - d. Only 6 hours of 500-level history coursework may count towards the degree.
 - e. Students may only transfer up to 6 hours of history coursework from a previously completed degree program.
2. Prior to completion of coursework, the student must demonstrate reading proficiency in one of the following research languages: for pre-modern empires, Greek or Latin; for modern empires, French or German. Language examinations will be administered by competent faculty within the history department.

3. Upon completion of course work and demonstration of language proficiency, the student must pass a 4-hour written comprehensive exam.
4. Upon successfully passing the comprehensive exam, the student will move on to the thesis stage. The student may take 3-6 hours of thesis coursework towards the degree. All students in the M.A. in history program are required to complete a thesis. There is not a nonthesis option for the M.A. in history program. The thesis must successfully pass an oral defense before a committee of three history faculty members.
5. Students must maintain a 3.0 GPA to continue in good standing in the program and must have a 3.0 GPA in order to graduate. Students making a third C or lower may not repeat any other courses and will be dismissed from the program.

COURSE DESCRIPTIONS (HIS)

- 502 Progressive Era.** Three hours. A study of reformers and reform in the United States during the early twentieth century.
- 511 History of Christianity.** Three hours. A study of Christianity's historical foundations, expansion, historical theology, and cultural influences.
- 513 Renaissance and Reformation.** Three hours. A study of the Renaissance and the Protestant Reformation with primary attention given to the interrelationship of these movements.
- 521 Historiography.** Three hours. The theory and practice of historical writing from Herodotus to the antiquarian empiricists.
- 532 History of Russia.** Three hours. A survey of Russian history from Slavic origins to the present day.
- 558 The Contemporary World.** Three hours. A regional study of the world since 1945.
- 570 The Roman Republic.** Three hours. A study of the origins, growth, and demise of the Roman Republic in the ancient Mediterranean world, 509 B.C. to 31 B.C.
- 571 The Roman Empire.** Three hours. A study of the transition from Roman Republic to Roman Empire, 31 B.C. to 312 A.D.
- 572 The Byzantine Empire.** Three hours. A study of the survival of the Roman Empire in the East down to the fall of Constantinople in 1453.
- 601 Empires and Imperialisms.** Three hours. A theoretical and methodological survey of historical empires from the ancient, medieval, and modern periods. This course serves as the required foundational study for the Master of Arts program.
- 602 Bronze Age Empires of the Near East and Egypt.** Three hours. A study of the inception and development of empire in western Asia and Egypt from its beginnings to the collapse of the Bronze Age world about 1200 BC.
- 603 Iron Age Empires of the Near Eastern World.** Three hours. A study of the Assyrian, Neo-Babylonian, and Persian Empires of the Near Eastern Iron Age, about 1200-333 BC.

- 604 **Roman Imperialism.** Three hours. A study of the development of Roman imperial ideology, government and warfare from the Middle Republican Period through the collapse of the Western Roman Empire.
- 605 **Religion in the Roman Empire.** Three hours. A study of the various religions within the Roman Empire, including pagan cults, mystery religions, Judaism and Christianity, and the various interactions between these religions.
- 606 **Byzantine Empire.** Three hours. A study of the political, social, religious and cultural history of the Eastern Roman Empire, from 284 to 1453 AD.
- 607 **The Imperial City.** Three hours. A study of the critical role of urban centers, urban planning and civic architecture in the social, economic, political and religious life of the Roman Empire.
- 620 **The British Empire.** Three hours. A study of British Imperialism from its foundations in the sixteenth century to its effective end in the late twentieth century.
- 621 **Britain, 1485-1714.** Three hours. A study of the government and culture of Britain and Ireland during the reigns of the Tudors and the Stuarts.
- 622 **Britain, 1714-1850.** Three hours. The study of the emergence of Britain as the pre-eminent world power.
- 623 **Reformation Historiography.** Three hours. A study of the historiographical trends that have governed recent understandings of the European Reformation.
- 624 **French Revolution.** Three hours. A study of the collapse of the Bourbon monarchy and its replacement by a revolutionary regime.
- 625 **Mississippi History.** Three hours. A study of the history of Mississippi from pre-history to the present.
- 626 **Sea-Borne Empires:** Three hours. A study of European expansion and competition on the high-seas between the sixteenth and nineteenth centuries.
- 627 **European Imperialism:** Three hours. A study of modern European imperialism focusing on the nineteenth and twentieth centuries, including decolonization and independence movements.
- 630 **The Later Roman Empire.** Three hours. A study of the decline of the Roman world and its transformation into Medieval Europe.
- 631 **Historiography of Medieval Europe.** Three hours. An historiographic study of major works of scholarship on the history of medieval Europe, 300-1500.
- 632 **The Crusades.** Three hours. A study of the development and history of the crusading movement in western history through the use of both primary and secondary sources.
- 633 **The Early Church.** Three hours. A study of the rise of the early church as well as the various internal and external challenges faced by the earliest Christians.
- 634 **The Italian City-State.** Three hours. A study of the unique culture of the Italian city-republics during the late medieval and Renaissance periods.

