

DELTA STATE UNIVERSITY

Cleveland, Mississippi 38733

Founded April 9, 1924
Opened September 15, 1925

Graduate Catalog

2026-2027



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

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

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CLEVELAND, MISSISSIPPI 38733

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Delta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist, and doctorate degrees. Delta State University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Delta State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

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Aviation Accreditation Board International
Commission on Collegiate Nursing Education
Council for Accreditation of Counseling and Related Educational Programs
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**BOARD OF TRUSTEES
of the Institutions of Higher Learning of the State of Mississippi**

Under Section 213-A of the State Constitution, the government of Delta State University and of the other public institutions of higher learning of the State of Mississippi is vested in a Board of Trustees appointed by the Governor with the advice and consent of the Senate. Because of changes to the legislation regarding the appointment of Board members, "after January 1, 2004, as vacancies occur, the twelve-member Board shall be appointed from each of the three Mississippi Supreme Court districts until there are four members from each Supreme Court district. The terms of office are reduced from twelve years to nine years. The terms are staggered so that all members appointed after 2012 will have a term of nine years." There are no ex officio members. The Board of Trustees selects officers from its membership and appoints the Executive Head of Delta State University.

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NONDISCRIMINATION/EQUAL EDUCATION OPPORTUNITY

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

AMERICANS WITH DISABILITIES ACT

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

ACADEMIC CALENDAR

The Academic Calendar can be found online at <https://www.deltastate.edu/academics/calendar/>

GENERAL INFORMATION

CLEVELAND

Cleveland, Mississippi, a town of over 10,000 citizens, is the agricultural, manufacturing, commercial, medical, and educational center of Bolivar County and the Central Mississippi Delta. The Mississippi Delta is a crescent-shaped, largely agricultural region situated on the Mississippi River, in the northwest corner of the State of Mississippi. It is home to some of the most fertile soil in the world and is a world leader in farming such crops as cotton, rice, soybeans, and corn. In addition, the Mississippi Delta is rapidly developing its cultural tourism possibilities, which are centered around the Delta's rich literary heritage, its historic role in developing Blues and other forms of American music, and its pivotal role in the American Civil Rights Movement.

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

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

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

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

HISTORICAL SKETCH

Delta State University was created as Delta State Teachers College by Mississippi State Senate Bill Number 263, Chapter 284, entitled "An Act to Create and Establish the Delta State Teachers College." Governor Henry L. Whitfield signed the bill on April 9, 1924. The institution opened for its first regular session on September 15, 1925, with a faculty and staff of 11 and a student body of 97.

The University's first president, Mr. James Wesley Broom, suffered an untimely death during Delta State's first session. He was succeeded by Dr. W. M. Kethley, who served as president from 1926 to 1956. Dr. James M. Ewing became the third president in 1956 and served until 1971. Dr. Aubrey K. Lucas served as the institution's fourth president from 1971 until 1975. Dr. Forest Kent Wyatt became the fifth president and served from 1975 until 1999. He was succeeded by Dr. David L. Potter in 1999, who served as the sixth president until 2003. Dr. John M. Hilpert served as Delta State's seventh president from 2003 to 2013. Mr. William N. LaForge served as Delta State University's eighth president from 2013 until 2022. Dr. E.E. "Butch" Caston served as interim President from 2022 until 2023. Dr. Daniel J. Ennis began serving as the ninth president beginning in June 2023.

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

When created in 1924, Delta State was authorized to offer only the Bachelor of Science degree in Education. The first such degrees were conferred in June 1928. Undergraduate degrees are now offered in the arts, sciences, humanities, business, nursing, commercial aviation, and education.

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

From a small teacher-training institution in the 1920s, Delta State has grown into a multi-purpose university that focuses strongly on high-quality classroom instruction. The growth and success of the University are tributes to the dedication of the faculty and staff, the hard work of the students, and the strong support of the Delta community and state legislature.

INSTITUTIONAL MISSION

Vision

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

Mission

The mission of Delta State University is to offer exceptional programs and opportunities that are current, innovative, and responsive to the diverse needs of those it serves. The University provides experiences that cultivate intellectual growth and individual enrichment to develop productive members of local, regional, and global communities.

STRATEGIC GOALS

To support this mission, Delta State University has established goals as part of its 2024-2029 Strategic Plan in the areas of Academic Programming and Student Success, Campus Environment and Continuous Improvement, and Community and Alumni. These goals include:

Goal 1: Increase Student Learning

Delta State University will ensure that its graduates are well-prepared for careers through current, relevant, high-quality programs that are responsive to change and dedicated to continuous improvement.

Goal 2: Serve the Total Student

Delta State University will recruit and retain an engaged student population and focus on holistic student development to graduate well-rounded contributors to society.

Goal 3: Empower Excellence

Delta State University will invest in recruiting and fostering dynamic, highly trained employees.

Goal 4: Optimize Operations

Delta State University will strengthen and advance its financial, physical, and technological resources demonstrating optimal performance in programs and services.

Goal 5: Commit to Community

Delta State University will impact the region and beyond through outreach and collaboration with community and regional partners.

Goal 6: Engage Alumni

Delta State University will reinforce the values of degrees earned, expand brand recognition, and deepen engagement with alumni.

GUIDING PRINCIPLES

Commitment to Quality in Academic Programs.

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

Commitment to Learning, Scholarship, and Student Engagement

Delta State provides programs that cultivate intellectual curiosity and promote scholarship among its students. Through a state-of-the-art library supplemented by a campus network of computer labs, students have access to a full range of information resources in support of learning. The University also acknowledges

the importance of student engagement as central to successful learning.

Commitment to Teaching and Faculty Development

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

Respect for People and Ideas

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

Commitment to Regional and Economic Development

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

Encouragement of Innovation and Experimentation

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

Commitment to a Student-Centered Campus

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

Support for the Arts

Delta State recognizes the need for a vibrant creative and performing arts program for its students and the region. Through the Bologna Performing Arts Center, the Delta Music Institute, the Janice Wyatt Summer Arts Institute, and a partnership with the Delta Arts Alliance, the University ensures the preservation and enhancement of the arts throughout the region.

Commitment to Health

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

Commitment to Leadership

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

Commitment to Institutional Effectiveness

Delta State acknowledges its role as a public institution funded largely by the citizens of Mississippi. In

recognition of that public trust, the University is committed to high standards of excellence with appropriate emphasis on effectiveness and productivity.

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

EXPECTATIONS OF STUDENTS FOR UNIVERSITY IMPROVEMENT

At Delta State University faculty and administrators hold high expectations for students who have chosen this university. They ask students to assume important responsibilities for their own intellectual growth and personal development, taking full advantage of the many opportunities for interaction and support that the University provides.

The faculty and administration also expect the students to contribute to the improvement of the University by assisting in the evaluation and assessment of its programs and services by responding honestly and conscientiously to course evaluations, opinion surveys, comprehensive examinations, and other means of University assessment.

STUDENT RESPONSIBILITY FOR DEGREE REQUIREMENTS

It is the responsibility of each student to become familiar with degree requirements, graduation requirements, and all other aspects regarding academic progress. Each student is assigned an academic advisor who will assist the student in planning course schedules and will give advice that assists the student toward timely graduation; however, the ultimate responsibility for understanding and completing degree and graduation requirements lies with the student, not the advisor. For more information about academic advising and degree progress tracking, visit www.deltastate.edu/advising.

FACILITIES

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

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

THOMAS L. BAILEY HALL. Bailey Hall houses portions of the Office of Information Technology and the Police Department. The name honors the late Thomas L. Bailey, Governor of the State of Mississippi from 1944 until his death in 1947.

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

CHARLES W. CAPPS, JR. ARCHIVES AND MUSEUM BUILDING. This facility honors the late Charles Capps, Jr. A friend of the Mississippi Delta and Delta State, from 1972 until 2005, was a member of the Mississippi House of Representatives. The University Archives and Museum serves Delta State and the region as a depository for historical, political, social, and geographical documents and artifacts of importance to the Delta area and the State of Mississippi. The three-story structure houses a museum gallery and reception/seminar room on the first floor. The second floor serves as the host of the archives collection vault and reading room. The third floor houses the Mississippi Delta Chinese Heritage Museum.

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

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

RONALD G. MAYERS AQUATIC CENTER. Completed in January 2001, the 45,500-square-foot Aquatic Center includes a 60-meter by 25-yard pool with a movable bulkhead, plus a diving well and enough seating to provide for more than 1,500 swimming enthusiasts. The facility includes dressing rooms, training rooms, offices, deck space, balcony seating, skybox, and classrooms. The center emphasizes classroom instruction, athletic competition, fitness, swimming, therapy, and recreation. The facility is state-of-the-art, allowing DSU to host conference championships and numerous regional and national championships. Funding for the \$6.2 million project was provided by the Mississippi Legislature during its 1998 and 1999 sessions. Known as one of the nation's top collegiate swim coaches, Ronald Mayers began his career as an instructor in DSU Department of Health, Physical Education, and Recreation in 1976. He was the head coach of the Delta State men's and women's swimming and diving teams for 20 years where his teams captured five women's New South Intercollegiate Swim Conference titles in 1993, 1997, 1999, 2001 and 2002 and four men's championships in 1998, 1999, 2001, and 2002. Under Mayers' leadership, the Lady Statesmen made 15 NCAA Division II National Championship appearances and produced 56 individual All-Americans and 21 Academic All-Americans. For his efforts, he earned 14 NSISC Coach of the Year honors throughout his career. The facility was named in Mayers' honor in

2019.

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

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

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

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

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

JAMES M. EWING HALL. This facility serves the College of Education, Arts, and Humanities. The Center for Teaching and Learning (CTL), the Empathetic-Action Simulative Education Lab, and the Delta Center for Culture and Learning also operate from this building as well as the Speech and Hearing Sciences and Social Work programs. It is named for the late Dr. James Milton Ewing, the third president of Delta State University, who served for 15 years.

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

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

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

W.M. KETHLEY HALL. Kethley Hall honors the late President W.M. Kethley, who came to the University in 1926 and served the institution continuously for thirty years. The first floor of the building housed administrative offices until the summer of 2004. The first floor housed Speech and Hearing Sciences, the Center for Interdisciplinary Geospatial Information Technologies, and the Empathetic-Action Simulative Education Lab, including classrooms and offices, while the second floor provided offices and classrooms for Languages and Literature, Social Sciences, and Social Work until 2024. Since the summer of 2024, the Hayes Cooper School has been housed in the building. The school serves PreK (3 years old) to Sixth Grade students of the Cleveland School District. It is a magnet school with a focus on math, science and technology.

ODEALIER MORGAN BUILDING. The Delta State Laundry was named for Ms. Odealier J. Morgan on

November 7, 2003, representing the first time a Delta State building has been named after an African American employee. Ms. Morgan worked in the Delta State Laundry for 47 years and held the distinction of being the oldest university employee when she retired in the spring of 2003. The laundry was built in 1949. In 2019, the Odealier Morgan building was assigned to the Art Department and was converted into the Digital Media Arts Center. The 6,000-square-foot building is now a collaborative space between the School of Arts, Humanities, and Social Sciences, the School of Management, Marketing, and Business Administration, and the Delta Music Institute that houses a state-of-the-art computer lab, a digital maker's space with a laser cutter and two 3D printers, a post-production suite, and a voice-over booth.

NURSING BUILDING. The City of Cleveland donated the Old City Hospital to Delta State University in 1985. In 1988 and 1989, the Legislature made renovation funds available to convert this facility into the School of Nursing. This building provides a self-contained atmosphere of faculty offices, classrooms, and labs for the educational purposes of Delta State University graduate and undergraduate student nurses. The 12,000-square-foot facility was occupied in June 1991. Since this time, a simulation center, a skills lab, a classroom, and office space have been added with extensive renovation to other areas completed in 2025. The School of Nursing and Health Sciences which occupied the building was named for Mr. Robert E. Smith in 2009 for his generous scholarships to students.

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

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

ROBERTS-LAFORGE LIBRARY. This imposing stone and brick library building occupies a commanding position on the southeastern edge of the campus. The library carries the names of the late Senator W.B. Roberts of Rosedale, Mississippi, in recognition of his service to the State and University as well as the name of Dr. William F. LaForge, in recognition of his 35 years of service to the University as Professor of History, Chair of Social Sciences, and Dean of the College of Arts and Sciences from 1957 until his death in 1992. It houses a growing and well-chosen collection of books, periodicals, and government documents, as well as serving as the gateway to a large and expanding number of electronic resources selected to support the academic programs of Delta State University. The library provides expanded collection and study space, a bibliographic instruction facility, two computer labs, the GIS Center, the Office of Academic Advisement, and the Student Success Center. Since 2024, the library has housed the Dr. Susan Allen Ford Writing Center, offices for the language and literature faculty, and the Center for Interdisciplinary Geospatial Information Technologies.

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

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

THE H. L. NOWELL UNION. A centrally located, three-story student union building situated at the south end of the quadrangle was completed in 1974. At the second-floor level, a balcony encircles the building and provides

a panoramic view of campus buildings and the landscape. Lounges, patios, study areas, meeting rooms, and banquet rooms are provided for student use and campus meetings. Service areas provide for a bookstore, food court and vending machines, the Stateman's Shelf Food Pantry and post office. The Union also houses offices which provide various student services. The building encompasses Scott Hall, which first served as the dining hall and later the cafeteria from 1930 to 1966, and from the summer of 1966 to 1974 as the student center. The building is named after H.L. Nowell, who served the university for 38 years in a variety of student services positions.

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

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

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

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

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

FIELDING L. WRIGHT ART CENTER GALLERY. In 1969, the former Roberts Library was transformed into the Fielding L. Wright Art Center Gallery. The Art Center and the Gallery were dedicated to former Mississippi Governor Wright, known in the 1940's as a "Friend of Education." Fielding L. Wright Art Center Gallery's mission is to support the educational mission of the university, enrich the aesthetic environment of the community, and serve as a cultural resource for the Mississippi Delta. With a focus on curating innovative and thought-provoking contemporary art, the gallery seeks to promote the understanding of and extend the audience for contemporary art.

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

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

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

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

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

STUDENT RESIDENCE HALLS. Modern and well-equipped residence halls are maintained for both men and women. Residence halls are Cain-Tatum, Lawler-Harkins, Brumby-Castle, Blansett, and Foundation Halls.

HUGH CAM SMITH, SR. FACILITIES MANAGEMENT. Maintenance facilities are centralized in an area located on the south side of Maple Street extended between Canal Street and Bishop Road. These headquarters, occupied in January 1975, provide offices, conference rooms, lock and key rooms, warehouse areas, specific shops for each of the trades, and a garage to service all campus vehicles and equipment. The building honors Hugh C. Smith, Sr., who served as Financial Secretary for 40 years.

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

ATHLETICS

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

ALUMNI ASSOCIATION

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

UNIVERSITY PRESS OF MISSISSIPPI

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

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

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

FREEDOM OF SPEECH AND ASSEMBLIES

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

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

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

STUDENT SERVICES

THE UNION. As the nucleus of the campus, the H. L. Nowell Student Union houses many University support services, including a food court, and offers a wide range of activities. Through the Student Director and the Union Program Council, cultural, social, and recreational programs are provided for students, faculty, staff, alumni, and guests.

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

HEALTH & COUNSELING SERVICES. Health Services: Health Services for University students are provided at no charge by TimelyCare. Services are available 24/7, and are provided via telehealth. Students can register by going to the TimelyCare portal in their student dashboard, or by going to www.timelycare.com/okrahealth. TimelyCare providers can send prescriptions to local pharmacies and can order additional tests (labwork and other evaluation) to be completed at local clinics. There is no charge to see the TimelyCare provider. Students are responsible for costs for prescriptions and for services through local clinics. A list of local clinics and other resources is available at O. W. Reily Student Health Center. Excuses for missed classes are available only if student sees a provider prior to missing class.

Counseling services are available to help students address a variety of issues, including adjustment to college life; personal, social, and academic concerns; emotional, social, and intellectual wellness; and issues including depression, anxiety, grief, trauma, and substance abuse concerns. Counseling services are free and confidential, and are provided by professional, credentialed counselors.

The Office of Accessibility Services is located in O. W. Reily Student Health Center and serves students with diagnosed disabilities, providing reasonable accommodations to ensure students with disabilities are afforded equal educational opportunities. Information regarding the accommodations process is available at <https://www.deltastate.edu/students/health-counseling-services/> under the Accessibility Services tab.