- 650 **European Historiography, 1815 to the Present.** Three hours. An historiographical study of periods and topics from the age of Metternich to the present.
- 659 **Historiography of Nineteenth Century America.** Three hours. An historiographical study of topics and periods in nineteenth century America.
- 660 **Historiography of Modern America.** Three hours. An historiographical study of topics and periods in modern America since 1950.
- 669 **Historiography of Asia and Africa.** Three hours. An historiographical study of Asian and African topics.
- 699 **Master's Thesis.** Three–six hours.

**MASTER OF
SCIENCE IN
BIOLOGICAL
SCIENCES**

PROGRAM OVERVIEW

The Department of Biological Sciences offers the Master of Science degree in biological sciences. Students choose between a thesis or non-thesis option, which each require 30 hours of credit. The nonthesis option requires 30 hours of course work and a comprehensive exam, and the thesis option requires 24 hours of course work, a thesis (that includes 6 hours of research), and a comprehensive exam. At least two credit hours in either option would be in seminar (discussion) courses. The nonthesis option is considered a terminal degree; therefore, students wishing to pursue higher degrees should take the thesis option. Comprehensive exams will be oral, written, or both at the discretion of the advisor.

ADMISSION REQUIREMENTS

Students admitted to the program must satisfy the general admission requirements for graduate programs and must have a GRE score of 290 (or 900 on the old scale) or above, with the score being less than five years old when submitted.

GRADUATION REQUIREMENTS

Students must maintain a 3.0 grade point average to continue in the program. Any grade below a 'B' will not count towards graduation. Both thesis and nonthesis option students must form an advisory committee before the end of their first trimester. Committees must consist of at least three members (no more than five) and two of these members must be faculty at WCU. The advisory committee will approve the program of study, grade the comprehensive exam, and approve the thesis (when the thesis option is selected). Students pursuing the thesis option should seek out a faculty member to act as their advisor by the end of the first trimester (preferably before enrolling). No more than six hours of credit may be transferred from another institution.

COURSE DESCRIPTIONS

- 531 Ichthyology.** Four hours. An introduction to the study of fishes. This course covers the anatomy, physiology, ecology, and evolutionary relationships of these vertebrates. A one semester laboratory/field/collection experience is included.
- 532 Herpetology.** Four hours. An introduction to the anatomy, physiology, ecology, and evolutionary relationships of amphibians and reptiles. A one semester hour laboratory/field/collection experience is included.
- 601 Applications of the Scientific Method.** Three hours. An introduction to the philosophy and practice of the scientific method, with applications to teaching science. Analysis of the current scientific literature will be emphasized in this course.
- 602 Systematics.** Three hours. A survey of the historical and modern classification of organisms into groups based on their phylogenetic relationships.
- 610 Environmental Impacts.** Three hours. A study of environments impacted by human activities. Methods that federal and state governments employ to regulate

these impacts and options for restricting the long term impact of these environmental changes are covered.

- 611 Microbial Ecology.** Three hours. A survey of current topics in microbial ecology, including microbial diversity, microbial interactions within communities, and microbe-mediated nutrient cycling in the biosphere.
- 612 Recombinant DNA and Society.** Three hours. A course exploring the history, development, and impact of recombinant DNA technologies on society. Current applications of recombinant DNA technology will be examined.
- 620 Biology of Endangered Species.** Four hours. The biology of populations impacted by human-induced changes to environments. The design and implementation of long-term management practices are discussed. A one semester-hour lab which includes trips to visit managed populations is included.
- 625 PCR Theory and Applications.** Four hours. A course exploring the theoretical and practical aspects of PCR, including current methods and their applications. A one semester-hour lab is included.
- 630 Field Biology.** Four Hours. A field based course where the recognition, taxonomy, and ecological relationships of naturally occurring organisms in Mississippi are studied. This course consists of an extended field trip to study organisms in various habitats. Students must obtain permission of the instructor before registering for this course.
- 635 Genomics.** Four hours. A survey of current concepts and methods in genomics and bioinformatics. Analysis of recent and ongoing public genomics projects will be an integral part of the course. Special attention will be given to current research on the human genome. A one semester-hour lab is included.
- 640 Animal Behavior.** Four hours. A survey of the field of animal behavior with emphasis on proximate/ultimate causes, predator-prey interactions, social interactions, foraging, migration, and parental care. A one semester-hour lab which includes data collection and analysis is included.
- 645 Proteomics.** Four hours. An introduction to the concepts and methods of proteomics. Analysis of recent and ongoing public proteomics projects will be an integral part of the course. A one semester-hour lab is included.
- 650 Mississippi Flora.** Four hours. A survey of both natural and introduced plants found in Mississippi. The habitat requirements of various plant species and keys used to identify plants are covered. A one semester-hour lab involving field trips to natural areas is included.
- 655 Marine Invertebrate Zoology.** Four hours. A survey of the diversity, morphology, evolution, and ecology of marine invertebrates from near shore to deep sea. Collection and preservation methods will be presented. Economic and ecological importance will be discussed. A one-semester hour lab focuses on morphological identification and field trips to coastal environments.