ACADEMIC SUPPORT LABORATORY. Any student needing academic assistance may take advantage of the peer tutoring services available each semester through the Academic Support Laboratory located on the first floor of the Roberts-LaForge Library.

UNIVERSITY POST OFFICE AND OKRA EXPRESS. Students' mail should be addressed to Delta State University, Cleveland, Mississippi 38733. All residence hall students have mailbox rent included in their room cost. However, a \$25 key deposit is required by visiting the post office located in the H.L. Nowell Union. Commuter students and those who live in family housing may reserve a campus box for a yearly fee of \$40 or \$20

for 6 months plus a \$25 key deposit to be paid at the post office. Okra Express provides printing-related functions to DSU academic, administrative and support units, as well as faculty, staff-affiliated organizations, students, and the general public.

COLLEGIATE RECREATION & WELLNESS. In an endeavor to provide wholesome recreation for all students, Delta State University sponsors programs through the Office of Collegiate Recreation & Wellness. Facilities are provided for tennis, racquetball, gymnastics, golf, basketball, and swimming. Through these activities, including intramurals, the University seeks to provide relaxation for students and to prepare them for adult leisure.

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

BOOKSTORE. The Jimmy R. Williams Bookstore is housed in the Union. Textbooks as well as certain reference books are stocked for all classes. Barnes & Noble provides the option of renting textbooks. The bookstore also stocks school supplies, art supplies, Delta State University decals, and other university specialties including sportswear and other miscellaneous items.

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

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

STUDENT EMPLOYMENT. See Employment in the Financial Information section.

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

STUDENT SUCCESS CENTER. The Student Success Center helps students navigate to academic success and degree completion by providing a wide range of student support through several divisions: Academic Support Services, Complete to Compete, Destination Graduation, First Year Experience, International Education Office, and International Student Services. The Center focuses on retention aspects, such as academic advising for undecided students, the S.O.S. Stay Okra Strong Early Alert System, developmental and tutoring needs, study abroad, international student admissions, current international student development, and first-year experience. The Student Success Center is located on the first floor of Roberts-LaForge Library.

SPECIAL INSTRUCTIONAL SERVICES AND CENTERS

UNIVERSITY ARCHIVES AND MUSEUM. See Library Services under Instructional Programs.

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

CENTER FOR COMMUNITY AND ECONOMIC DEVELOPMENT. The President of Delta State University established the Center for Community and Economic Development (CCED) in August of 1994 to create a proactive stance in the University to address major development issues facing the region. The CCED pursues excellence in its programs and activities as it seeks to improve the quality of life for the citizens of the Delta. The CCED encourages faculty and staff of Delta State University to develop and conduct practical research projects, to provide public service educational programs, and to provide technical assistance to public and private sector organizations. The CCED emphasizes on-campus teamwork and collaboration and seeks to develop partnerships with other private and public sector organizations and agencies with vested interests in leadership development and in community and economic development in the Delta region. The Center staff believes in the importance of

education and in the power of all individuals, families, groups, and institutions to act collectively to meet the needs of their communities. Therefore, the mission of the Center for Community and Economic Development is *building and empowering relationships that strengthen communities*.

INTERPROFESSIONAL EMPATHETIC-ACTION SIMULATIVE EDUCATION (EASE)TM LAB. The Delta State University Social Work program began incorporating Interprofessional Empathetic-Action Simulative Education (EASE) activities to provide real-world, discipline-related role experiences in a safe learning environment in 2019. Located in Ewing Hall, the lab offers simulations on campus to students and faculty in any academic discipline. Empathetic-Action Simulations are used for the purpose of increasing participants' knowledge and understanding of social problems (such as poverty, dementia, domestic violence, COPD, child exploitation) while providing a glimpse of what it feels like to experience and deal with those problems. Each simulation provides an IRB-approved evidenced-based experience that is combined with sensitivity education and awareness to increase participants' competence and compassion. The simulations are also incorporated into various courses and are offered one or more times each year. DSU faculty, staff, and students, and people in the community may participate in EASE simulations by contacting the Social Work program coordinator.

CENTER FOR INTERDISCIPLINARY GEOSPATIAL INFORMATION TECHNOLOGIES. The Center for Interdisciplinary Geospatial Information Technologies is included in the College of Business. The mission of the Center is to provide geospatial services, accessible education and training, and institutional knowledge for geospatial information technologies to the widest possible audience, and particularly, the mid-Delta region. It is our goal to become a self-supporting unit of the University while maintaining cost-effective services for our constituents. The Center is organized around three core areas: education and training, business and community development, and institutional knowledge, and encourages the participation of all members of the University community, novices and experts alike. It is located on second floor of the Roberts-LaForge Library.

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

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

DELTA MUSIC INSTITUTE. The mission of the Delta Music Institute is to offer students a comprehensive and dynamic education in the technological, creative, and business aspects of the entertainment industry through our B.S. in Entertainment Industry Studies degree. With a focus on hands-on learning experiences, DMI students receive the opportunity to work alongside experienced professionals in the field, gain valuable industry knowledge and connections, and develop the skills necessary for a successful career in entertainment. DMI commercial music ensembles provide entertainment across the region by performing hits from the lexicon of contemporary music.

DIRECTED TEACHING INTERNSHIP. Persons preparing to teach in the elementary or secondary schools are required to do internships in cooperating schools in the Delta area. All interns are under the close supervision and direction of a cooperating teacher and a University supervising teacher. Students teaching in schools other than those in commuting distance of Delta State University live in the communities in which they do internships and pay their own expenses. Students teaching in cooperating schools which are near enough for commuting may live on the campus but must furnish their own transportation to and from the school in which they do their internship.

INSTRUCTIONAL RESOURCES CENTER. See Library Services under Instructional Programs

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

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

OFFICE CONTINUING STUDIES. Delta State University offers a variety of supplemental and nontraditional educational activities designed to meet public and community service demands. These activities include independent study, off-campus classes, conferences, workshops, institutes, and special interest noncredit classes. Individuals, groups, organizations, or businesses interested in any particular area of nontraditional study should email con-ed@deltastate.edu.

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

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

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

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

WRITING CENTER. The Dr. Susan Allen Ford Writing Center, under the direction of the English faculty, provides tutorial support for any undergraduate or graduate student in all aspects of writing. It is located in the Roberts-LaForge Library. Dr. Susan Allen Ford is Professor of English Emerita and has been editor

of *Persuasions: The Jane Austen Journal* and *Persuasions On-Line* since 2006.

ADMISSION INFORMATION

ADMISSION REQUIREMENTS

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

1. An applicant must hold a baccalaureate degree from an accredited institution.
2. An applicant must meet School/Division standards set for the selected program of study (see admission requirements under each degree program).
3. An applicant must be eligible to reenter in good standing the last college or university attended.
4. An applicant born after January 1, 1957, must present proof of immunization for measles and rubella. Proof of immunization of measles, mumps, and rubella is required (two doses of the MMR vaccine) of all students, unless exempt because of (a) actual or suspected pregnancy (measles or rubella vaccines are not required for females who are pregnant; if pregnancy is suspected, a valid certificate of medical exception from a health provider is required until pregnancy is resolved), (b) medical contraindication, or (c) birth prior to 1957. Temporary waivers may be granted for students enrolled in distance learning courses and/or programs where their time on campus is limited to a minimum number of hours as determined by the admitting IHL institution.

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

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

APPLICATION PROCEDURES

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

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

NON-DEGREE STUDENTS

To enroll in coursework, a non-degree student must have permission from the School/Division in which the courses are offered. Non-degree seeking applicants should apply online, selecting “non-degree seeking” as the program of study. An official transcript documenting at least a bachelor’s degree must be submitted in order to register. There is no obligation on the part of the School/Division offering a degree program to accept coursework taken by a student in non-degree status. A student enrolled as non-degree who later decides to pursue a degree must submit a new application to the Admissions Office as a degree-seeking student.

UNDERGRADUATE ENROLLMENT FOR GRADUATE LEVEL COURSES

Undergraduate students with junior or senior standing may take up to twelve hours of graduate course work prior to obtaining their baccalaureate degrees. To be eligible to take graduate courses, undergraduate students must have a grade point average of at least 3.0 overall and in their major field. Courses may be counted toward satisfying the requirements for the baccalaureate degree and must be approved by the advisor, the School/Division Chair where the courses are to be taken, and the College Dean.