- 660 Population and Community Ecology.** Four hours. A survey of the important concepts and theories in population and community ecology. Methods of collecting and analyzing data are presented. A one semester-hour lab that includes field trips and data collection is included.
- 698 Proposal Preparation and Literature Research.** Three hours. This course requires that a student complete a research proposal that includes a review of relevant literature.
- 699 Thesis Research.** Three hours. This course requires that a student complete a research project and complete a thesis.

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BARBARA L. HAMILTON—B.A., M.A.T., Ed.S.

Part-time Executive Assistant to the President and Grant Writer

ALISSA KING—B.S.

Director of Admissions

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Director of Keesler Center

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Registrar

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Director of Libraries and Learning Resources

DJ PULLEY—B.B.A., M.B.A.

Athletic Director

PAMELA SHEARER—B.M.Ed., M.A.

Director of Alumni Relations

GRADUATE FACULTY

2018–2019

Date following each entry indicates year of appointment at William Carey University.

- Kamal Abouzaid**, *Assistant Professor of Preclinical Sciences*; M.S., School of Medicine-Benghazi University; M.S., Ph.D., Ohio State University (2016)
- James H. Armstrong**, *Assistant Professor of Music*; B.M., M.M., University of Mississippi. (2011)
- Candice Aycock**, *Assistant Professor of Education*; B.S., University of Southern Mississippi; M.Ed., William Carey College; Ed.S., Ph.D., University of Southern Mississippi. (2015)
- Robert Bailey**, *Assistant Professor of Clinical and Biomedical Sciences*; B.A., University of Mississippi; M.S., University of Southern Mississippi; D.O., Kansas City College of Osteopathic Medicine. (2010)
- Judy Baker**, *Associate Professor of Nursing and Undergraduate Academic Director, School of Nursing*; B.S.N., M.S.N., The University of Southern Mississippi; Ph.D., William Carey University. (2017)
- Darrell Barksdale**, *Assistant Professor of Preclinical Sciences*; B.A., Louisiana State University-Shreveport; M.S., University of Southern Mississippi; D.O., West Virginia School of Osteopathic Medicine. (2016)
- Jenna Barton**, *Associate Professor of Nursing and Coordinator of PhD in Nursing Education and Administration*; B.S.N., University of Southern Mississippi; M.S.N., Ph.D., William Carey University. (2011)
- Robert C. Bateman, Jr.**, *Professor of Biomedical Sciences and Associate Dean, WCUCOM Research*; B.S., Louisiana State University; Ph.D., University of North Carolina at Chapel Hill. (2010)
- Frank G. Baugh**, *Associate Professor of Psychology and Dean, School of Natural and Behavioral Sciences; Graduate Dean*; B.S., William Carey College; M.S., University of Southern Mississippi; Ph.D., Texas A&M University. (2005)
- Cornelis Beckers**, *Associate Professor of Biological Sciences*; B.S., State University of Utrecht; Ph.D., Yale University. (2015)
- Stanley Benigno**, *Associate Professor of Education*; B.S., M.Ed., Ph.D., The University of Southern Mississippi. (2017)
- Richard A. Boada**, *Assistant Professor of English*; B.A., Bellarmine University; M.A., University of Louisville; Ph.D., University of Southern Mississippi. (2016)