INTERNATIONAL STUDENTS

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

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

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

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

*The TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or Duolingo is required for all applicants whose native language is not English. Applicants must submit an official copy of the score to the International Student Admissions' Office. The minimum acceptable scores are: TOEFL: 70; IELTS: 6.0; Duolingo (110). Individual academic programs may require higher scores.

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

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

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

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

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

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

Issuance of Nonimmigrant Student Visa Documents. Once a student who lives outside of the U.S. has been approved for admission to Delta State University, International Student Services will review and issue the proper immigration document (Form I-20) and letter of acceptance via mail. To obtain an F-1 visa, students must contact the nearest U.S.

embassy or consulate in their home country to determine application requirements, procedures, hours, fees, and processing times. Students must take the following documents with them to the meeting at the embassy: I-20, letter of acceptance to Delta State University, passport, a copy of the financial portfolio, and strong evidence of intent to return to their home country after completion of studies. Students who are already in the United States must contact the International Office for instructions on transfer procedures of their immigration status, and/or changes of status if necessary. Please note that it is the student's responsibility to be aware of the terms and conditions concerning his or her admission and authorized stay in the United States. F1 visa status is only eligible for programs that comply with current regulations.

International Students with F-1 Status Transferring to Delta State from another School in the United States.

Students who wish to transfer to Delta State from another school in the United States must have maintained their immigration status to be eligible for a transfer. They must submit a financial portfolio for their program of study along with copies of their current Form I-20, passport, visa, and I-94 card. When a student has been approved for admission to Delta State University, the Form I-20 (for F-1 Visa holders) will be mailed to the student with instructions for completing an immigration transfer. A transfer of F-1 status from one school to another may be accomplished by providing evidence that the student was "in status" the previous semester. International Student Services has a School Transfer Form that must be completed and signed by their current school official.

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

For Additional Information:

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

READMISSION

Graduate students who have stopped out of coursework for more than one year, have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their application for readmission to the Admissions Office. The college dean must approve applications for readmission by students who have been suspended for academic deficiencies.

FINANCIAL INFORMATION

EXPENSES

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

ITEMS OF GENERAL EXPENSE

(Per Semester)

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

(9 to 13 hours for a Graduate Student)

ROOM RATES

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

ADDITIONAL PRIVATE ROOM RATE/PER SEMESTER

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

MEAL PLANS

*All Access + \$190 Flex	\$2,053.00
50 Meals per semester DSU Faculty/Staff \$100 Flex	\$369.50
Campus Dining Dollars	\$200.00
*Meal Plan Options	\$1,085.00 to \$2,053.00

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

PART-TIME TUITION

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

PART-TIME TUITION (per semester hour)

Undergraduate	\$351.00
Graduate	\$469.00

PAYMENT OF TUITION AND FEES

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

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

MILITARY PAYMENT FOR TUITION AND FEES

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

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

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

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

OVERLOAD TUITION

Graduate on or off-campus students pay \$469 per semester hour for each hour over 13.

SPECIAL FEES

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

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

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

CONTINUING EDUCATION FEES. Some courses taken through Continuing Education may be charged an off-campus fee or materials fee.

COURSE FEES. Some courses require an additional course fee to cover the cost of materials, equipment, or specialized instruction.

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

FIRST AID & CPR COURSE FEES. A fee of \$25 per course is charged to students registered for HSE 144: First Aid and Cardiopulmonary Resuscitation. A fee of \$50 per course is charged to HSE 244: First Aid and Cardiopulmonary Resuscitation.

GRADUATION FEE. A fee of \$50 is charged to every graduating student and must be paid in Student Business Services before graduation. This charge is applied in November for the December commencement and in April for the May commencement and is not refundable.

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

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

INTERNATIONAL NEW STUDENT ORIENTATION FEE. The MS Institutions of Higher Learning (IHL) requires that all first-semester new international students complete test screening for tuberculosis by a negative chest x-ray and IGRA (Interferon Gamma Release Assays) performed in the United States and results be submitted to the university prior to the start of classes. To ensure that all first-semester international students meet IHL guidelines in time to begin enrollment the first day of classes, first-semester international students are required to attend International Student Orientation, and a fee of \$40 will be added to all first-time international student accounts the first semester of enrollment.

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

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

LABORATORY FEE. Each laboratory math and science course charges a fee.

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

LATE GRADUATION APPLICATION FEE. A student who applies for graduation after the initial graduation application deadline for each semester pays a late graduation application fee of \$50.

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

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

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

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

STUDENT ACTIVITY FEE. A \$25.00 fee will be assessed per fall and spring semesters to all full-time students to provide funding for the Student Government Association to expand student programming, student organizations, weekend and late-night programming, and educational speakers. This fee will be prorated for less than full-time enrollment, \$2.08 per hour for part-time undergraduate students and \$2.78 per hour for part-time graduate students.

TRANSCRIPT OF CREDIT. The fee for an official transcript is \$11.00 per copy.

MUSIC FEES

KEYBOARD LAB FEE. All students enrolled in classes utilizing the Keyboard Lab will be assessed a lab fee.

MARCHING BAND FEE. All students enrolled in Marching Band will be assessed a fee.

MUSIC LESSONS, PRIVATE. All students enrolled in private lessons in individual performance will pay an

additional fee per semester credit hour.

REFUND POLICY

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

1st day of classes through 10th day100%
 11th day of classes through end of semester0%

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

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

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

All refunds will be made in the following priority order:

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

REFUND OF LIVING EXPENSES. Students withdrawing from residence halls are entitled to an adjustment to room and meal charges based on the number of calendar days since the residence halls officially opened without regard to the date the student actually moved in.

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

BUSINESS REGULATIONS

IDENTIFICATION CARDS. All students are issued an Identification Card, called the Okra Kard. This card is to be available for inspection at all times and is to be used as an Activities Card for use of all university facilities and admission to all university-sponsored events, such as athletic events, programs, concerts, etc. ID cards must be presented when called for by university officials. The ID card will be used for meal plans, as a debit card for use at all facilities accepting the Okra Kard and for door access.

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

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

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

Parents/patrons may add cash onto Okra Green Debit accounts by visiting the Card Value Center in the Roberts-LaForge Library or by visiting Student Business Services, Kent Wyatt Hall Office 131. Parents/patrons may also add funds to the Okra Green Debit Accounts through the GET app.

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

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

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

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

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

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

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

DELINQUENT ACCOUNTS. The University reserves the right to withhold readmission to a student until all delinquent accounts owed the University by the student have been paid. Diplomas will be withheld for graduates who have delinquent accounts.

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

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

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

RETURN CHECK FEE. A service fee is charged on all returned checks. Checks not paid within thirty days are subject to be turned over for collection. Student Business Services will deny the privilege of cashing checks when the privilege has been abused.

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

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

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

FINANCIAL AID FOR GRADUATE STUDENTS

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

Federal Aid:

1. Federal Unsubsidized Stafford Loans
2. Graduate PLUS Loans *must have been received prior to July 1 to potentially be eligible.
3. Federal Work Study*

Institutional Aid:

1. Graduate Assistantships*

*Student is only able to hold one position for employment at DSU.

APPLICATION

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

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

DEADLINES

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

ELIGIBILITY

Students who are admitted as non-degree or undeclared degree are ineligible for federal financial aid.

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

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

Notes:

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

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

WORK OPPORTUNITIES

Graduate Assistantships. Assistantships are available on a limited basis to full-time graduate students who have been accepted for admission to a degree program. In order to be considered for a graduate assistantship, the graduate student must register with the Office of Academic Affairs prior to seeking employment or being re-employed at the onset of each academic semester. Graduate assistants are employed, under faculty supervision, to assist in the conduct of the University's various Schools/Divisions or related units and programs. Contact the Office of Academic Affairs for more information.

B.F. Smith Scholars Program. The B.F. Smith Scholars Program consists of competitive graduate assistantships for students and provides support for faculty and students pursuing special coursework, seminars, lectures, travel, research in the field of business development and internships related to economic development and public service. The graduate assistantships may be awarded to students with a record of academic achievement and commitment to the region for

pursuit of a degree related to the field of economic development (finance, marketing, economics, political science, sociology, others). For more details, contact the Office of Academic Affairs.

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

STUDENT LOANS

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

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

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

Federal Graduate PLUS Loans are made by the Department of Education to students for educational expenses. An approved credit check must be on file in the Department of Education for award consideration. Interest is charged during all periods. Graduate PLUS loans are no longer available as of July 1, 2026 unless the student had previously borrowed under the program.

SATISFACTORY ACADEMIC PROGRESS

1. SAP Standards

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

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

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

Graduate Students

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

Minimum Qualitative Academic Standards

<u>Overall hours attempted</u>	<u>Grade Point Average</u>
0-6	3.00
7-11	3.00
12+	3.00

Minimum Quantitative Standards

<u>Hours Attempted</u>	<u>Ratio of hours passed</u>
0-6	67%
7-11	67%
12+	67%

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

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

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

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

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

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

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

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

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

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

2. SAP Appeal

2.1 Appeal Process

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

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

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

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

2.2 Appeal Decisions

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

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

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

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

FINANCIAL AID FOR SUMMER SESSION

Students who plan to attend a summer session and wish to receive financial aid must have the Free Application for Federal

Student Aid for the prior aid year on file in the Office of Financial Aid. Delta State University does award the maximum amount of aid during the fall and spring semesters. Therefore, students may have limited availability of federal loan funds from their unsubsidized loans and may need to consider additional funding opportunities.

FEDERAL REGULATIONS

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

GRADUATE STUDENT INFORMATION

STUDENT RESPONSIBILITIES

All graduate students should become familiar with the Graduate Catalog, School/Division program requirements, and general requirements for graduation. Students enrolling in graduate courses must possess satisfactory prerequisite experiences for each course taken. Students should consult their advisors, advisory committee, School/Division chair, and/or the course instructor prior to enrollment in any course.

PROFESSIONAL AND FACULTY ADVISORS

Upon admission to a degree program, each graduate student is assigned a professional advisor to support onboarding, course enrollment, and ongoing academic progress. In addition, a faculty advisor from the student's field of study serves as a disciplinary mentor, assisting with program planning and professional development. While advisors provide guidance and support, the student is ultimately responsible for understanding and fulfilling all degree requirements.

COURSE NUMBERS

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

TRANSFER OF CREDITS

Graduate courses may be transferred from another accredited college or university. Transfer credit will be granted only for those courses in which the student received a B or better and which are listed on a program of study approved by the graduate advisor and the College dean. Transfer courses may be substituted for required courses if the catalog description reflects similar course content and each course is recommended by the student's advisor to the College dean. A maximum of 12 semester hours of the credit required for a master's degree or educational specialist's degree may be accepted as transfer credit from another accredited graduate school. When circumstances merit, a request for an exception to the policy allowing a maximum transfer of 12 semester hours may be submitted by the School/Division chair. The request must be approved by the College dean. All transfer credit, credit by examination and credit for military learning will be evaluated to determine if it will apply toward the student's chosen program(s) of study. Once Delta State has determined the credit will apply toward a program of study, credit will be awarded in the student information system and the number of hours required to complete the program of study will be shortened proportionately. Once the credits have been awarded in the student information system, all relevant personnel, including advisors, can use the information to notify the student of the remaining degree requirements. If a student is a GI Bill beneficiary, the VA Certifying Official will notify the student and the VA.

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

The Robert E. Smith School of Nursing and Health Sciences permits students to transfer up to nine (9) hours of grades of B or better for required and/or elective courses into either nursing graduate degree program (MSN or DNP). All transferred courses will be listed on the student's program of study. Applicants wanting to transfer credit for prior nursing course(s) taken at another institution must submit a written request with supporting documentation. The request for credit must be submitted and negotiated before admission to a program and not after enrollment. The negotiation process may include revalidation, which could include refresher work followed by a remediation examination and/or competency check-off. Additionally, the Chair of Nursing will request a course syllabus from each course under consideration for transfer to ensure the equivalency of course content. Only in unusual cases

will more than nine (9) hours be approved, and no more than two-thirds of the total hours required for the degree may be transferred from another institution. Transferring more than nine (9) hours requires the recommendation of the Graduate Program Coordinator, the Chair of the Robert E Smith School of Nursing and Health Sciences, and the approval of the Dean of the College of Nursing and Health Science.

ADDITIONAL MASTER'S DEGREE REQUIREMENTS

Students desiring to pursue a second or third master's degree at Delta State University shall meet the same basic requirements for general admission, admission to candidacy, and other conditions previously stated in this catalog relative to the first master's degree. A student is not eligible for financial aid for, and may not receive a second degree in, the same major. A student may return for a second concentration under the same degree but is ineligible for financial aid.

Upon recommendation of the student's advisor and with approval of the College dean, a candidate may pursue a second master's degree but may use no more than 12 credit hours from the first degree in the second, i.e. there must be at a minimum 18 more credit hours of work in a 30 credit hour degree for a total of 48 credit hours. Likewise, a third master's degree requires an additional 18 credit hours of work for a total of 66 credit hours.

GENERAL REQUIREMENTS FOR GRADUATION

COURSE REQUIREMENTS

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

TIME LIMIT

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

GRADE POINT AVERAGE

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

COMPREHENSIVE EXAMINATION

A committee to administer the comprehensive examination is appointed by the School/Division. The examination covers all major field content including transfer and off-campus work. To be eligible to take the major field comprehensive the candidate must be enrolled in, or have completed, the final coursework, have a 3.0 average in the major field (3.25 for specialist), and have approval from the advisor.

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

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

APPLICATION FOR THE DEGREE

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

ACADEMIC HONESTY

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

DEFINITIONS:

Cheating - Using or attempting to use unauthorized materials, information, assistance, or study aids in any academic work, or assisting another person in doing so. Examples include, but are not limited to the following:

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

Plagiarism - The appropriation of ideas, facts, words, phrases, or other materials from any source without proper attribution or documentation. Any material in a paper, report, artwork, computer program, or other academic work that is not properly acknowledged is presumed to be the original work of the author unless the material constitutes common knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

RESPONSIBILITIES:

Delta State University expects all students to adhere to the highest standards of academic integrity. Unethical or dishonest conduct undermines the academic mission of the University and may result in disciplinary sanctions. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and misuse of academic documents or records.

Faculty members must provide students with an opportunity to respond to allegations of academic dishonesty before sanctions are imposed. Students must be given an opportunity to review the evidence supporting the allegation and may respond during the meeting described in this policy or submit a written response prior to the imposition of sanctions.

Determinations of responsibility under this policy shall be based on a preponderance of the evidence, meaning that it is more likely than not that the violation occurred.

Records of academic honesty violations will be maintained by the University in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable University records management policies.

PROCEDURES AND PENALTIES FOR DISHONESTY:

If a faculty member believes that an academic honesty violation may have occurred, the faculty member must notify the student of the suspected violation within fifteen (15) working days after discovering evidence of the potential violation. The faculty member should promptly schedule a meeting with the student to discuss the allegation, review the available evidence, and provide the student an opportunity to respond and present any relevant information.

- 1) The student may respond to the allegation during the meeting and may also submit a written response before or after the meeting. A student may bring an advisor to the meeting; however, the advisor may not participate directly in the discussion. If the student declines or fails to attend the meeting after reasonable notice, the faculty member may proceed with the determination based on the available information. If the information presented during the meeting leads the faculty member to conclude that an academic honesty violation did not occur, the matter will be considered resolved and no further action will be taken.
- 2) If, after considering the available information and the student's response, the faculty member determines that an academic honesty violation occurred, the faculty member may impose an appropriate course related sanction. Possible sanctions include, but are not limited to, a grade of zero on the assignment, test, or examination in question, the opportunity to retake an assignment or

- examination, additional academic work, failure in the course, or a combination of these sanctions. The faculty member shall notify the student in writing of the violation and the sanction imposed.
- 3) The faculty member must complete an Academic Honesty Report and submit it to the Office of Academic Affairs for recordkeeping, regardless of whether the student acknowledges responsibility for the violation. The Office of Academic Affairs will maintain a confidential record of the violation, which may be considered if a subsequent academic honesty violation occurs.
 - 4) The faculty member shall inform the student in writing of the right to appeal the sanction through the University's Academic Grievance Policy and the deadline for initiating an appeal.

When determining an appropriate sanction, the faculty member should consider the severity of the violation, the student's prior academic honesty history, and the proportionality of the sanction relative to similar cases within the academic unit. The Office of Academic Affairs monitors reported violations and promotes consistency in sanctioning practices across the University.

Faculty members may impose sanctions that affect the student's grade in the course, including assignment failure, examination failure, or course failure. Sanctions affecting a student's academic standing with the University, including suspension or dismissal, may be imposed only following review by the Academic Honesty Committee.