- Patrick L. Brady, Jr.**, *Associate Professor of Nursing and Director, RN-BSN and MSN, School of Nursing*; Diploma, Charity Hospital School of Nursing; B.S.N., Loyola University; M.S.N., William Carey College; D.N.P., University of South Alabama. (2005)
- Mary Elizabeth Breland**, *Associate Professor of Language and Literature and Coordinator for Faculty Exchange/China*; B.A., William Carey College; M.A., Ph.D., University of Missouri-Columbia. (2011)
- Jonathan Brooke**, *Associate Professor of History*; B.A., William Carey College; M.A., University of New Orleans; Ph.D., University of London. (2008)
- Josye Brookter**, *Assistant Professor of Language and Literature*; B.A., William Carey College; M.A., Southern Illinois University; Ph.D., University of Southern Mississippi. (2007)
- Carrol Brown**, *Assistant Professor of Physical Therapy*; B.A., University of Mississippi Medical Center SHRP; M.S., University of Southern Mississippi; D.P.T., Rocky Mountain University. (2016)
- Tammie Brown**, *Associate Professor of Education; Chair, Department of Curriculum and Instruction*; B.S., M.Ed., Ph.D., The University of Southern Mississippi. (2013)
- David Bryan**, *Assistant Professor of Music*; B.M., M.M., Southeastern Louisiana University. (2014)
- Ruth Burgess**, *Associate Professor Physical Therapy*; B.S., University of Alabama; Master of Health Science, Mississippi College; Ph.D., University of Mississippi. (2016)
- Olivia Cameron Burkett**, *Associate Professor of Psychology*; B.A., M.A., Ph.D.; University of Southern Mississippi. (1999)
- James Burns**, *Assistant Professor of Physical Therapy*; B.S., The University of Southern Mississippi; D.P.T., Old Dominion University. (2017)
- Olivia Cameron Burkett**, *Associate Professor of Psychology*; B.A., M.A., Ph.D.; University of Southern Mississippi. (1999)
- Teresa Camp-Rogers**, *Assistant Professor of Preclinical Sciences and Medical Director of Clinical Simulation to the Clinical Faculty*; B.S., Millsaps College; M.S., M.D., Ph.D., Virginia Commonwealth University. (2016)
- Deborah H. Chatham**, *Professor of Nursing*; B.S.N., University of Mississippi Medical Center; M.S., University of Southern Mississippi; D.N.P., University of South Alabama. (1991)
- Allison C. Chestnut**, *Professor of Language and Literature*; B.S., M.A., Mississippi University for Women; Ph.D., Louisiana State University; additional graduate study, University of Southern Mississippi. (1992)
- Noal Cochran**, *Assistant Professor of Education and Director of Education, Tradition*; B.S., M.S., Ed.S., Ph.D., University of Southern Mississippi. (2015)

- Cassandra G. Conner**, *Associate Professor of Education, Academic Dean for Tradition*; B.S., M.Ed., Ed.S., Ph.D., University of Southern Mississippi. (2011)
- Walter Cooper**, *Professor of Education, Program Coordinator, M.Ed. Interscholastic Athletic Administration*; B.S., Huntingdon College; M.A., Ed.D., University of Alabama. (2012)
- Tonya G. Creech**, *Assistant Professor of Preclinical Sciences*; B.S., West Virginia State College; D.O., West Virginia School of Osteopathic Medicine. (2015)
- Lisa Cummings**, *Associate Professor of Counselor Education and Psychology*; B.S., M.S., University of Southern Mississippi; Ph.D., Saint Louis University. (1999)
- Cheryl D. Dale**, *Associate Professor of Business Administration; Dean, School of Business; holder of the Thompson Endowed Chair of Business Administration*; B.S., Mississippi State University; M.B.A., University of Southern Mississippi; Ph.D. University of Alabama. (1997)
- Marc Daniels**, *Professor of Biological Sciences*; B.S., Florida State University; Ph.D., University of Alabama at Birmingham. (2003)
- Hugh Davis**, *Assistant Professor of Business Administration*; B.S., MBA, University of Mississippi; Ph.D., University of Southern Mississippi. (2015)
- Frances Dearman**, *Associate Professor of Education*; M.S., William Carey University; Ph.D., The University of Southern Mississippi. (2016)
- Tanisha R. Denning**, *Associate Professor of Clinical and Biomedical Sciences*; B.A., Temple University; M.B.S., Drexel University; D.O., University of Medicine and Dentistry of New Jersey. (2012)
- Mary Read Diket**, *Professor of Art and Education and Chair, Department of Art; Director of Creative Scholars Center; holder of the Gillespie Chair of Art*; B.A.E., University of Mississippi; M.A.E., University of Southern Mississippi; Ph.D., University of Georgia. (1992)
- Allison Downing**, *Assistant Professor of Education*; B.S., M.S., Ph.D., University of Southern Mississippi. (2009)
- Ben Dribus**, *Assistant Professor of Mathematics and Chair, Department of Mathematics*; B.A., B.S., University of Oklahoma; M.S., Tulane University; Ph.D., Louisiana State University. (2014)
- Wesley Dykes**, *Associate Professor of Music and Coordinator of Instrumental Music*; B.M.E., University of Southern Mississippi; M.M.E., University of South Carolina; D.M.A. (candidate), University of Southern Mississippi. (2012)
- Robert W. Ellis**, *Professor of Business Administration and Coordinator of Management Information Systems, Tradition Campus; holder of the J. D. Sims Endowed Chair in Business*; B.S., M.S.I.S., Arkansas State University; D.B.A., Mississippi State University. (1993)

- Edward Ford**, *Assistant Professor of Graphic Design and Gallery Director*; B.A., University of Southern Mississippi; M.A., University of Georgia; Ph.D., University of Oxford. (2013)
- Edward Friedlander**, *Professor of Biomedical Sciences*; B.A., Brown University; M.D., Northwestern University. (2015)
- Gregory Lee Futral**, *Assistant Professor of Psychology*; B.S., William Carey College; M.S., Ph.D., The University of Southern Mississippi. (2010)
- Susan Broom Gibson**, *Associate Professor of Psychology*; B.A., M.A., Ph.D., University of Mississippi. (2007)
- J. Nick Griffis**, *Instructor of Anatomy for Department of Biological Sciences*; B.S., M.S., The University of Southern Mississippi. (2010)
- Steven Gustafson**, *Associate Professor of Clinical Sciences*; B.S., Michigan State University; D.O., Des Moines University of Osteopathic Medicine. (2015)
- Jude Haney**, *Assistant Professor and Director, Health Administration and Education and Health Information Management*; B.S., Morehouse College; M.P.H., University of Illinois at Chicago; Ph.D., Southern University and A & M College. (2015)
- Susan Hanson**, *Assistant Professor of Education*; B.S., M.Ed., University of Southern Mississippi. (2014)
- Randall K. Harris**, *Professor of Biological Sciences and Course Director*; B.S., Belmont University; Ph.D., Vanderbilt University. (1994)
- Susan Hart**, *Professor of Nursing and Director of Continuing Education Institute*; B.S., Mississippi College; M.S., Ph.D., The University of Southern Mississippi. (2017)
- Carmen Hernandez**, *Associate Professor of Microbiology*; M.S., Ph.D., The University of Southern Mississippi. (2017)
- Kenneth Hisley**, *Associate Professor of Preclinical Sciences*; B.S., M.S., Ph.D., University of Maryland. (2015)
- Tyler Hodges**, *Assistant Professor of Biological Sciences*; B.S., M.S., University of Mississippi; Ph.D., University of Alabama. (2011)
- Cena Holifield**, *Assistant Professor of Education and Director of Dyslexia Therapy Program*; B.A., M.Ed., University of Southern Mississippi; M.Ed., Mississippi College; Ph.D., University of Southern Mississippi. (2015)
- June G. Hornsby**, *Professor of Education and Director of Teacher Internships*; B.S., Mississippi College; M.S., Ed.D., University of Southern Mississippi; additional graduate study, Southwestern Baptist Theological Seminary. (1992)
- Jennifer Hotzman**, *Assistant Professor of Preclinical Sciences*; B.S., The University of Southern Mississippi; M.A., Ph.D., University of Florida. (2016)