Upon receiving an Academic Honesty Report, the Office of Academic Affairs will notify the student in writing that an academic honesty record has been created and will provide the student with a copy of the report. Copies of this notification will also be provided to the School or Division Chair, Dean of the College offering the course, the student's academic Dean, and the student's academic advisor. The Office of Academic Affairs will maintain the notification letter, the Academic Honesty Report, and any supporting documentation as part of the student's academic honesty record in accordance with the University's records retention schedule and applicable law.

If a second academic honesty violation is reported, the Office of Academic Affairs will refer the matter to the Academic Honesty Committee for review. The Office of Academic Affairs will notify the Dean of the student's major, who will provide documentation of both violations to the Committee. The Academic Honesty Committee will review the student's academic honesty record and may recommend additional or cumulative sanctions, up to and including suspension or dismissal from the University. The Academic Honesty Committee's recommendation will be forwarded to the Provost and Vice President for Academic Affairs, who will make the final institutional determination regarding the academic honesty violation.

If the final determination results in dismissal from the University, the Provost will notify the President. The President will direct the Registrar to provide written notice of the dismissal to the student. The Registrar will distribute copies of the dismissal notice to the faculty member involved, the School or Division Chair, the student's academic advisor, the Dean of the College in which the course was offered, and, if different, the student's academic Dean.

STUDENT APPEAL OF RECOMMENDED SANCTION:

The procedures for appealing an academic honesty determination depend on the type of sanction imposed. Course related sanctions imposed by a faculty member may be appealed through the University Academic Grievance Policy. When a matter is referred to the Academic Honesty Committee due to a second violation or potential sanctions affecting a student's academic standing, the Committee will review the case and make a recommendation to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will issue the final institutional determination regarding the academic honesty violation.

A student must initiate an appeal within fifteen (15) working days after receiving written notice of the sanction. Appeals must be submitted in writing and will proceed in accordance with the procedures established in the University Academic Grievance Policy.

An appeal may be based on one or more of the following grounds:

- a procedural error that materially affected the outcome of the case
- the discovery of substantial new evidence that was not reasonably available at the time of the original determination
- a sanction that is clearly disproportionate to the violation

Appeal review is limited to determining whether University policies and procedures were followed, whether the determination was supported by the available evidence, and whether the sanction imposed was appropriate under the circumstances. The reviewing authority shall not substitute its academic judgment for that of the instructor except where necessary to address a procedural error or other grounds for appeal.

Decisions issued through the University Academic Grievance Policy constitute the final institutional determination unless the matter has been reviewed by the Academic Honesty Committee, in which case the decision of the Provost and Vice President for Academic Affairs is final.

GRIEVANCE POLICY

ACADEMIC - GRADUATE STUDENT

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

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

1. If the problem is not resolved to the satisfaction of the student in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the School/Division chair within fifteen working days of the date of the conference. Upon receiving a student appeal, the School/Division chair submits, within fifteen working days, a written request for a response in writing (with documentation) from the instructor. The instructor replies to the chair's request within fifteen working days. The School/Division chair notifies the student and instructor in writing of his/her decision, within fifteen working days from the date the response is received from the instructor. All documents must be retained for a minimum of five years; upon sending the response to the student and instructor, the chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
2. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) within fifteen working days of the date of the School/Division chair's written response, to the College dean with administrative responsibility for the School/Division in which the appeal originated. The College dean obtains the appeals folder from the Office of Academic Affairs and reviews the student appeal and the corresponding written responses from the instructor and chair. The College dean notifies the student and instructor in writing of his/her decision with a copy to the School/Division chair, within fifteen working days from the date the appeal is received. All documents must be retained for a minimum of five years; upon sending the response to the student, instructor, and chair, the dean will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
3. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit a written request for a hearing with the Graduate Academic Appeals Committee within fifteen working days of the date of the dean's response. (Committee contact information available through the Academic Affairs Office, 228 Kent Wyatt Hall, 662.846.4010). The Graduate Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student, instructor, and chair, and the chair obtains the appeals file from the Office of Academic Affairs. All parties may submit their cases in person to the committee. The Appeals Committee notifies the student, instructor, and chair in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing. All proceedings of the Graduate Academic Appeals Committee are confidential. All documents must be retained for a minimum of five years; upon the Committee's sending the response to the student, instructor, chair, and dean, the Graduate Academic Appeals Committee chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
4. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the Vice President for Academic Affairs within fifteen working days of the date of the Committee's notification. The Vice President for Academic Affairs reviews the appeals file. Within fifteen working days after receiving the appeal, the Vice President for Academic Affairs notifies the student, instructor, and chair in writing of his/her decision, which is final, with a copy to the appropriate dean and the chair of the Graduate Academic Appeals Committee. All documents must be retained for a minimum of five years; the Vice President for Academic Affairs will retain the appeals file in the Office of Academic Affairs.

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

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

GRIEVANCE POLICY

NON-ACADEMIC - GRADUATE STUDENT

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

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

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

I. STUDENT GRIEVANCE PROCESS for Non-FERPA Issues

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

University President will ensure that the complete appeals file is delivered to the Office of Student Affairs.

Step 1: Staff Member

Step 2: Immediate supervisor and/or head of unit

Step 3: Vice President for Student Affairs

Step 4: Appellate Committee

Step 5: President of the University

II. STUDENT GRIEVANCE PROCESS for FERPA Issues

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

1. To initiate a grievance of a matter covered by FERPA, the student should present a signed, dated, written statement of grievance to the University Registrar. The Registrar will render a decision within fifteen working days of receipt of the grievance, initiating the Non-Academic Student Grievance Report (FERPA). All documents must be retained for a minimum of five years; upon sending the response to the student, the Registrar will ensure that the complete appeals file is delivered to the Office of Student Affairs.
2. If the grievance is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) within fifteen working days to the Vice President for Student Affairs. The Vice President for Student Affairs will render a decision within fifteen working days of receipt of the grievance. All documents must be retained for a minimum of five years; upon sending the response to the student and to the Registrar, the Vice President for Student Affairs will ensure that the complete appeals file is retained in the Office of Student Affairs.
3. The student may appeal the decision of the Vice President for Student Affairs by requesting in writing, within fifteen working days, a hearing before the Appellate Committee. The Appellate Committee comprises seven members appointed by the President of the University: four faculty/staff members and three student representatives. During this official hearing, a student may either represent himself or be advised by legal counsel of his or her choice. Legal counsel may speak only at the discretion of the chair of the committee. After reviewing the appeals file retrieved from the Office of Student Affairs, the Appellate Committee notifies the student and University Registrar in writing of its decision within fifteen working days from the date of the hearing. All documents must be retained for a minimum of five years; upon the Committee's sending the response to the student and University Registrar, the committee chair will ensure that the complete appeals file is delivered to the Office of Student Affairs.

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

Step 1: University Registrar

Step 2: Vice President for Student Affairs

Step 3: Appellate Committee

Step 4: President of the University

III. STUDENT GRIEVANCE PROCESS for Sexual Harassment Issues

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

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

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

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

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

GI BILL BENEFICIARY GRIEVANCE POLICY

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

GRADING SYSTEM

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

COURSE REPETITION AND REPLACEMENT

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

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

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

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

Students who earn two grades of "C" or one grade of "D" or "F" will be placed on probation. If a student's overall grade point average on graduate courses drops below a 3.0 in their current degree program/concentration, the student will be placed on probation. Students who have been placed on probation and plan to continue in the program are encouraged to address deficiencies in their academic work with their advisor and academic program. Plans to address these deficiencies should be approved through an Academic Improvement Plan before registration for the next term. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to 3.0 or better on all graduate work at the end of the next

semester of enrollment after being placed on probation. (For students enrolled in the summer, both school terms will be used to determine if probationary status should be removed.) A student who does not make satisfactory progress during the probationary period may be suspended or dismissed from the graduate program.