- Lynne Houston**, *Assistant Professor of Education and Associate Vice President for University Enhancement*; B.S., University of Southern Mississippi; M.Ed., Mississippi State University; Ed.D., Nova Southeastern University. (2008)
- Eng Huu**, *Associate Professor of Clinical Sciences*; B.S., California State University, D.O., Kirksville College of Osteopathic Medicine. (2015)
- Terry Ingram**, *Assistant Professor of Education*; B.M.E., M.Ed., Ed.S., University of Southern Mississippi. (2015)
- Fruzsina K. Johnson**, *Professor of Preclinical Sciences*; M.D., Semmelweis University. (2016)
- Robert A. Johnson**, *Professor of Preclinical Sciences*; B.S., Southwest Missouri State University; M.S., Ph.D., University of Missouri-Columbia. (2016)
- Carol B. Jones**, *Associate Professor of Counselor Education and Psychology, Chair of Department of Counselor Education, and Director of Psychology, Tradition Campus*; B.A.E., M.Ed., Ph.D., University of Mississippi. (1994)
- Angela Jupiter-McCon**, *Associate Professor of Nursing; holder of the Martha Elizabeth Whichard Endowed Chair of Nursing*; B.S.N., M.S.N., University of South Alabama; Ph.D., William Carey University. (2013)
- Howard T. Keever**, *Professor of Music*; B.M., Eastman School of Music, University of Rochester; M.M., Ph.D., Florida State University. (1985)
- Chatham M. Kemp**, *Associate Professor of Art*; B.A., University of Southern Mississippi; M.F.A., Indiana University. (2007)
- Tommy King**, *Professor of Psychology, President and Chief Executive Officer of the University*; B.A., William Carey College; M.A., Liberty University; M.Ed., Ed.D., University of Southern Mississippi. (1999)
- Tony Lee**, *Assistant Professor of Psychology*; B.A., University of Southern Mississippi; M.A., William Carey College; Ph.D., Walden University. (2015)
- Gabor Legradi**, *Professor of Biomedical Sciences*; M.D., Semmelweis University Medical School, Budapest, Hungary. (2010)
- Stuart Leonard**, *Associate Professor of Biomedical Sciences*; B.S., Louisiana College; M.S., McNeese State University; Ph.D., University of Memphis. (2011)
- Douglas A. Lipka**, *Assistant Professor of Biology*; B.A., Austin College; M.S., Ph.D., Texas A&M University. (2013)
- Christina Liverett**, *Assistant Professor of Education*; B.S., University of Southern Mississippi; M.Ed., William Carey College; Ed.S., Ph.D., William Carey University. (2014)
- Jeannie Lockley**, *Professor of Education*; B.S., The University of the State of New York; M.Ed. William Carey College; Ph.D., University of Southern Mississippi. (2005)

- Tomekia Luckett**, *Assistant Professor of Nursing*; B.S.N., M.S.N., William Carey University; Ph.D., University of Southern Mississippi. (2014)
- Alicia Lundstrom**, *Associate Professor Nursing and Associate Dean of Nursing*; B.S., University of Southern Mississippi; M.S.N., Ph.D., William Carey University. (2015)
- Michael Madaris**, *Assistant Professor of Business Administration*; B.S., M.A., Ph.D., The University of Alabama. (2007)
- Mark H. Malone**, *Professor of Music and Coordinator of Music Education*; B.A., Rollins College; B.S., M.M.E., Ph.D., Florida State University. (2006)
- Lorie W. Massey**, *Associate Professor of Language and Literature*; B.A., M.A., Ph.D., University of Southern Mississippi. (2008)
- Elizabeth McClain**, *Associate Professor of Medical Education and Associate Dean, Academic Affairs*; B.A., Ed.S., M.P.H., Ph.D., University of Kansas. (2015)
- Rance McClain**, *Professor of Clinical Sciences and Associate Dean, Clinical Sciences*; B.S., Pittsburg State University; D.O., Kansas City University of Medicine & Biosciences. (2015)
- James McGee**, *Instructor of Criminal Justice*, B.S., California Polytechnic State University; M.S., Virginia Commonwealth University. (2016)
- Makayla Merritt**, *Assistant Professor of Clinical Sciences and Director of Clinical Rotations*, B.S., M.P.H., The University of Southern Mississippi; Ed.S., Ph.D., William Carey University. (2017)
- Clarke F. Millette**, *Professor of Biomedical Sciences*; B.A., Johns Hopkins University; Ph.D., Rockefeller University. (2010)
- Kimberle Moon McKee**, *Instructor of Voice and Vocal Arts, Artist in Residence*; B.S., M.S., Ohio University; Ph.D., The Ohio State University. (2012)
- Carol Morreale**, *Associate Professor of Preclinical Sciences, Director of Interprofessional Education and Community Health*; B.S., Rutgers University; M.P.H., University of Southern Mississippi; Ph.D., Temple University. (2015)
- Barry N. Morris**, *Associate Professor of Education, Program Development and CAEP Coordinator*; B.A., Mobile University; M.S., University of Southern Mississippi; Ph.D., University of South Florida. (2005)
- Brian Murphy**, *Assistant Professor of Music*; B.M., Mississippi College; M.M., Mercer University. (2015)
- Marsha Newman**, *Associate Professor of English*; B.A., Louisiana State University; Ph.D., University of California-Berkeley. (2012)
- J. Mark Nicovich**, *Associate Professor of History*; B.A., William Carey College; M.A., Ph.D., St. Louis University. (2003)

- Myron C. Noonkester**, *Professor of History; Dean, Ralph and Naomi Noonkester School of Arts and Letters; Chair, Department of History and Social Science; Co-director, Center for Study of the Life and Work of William Carey, D.D. (1761-1834); holder of the J. Ralph Noonkester Endowed Professorship of History; B.A., Duke University; M.A., Ph.D., The University of Chicago. (1984)*
- Boon Ong**, *Assistant Professor of Physical Therapy; B.S., Piedmont College; Ph.D., University of Mississippi Medical Center. (2016)*
- Amy Parker**, *Assistant Professor of Physical Therapy, B.S., Blue Mountain College; Ph.D., Creighton University. (2016)*
- Philip Pennington**, *Assistant Professor of Education; B.S., George Peabody College for Teachers; M.Ed., Ed.D., Tennessee State University. (2014)*
- Willie Pierce**, *Professor of Higher Education Administration and Coordinator of Higher Education Program, B.S.E., M.Ed., Delta State University; Ed.D., North Carolina State University. (2013)*
- Karla M. Pope**, *Associate Professor of Criminal Justice and Chair, Department of Criminal Justice; B.S., M.S., Ph.D., University of Southern Mississippi. (2013)*
- Judy Prehn**, *Associate Professor of Physical Therapy and Clinical Education Director for Physical Therapy; B.S., Medical University of South Carolina; M.S., Sc.D., University of Oklahoma Health Sciences Center. (2014)*
- Barry M. Prior**, *Associate Professor of Biomedical Sciences; B.S., University of Massachusetts; M.A. and Ph.D., University of Georgia. (2013)*
- Dennis C. Rau, Jr.**, *Assistant Professor of Clinical Sciences; B.S., University of New England; D.O., University of Pikeville–Kentucky College of Osteopathic Medicine. (2013)*
- Thomas J. Rauch, III**, *Professor of Biological Sciences and Chair, Department of Biological Sciences; B.S., M.S., Louisiana State University; Ph.D., University of Southern Mississippi. (2000)*
- Phillip Richardson**, *Assistant Professor of History; B.A., M.A., Ph.D., University of South Carolina. (2015)*
- Thomas J. Richardson**, *Professor of Language and Literature, Chair, Department of Language and Literature; B.A., University of Southern Mississippi; M.A., University of Alabama; Ph.D., Vanderbilt University. (2005)*
- Everett Roark**, *Assistant Professor of Biomedical Sciences and Associate Dean, Pre-professional Sciences; B.S., Jackson State University; Ph.D., Northwestern University. (2010)*
- Connie D. Roberts**, *Professor of Music; B.M., M.M., Louisiana State University; D.M.A., University of Southern Mississippi. (1994)*

- Jalynn Roberts**, *Professor of Research and Director of the Office of Research and Support*; B.S., University of Southern Mississippi; M.Ed., William Carey College; Ed.S., Ph.D., University of Southern Mississippi. (2010)
- Cynthia Scott**, *Professor of Physical Therapy and Program Director for Physical Therapy*; B.S., Texas Women's University; M.B.A., University of Dallas; Ph.D., University of Mississippi. (2014)
- Emily Scott**, *Associate Professor of Nursing*; B.S.N., M.S.N., Ph.D., William Carey University. (2010)
- Veronica Scott**, *Assistant Professor of Preclinical Sciences*; B.S., Ph.D., Mississippi State University. (2016)
- Eva Shay**, *Assistant Professor of Clinical Sciences*; B.S., Biola University; D.O., Western University of Health Sciences. (2015)
- Richard Sheridan**, *Assistant Professor of Psychology and Chair, Department of Psychology and Counseling*; B.A., William Carey College; M.A.M.F., New Orleans Baptist Theological Seminary; Ph.D., University of Louisiana at Monroe.
- Karen Sicard**, *Associate Professor of Nursing and Dean, School of Nursing*; R.N., B.S.N., Louisiana State University; M.S.N., University of South Alabama; Ph.D., William Carey University. (2006)
- Lynn B. Singletary**, *Professor of Biological Sciences*; B.S., M.S., Ph.D., University of Southern Mississippi. (1981)
- Richard Sloan**, *Associate Professor of Clinical Sciences*; B.S., Rutgers University, Cook College; D.O., Philadelphia College of Osteopathic Medicine. (2012)
- John Smith**, *Associate Professor of Biomedical Sciences*; B.S., Boston College; Ph.D., University of Mississippi Medical Center. (2011)
- Keith Speed**, *Associate Professor of Clinical Sciences and Chair, Family Medicine*; B.S., M.S., The University of Southern Mississippi; D.O., West Virginia School of Osteopathic Medicine. (2010)
- Melissa Stephens**, *Associate Professor of Clinical Sciences*; B.A., M.D., University of Missouri–Kansas City. (2015)
- Richard A. Strebeck**, *Assistant Professor of Counselor Education and Psychology and Program Coordinator, Counselor Education*; B.A., Mississippi College; M.A.(RE), MAMFC, Southwestern Baptist Theological Seminary; Ph.D., New Orleans Baptist Theological Seminary. (2012)
- Italo R. Subbarao**, *Associate Professor of Clinical Sciences; Senior Associate Dean of Pre-Clinical Sciences; WCUCOM Chief Operating Officer*; B.S., Duquesne University; M.S., St. Joseph University; D.O., Philadelphia College of Osteopathic Medicine. (2012)