A student who earns two grades of “D” and/or “F” or earn a third grade of “C” will be suspended from their degree program. Students who have been suspended from a graduate degree program may be eligible to return to the program, upon the approval from their respective graduate program and School/Division, after one full semester has passed since their suspension. One full semester refers to one regular term (fall or spring) or the full summer term. During the suspension term, students who intend to return to their graduate degree program are encouraged to address deficiencies in their academic work with their advisor and academic program. These deficiencies, whether in undergraduate or graduate course work, should be approved through an Academic Improvement Plan. A student who earns another grade of “D” or “F” or a fourth grade of “C” after a suspension will be dismissed from the University and will not be eligible to seek readmission to a graduate degree program whether the same program or a different program within three years of the last enrollment. After the three-year period has passed, a student who has been dismissed from a graduate program may seek readmission to a graduate program at the University by first earning a minimum of a 3.0 grade point average on a minimum of six hours of advisor-approved graduate study as a non-degree-seeking student and then gaining approval from the graduate program and School/Division.

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

NON-ACADEMIC DISMISSAL

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

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

CHANGE OF SCHEDULE

The following regulations apply to changes of schedule:

1. The last day to add a class is the fifth-class day of a regular semester (second class day, summer term; day three for fall/spring five-week terms, day five for fall/spring half-session terms). (See Academic Calendar)
2. To add a course after the deadline, a student must complete a Late Add form from the Registrar’s Office web page. A Late Add Fee will be assessed for each course added after the deadline.
3. A course audit must be declared during the registration/add period. No course may be changed from Credit/Audit without permission of the instructor. (See Academic Calendar)
4. The last day to drop a course without receiving a grade of W and incurring a financial penalty is the tenth-class day of a semester (third class day, summer semester; day four for five-week terms; day five for fall/spring half-session terms). (See Academic Calendar)
5. The last day to withdraw from a course will be Friday of the tenth week of the regular semester or the Thursday prior to the last week of class of a summer session (15th day for fall/spring five-week terms; 23rd day for fall/spring half-session terms). (See Academic Calendar)
6. Withdrawing from a course prior to the deadline results in a grade of “W.” After the withdrawal deadline, students receive the grade they earn in the course.
7. After the withdrawal deadline, students must petition their academic dean to withdraw. Late withdrawals must be approved by the Dean and Provost.

CLASS ATTENDANCE

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

be taken at each class meeting. Students who are not present at the first class meeting may be administratively removed from the roll unless they have paid their fees or have contacted the instructor.

Students are expected to attend at least 75% of scheduled class meetings and may receive academic consequences for excessive absences as outlined in the course syllabus. Each student is directly responsible to the individual professor for absences and for making up work missed. When a student receives a grade of F in the course, the last date of attendance shall be recorded. Students should not attend class if they are ill. Students are expected to provide documentation for missing class due to illness not to have the absence count against the 25% of absences during the semester.

A student absent from class and missing a scheduled test and/or major presentation is entitled to a make-up if evidence is presented to the instructor that absence was due to a death in the immediate family. Absences authorized by the Provost/Vice President for Academic Affairs for official purposes (athletics, performing groups, student government groups, etc.) also entitle a student to make up a test or class presentation. Commuting students are excused from classes during periods of time when the appropriate weather authority has issued a weather advisory for hazardous driving conditions. Students with excused absences are entitled to make up any work missed and grades shall not be penalized. Excused absences are not counted against the 25% of absences during a semester.

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

ONLINE CLASS ATTENDANCE

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

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

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

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

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

ATTENDANCE BY PERSONS NOT ENROLLED IN A COURSE

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

COURSE LOAD LIMITS

Students enrolled for nine hours or more during a semester are classified as full-time graduate students. Students may take up to 13 hours during a regular semester and up to 12 hours during the summer. Exceptions to the upper limits must have the prior approval of the graduate advisor and the School/Division chair. Students taking hours in excess of these upper limits will be assessed an overload fee.

THESIS

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

DISSERTATION

The dissertation is an original research project conducted by a candidate under the direction of an advisory committee appointed by the Dean of the College of Education, Arts, and Humanities upon recommendation of the Coordinator of Doctoral Studies. Instructions for the preparation of the dissertation are listed on the program homepage for Current Students. Instructions for the submission of the dissertation can be found on the Library Services webpage under student resources. The link is listed as Dissertation Submission and students will follow the ProQuest steps.

DNP PROJECT

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

LIBRARY SERVICES

Fawn Ussery, Director

Faculty:

P. Dean, M. Emerson, M. Mounce, D. Salinero, A. F. Ussery

Library Services is dedicated to meeting the diverse informational, educational, and research needs of students, faculty, staff, and the regional community. It maintains a commitment to excellence by acquiring, developing, and providing access to a variety of resources that promote educational achievement and lifelong learning.

These resources include physical features such as study space, a bibliographic instruction facility, two computer labs, a maker space/presentation prep room, and the Instructional Resources Center. Library users have open access to the reference collection, current and bound journals, the research collection of over 367,000 volumes, more than 831,000 microforms, and over 52,000 items in the Instructional Resources Center. Additionally, U.S. Government and Mississippi State Documents Depository collections are available to patrons. The library also subscribes to over 700 databases. These electronic resources offer access to over 14,000 electronic journals, more than 89,000 media and audiovisual items, and 96,000 e-books.

The research services staff are available to assist patrons with using the library and provide them with information. The library is a member of the American Library Association and two resource-sharing consortiums, the Mississippi Library Partnership and the Online Computer Library Center (OCLC). The resource-sharing services staff are available to assist patrons in using either of the two services provided by consortiums.

The book collection is kept up to date by systematic purchases and by gifts. For more information, consult the library website at <http://library.deltastate.edu>.

STUDENT SUCCESS CENTER AND OFFICE OF ACADEMIC ADVISING

The Student Success Center, located on the first floor of the library, serves as a central hub for student support and success initiatives. The Center is dedicated to helping students navigate their academic journey from enrollment through graduation by providing personalized assistance, academic coaching, tutoring services, success workshops, early alert interventions, study and learning support, and access to technology resources. The Office of Academic Advising, located in Library Suite 141, provides professional academic advising to freshman, sophomore, incoming transfer students, and graduate students, assisting them with course selection, degree planning, academic progress monitoring, and preparation for graduation.

ARCHIVES AND MUSEUMS

The DSU Archives, located in the Capps Archives and Museum Building, supports the university's teaching, research, and service missions. This goal is achieved through the collection, preservation, and provision of access to primary source materials related to the history and culture of Mississippi, in general, and to the Delta region of Mississippi, specifically.

OFFICE OF INFORMATION TECHNOLOGY
Electronic Learning Network (ELN)

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

THE GRADUATE PROGRAM

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

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

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

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

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

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

The Doctor of Education degree requires the completion of 90 semester hours of approved graduate courses beyond the baccalaureate degree. Candidates for admission must hold a graduate degree from an accredited institution, have satisfactory undergraduate and graduate grade point averages, provide satisfactory graduate admissions portfolio, and have three years of teaching experience or its equivalent.

The Doctor of Nursing Practice degree requires the completion of 30-65 semester hours (depending on the program of study) of approved courses. Requirements for full admission to the doctoral degree program include a baccalaureate degree with a minimum GPA of 3.00 overall from an accredited institution, a score of "B" or better for all required prerequisite support courses, license as a registered nurse with at least one year of clinical experience, an interview score of 50 or better, and submission of application, and resume.

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

To be eligible to take graduate courses, undergraduate students must have a grade point average of at least 2.75 overall and in their major field. Courses cannot be counted toward satisfying the requirements for the baccalaureate degree and must be approved by the student's advisor, the School/Division chair, the dean of the College where the courses are to be taken, and the Director of Graduate Studies.

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

COURSES OF INSTRUCTION

Both graduate and undergraduate students are allowed to enroll in 400/500 level courses. To receive graduate credit towards the master's degree for a 500-level course the graduate student must do special work in

addition to that required of undergraduate students.

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

DEGREE PROGRAMS

The following graduate degrees are offered by Delta State University:

Fully Online Programs:

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

Traditional Programs:

Post-Baccalaureate Certificate – Health Sciences
 Master of Business Administration
 Master of Science in Sport and Human Performance

COLLEGE OF AVIATION
Joseph Childs, D.B.A., AGI/IGI, Dean
Broom 174
(662) 846-4200
<https://www.deltastate.edu/aviation>

MISSION STATEMENT: To prepare students for the aviation marketplace by providing challenging educational opportunities grounded in safety, professionalism, technical competence, and leadership.

The College of Aviation supports the general aims and purposes of Delta State University by preparing students for professional roles in aviation and related fields. Through rigorous academic programs, applied learning experiences, and a strong commitment to safety and operational excellence, the College provides students with the knowledge, skills, and professional dispositions necessary for success in a complex and evolving aviation industry.