- Edna R. Thomas**, *Assistant Professor of Education*; B.S., Alcorn State University; M.Ed., Ph.D., University of Southern Mississippi. (2016)
- James Turner**, *Professor of Clinical Sciences and Dean, College of Osteopathic Medicine*; B.S., Georgia Southwestern College; M.P.H., University of Southern Mississippi; D.O., Southeastern College of Osteopathic Medicine. (2011)
- Kathy Vail**, *Associate Professor of Music*; B.M., M.M., Mississippi College. (1997)
- Randall Valentine**, *Professor of Business*; B.S., Arkansas State University; M.S.B.A., Ph.D., Mississippi State University. (2014)
- T. Dawn Valentine**, *Professor of Business*; B.S., University of North Alabama; M.S., University of Alabama at Huntsville; Ph.D., University of Alabama at Birmingham. (2014)
- Patricia L. Ward**, *Associate Professor of Education*; B.S., M.Ed., Ed.S., Ed.D., University of Southern Mississippi. (1998)
- Liesa M. Weaver**, *Assistant Professor of Education and Chair, Department of Educational Leadership*; B.S., University of Southern Mississippi; M.Ed., University of Mississippi; Ph.D., Mississippi State University. (2009)
- Jim C. Weir**, *Professor of Clinical and Biomedical Sciences; Associate Dean, Student Affairs for the College of Osteopathic Medicine*; B.S., Millsaps College; D.D.S., University of Tennessee; J.D., Loyola University. (2010)
- Susan H. Whitcomb**, *Professor of Education*; B.S., Athens State University; M.Ed., Ed.D., University of Southern Mississippi. (2009)
- Janet K. Williams**, *Professor of Nursing; Associate Vice President, College of Health Sciences; Dean, College of Health Sciences*; B.S., University of Southern Mississippi; M.S.N., University of Alabama in Birmingham; M.B.A., University of South Alabama; Ph.D., University of Southern Mississippi. (1990)
- Norris L. Williams**, *Associate Professor of Education*; Georgetown College; M.A., American University; Ed.D., University of Southern Mississippi. (2004)
- P. Diane Williams**, *Associate Professor of Psychology*, B.S., William Carey College; M.S., Ed.S., Ph.D., Mississippi State University. (2007)
- Mark Yeager**, *Assistant Professor of Education*; B.S., M.Ed., Ph.D., The University of Southern Mississippi. (2017)

PART-TIME FACULTY

Lakeisha Cunningham, *Assistant Professor of Microbiology*; B.S., Jackson State University; Ph.D., Michigan State University. (2014)

John Gaudet, *Assistant Professor of Clinical Sciences*; B.S., Auburn University; M.D., University of South Alabama College of Medicine. (2011)

Dean Browne Miller, *Assistant Professor of Education*; B.S., M.Ed., Ph.D., University of Southern Mississippi. (2000)

Mike Reed, *Assistant Professor of Educational Leadership*; B.S., M.Ed., Ed.D., University of Southern Mississippi. (2013)

Roberta Diane Roberts, *Lecturer in Mathematics*; B.A., University of Mississippi; M.Ed., Ph.D., University of Southern Mississippi. (2004)

Lori Windham, *Lecturer in Elementary Education*; B.S., University of Southern Mississippi; M.Ed., Ed.S., William Carey University. (2015)

Rosemary Woullard, *Assistant Professor of Education*; B.A., Jackson State University; M.A., University of Southern Mississippi; Ph.D., Mississippi State University. (2015)

WILLIAM CAREY UNIVERSITY ALUMNI ASSOCIATION

Pam Shearer, Director of Alumni Relations

One of the most valuable assets any institution of higher learning has is its alumni. This is certainly true of William Carey University as our former students spread our name abroad, give vocal and financial support, and tell the university about prospective students. The William Carey University Alumni Association includes all graduates of the university.

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