The College of Aviation is committed to maintaining a curriculum and educational environment that equips graduates for positions of responsibility and leadership. Course offerings, flight training experiences, and degree requirements are continuously reviewed by the faculty and updated as warranted, keeping in mind the best interests of students, the needs of the aviation industry, and the expectations of those who employ graduates.

The Master of Commercial Aviation degree is offered by the College with a focus on understanding of aviation concepts and operations. The program is oriented toward aviation management and aviation education.

STRATEGIES

The College of Aviation works cooperatively with the other colleges and schools, University staff, aviation industry partners, regulatory agencies, alumni, and other outside entities to provide students with the foundation for building productive and rewarding aviation careers, to support the economic and workforce development needs of the Mississippi Delta and beyond, and to contribute to the advancement of knowledge, safety, and professional practice in aviation.

The College fulfills its mission through teaching, service, applied learning, and continuous improvement activities. Transmission of knowledge through classroom instruction, flight training, simulation, operational experiences, and other applied learning opportunities is the College's primary priority. In addition to ensuring the highest quality of instruction and training, the faculty, staff, and administration recognize the importance of professional service, industry engagement, scholarly activity, and continuous program assessment to the overall mission of this regional University.

Primary importance is placed on preparing graduates for entry into and advancement within aviation careers, including flight operations, aviation management, unmanned aircraft systems, airport operations, and related aviation fields. The educational experience must also provide the communication, leadership, ethical reasoning, safety awareness, technical competence, and global perspectives essential to long-term career and personal development.

Service to the community, the profession, the aviation industry, and the University is a vital aspect of the College's mission. By nurturing cooperative relationships with aviation employers, industry advisory board members, airport and flight operations partners, governmental and regulatory agencies, service organizations, alumni, and other institutions, the College remains dynamic, responsive, and relevant to the evolving needs of the aviation profession.

GOALS

- Provide a strong, challenging aviation curriculum with appropriate assessment measures to ensure graduates are properly prepared in their chosen fields and prepared to live productive and meaningful lives.
- Provide networking and engagement opportunities among the College, faculty, staff, students, alumni, community partners, and aviation employers to meet the professional education and workforce needs of students.
- Attract and maintain a highly qualified faculty and staff skilled in teaching, flight training, service, research, safety, industry engagement, and other scholarly or professional activity, and support their continued professional development.
- Provide faculty, staff, and students with a positive, stimulating, safe, and supportive learning environment.
- Maintain strong connections with the aviation industry through advisory input, employer partnerships, alumni engagement, and regular review of programs, curriculum, facilities, equipment, and student outcomes.
- Promote a culture of safety, professionalism, continuous improvement, and operational excellence across all academic, flight training, and student support activities.

Academic Schools/Divisions

The College of Aviation includes the following academic unit:

- Division of Commercial Aviation

Degree Programs

- Master of Commercial Aviation

MASTER OF COMMERCIAL AVIATION

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

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

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

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

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

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

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

MASTER OF COMMERCIAL AVIATION CURRICULUM

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

College of Aviation

COMMERCIAL AVIATION

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

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

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

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

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

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

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

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

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

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

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

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

COLLEGE OF BUSINESS
 Ross Dickens, Ph.D., Interim Dean
 Broom 174
 (662) 846-4200
<https://www.deltastate.edu/business>

HISTORY

MISSION STATEMENT: To prepare students for the marketplace by providing challenging educational opportunities.

Delta State University has provided course offerings in business since 1925, the year the institution opened for its first regular session. Course offerings were organized along departmental lines in 1928 when a Department of Commerce was formed. The name of the department has changed a number of times, with each change reflecting a broadening scope in offerings and objectives. The Department of Commerce was renamed the Division of Business Education in 1944; changed to the Department of Business in 1948; renamed the Division of Business and Economics in 1958; in 1969, the name was changed to the School of Business; and in 1999, the name was changed to the College of Business; and in 2018, the name was changed to the College of Business and Aviation. In 2026, the aviation programs were organized into the College of Aviation, and the College of Business continued its long-standing mission of preparing students for leadership and professional success in business-related fields.

The College of Business strives to implement the general aims and purposes of Delta State University; to provide opportunities for students to learn business principles and techniques, economic theories, and policies, and to obtain a well-rounded general education; and to render services to the area by conducting seminars, workshops, and evening and weekend courses both on and off campus. The faculty is committed to maintaining a curriculum and educational environment that equips graduates for positions of leadership. Course offerings and degree requirements are continuously reviewed by the faculty; and additions are made as warranted, keeping in mind the best interest of students, as well as those who employ graduates. The College of Business has aligned its programs to the standards of Accreditation Council for Business Schools and Programs (ACBSP), with more information available on the specific programs accredited on the website <https://www.deltastate.edu/business-aviation/acbsp-accreditation/>.

Degree programs offered in the College include the Master of Applied Science in Geospatial Information Technologies, the Integrated Master of Business Administration (i-MBA), and the traditional Master of Business Administration.

STRATEGIES

The College of Business works cooperatively with the other colleges and schools, the University staff, and outside entities to provide students the foundation for building productive and rewarding careers, to foster the economic and social development of the Mississippi Delta, and to contribute to the advancement of knowledge in the various disciplines.

The College fulfills its mission through its teaching, service, and research activities. Transmission of knowledge through classroom instruction is the College's primary priority. In addition to ensuring the highest quality of instruction, the professional faculty and administration recognize the importance of professional service, scholarly works, and publications to the overall mission of this regional University.

Primary importance is placed on preparing graduates for entry into and advancement in business and other organizations, entrepreneurial ventures, and advanced studies. The educational experience must also provide liberal arts and global perspectives essential to long-term career and personal development.

Service to the community, the profession, and the University is a vital aspect of the College's mission. By nurturing cooperative relationships with business and industry, service organizations, and other institutions, the College will remain dynamic and its activities relevant

GOALS

- Provide a strong, challenging curriculum with adequate assessment measures to ensure graduates are

properly prepared in their chosen fields and properly prepared to live a productive and meaningful life.

- Provide networking opportunities among the College, faculty, staff, students, community, and employers to provide excellence in meeting the professional education needs of the students.
- Attract and maintain a highly qualified faculty skilled in teaching, service, research, and other scholarly activity, and to support their professional development activities.
- Provide faculty and students with a positive, stimulating, supportive learning environment.

Degree Programs

- Master of Applied Science in Geospatial Information Technologies
- Integrated Master of Business Administration
- Master of Business Administration

MASTER OF APPLIED SCIENCE IN GEOSPATIAL INFORMATION TECHNOLOGIES

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

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

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

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

1. Fulfill general requirements for a graduate degree at Delta State University
2. Complete 30 hours of graduate credit as outlined below.
3. Earn an overall GPA of at least 3.0.

Academic Pathways:

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

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

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

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

INTEGRATED MASTER OF BUSINESS ADMINISTRATION (i-MBA)

The Integrated Master of Business Administration degree or certificate program is for professionals and managers seeking to develop interpersonal, managerial, leadership skills in preparation for mobility, advancement and promotional opportunities. The 30-credit hour program consists of three modules leading to a Master of Business Administration degree. The core subjects are integrated into two (2) modules of nine (9) credits each and the area of emphasis in one (1) module of twelve (12) credits. This program is ideal for working professionals who desire a structured, lock-step program delivered in an accelerated online format. The 18-credit hour certificate program consists of six courses.

Admission Requirements.

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

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

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

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

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

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

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

Financial Strategy Module. In this module students are introduced to various quantitative tools, techniques and models used in making investments and capital budgeting decisions. 9 credit hours.

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

Strategic Project Planning Module (Emphasis Module).

Aviation Management:

Aviation Management combines advanced business preparation with specialized aviation coursework focused on operations and organizational leadership. The concentration emphasizes production and operations management, airline or airport management, and selected aviation electives to develop strategic decision-making and administrative skills for aviation organizations. 12 credit hours.

Entertainment Industry Studies:

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

General Business:

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

Health Care Administration:

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

Human Resources Management:

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

Information Systems:

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

Leading AI-Driven Transformation and Impact

This concentration is designed for graduate students who want to strengthen their ability to manage technological change, interpret AI-driven insights, and develop strategies that foster innovation and integrity across business operations. Through this 12-credit concentration, you will become an ethical, data-informed, and future-ready professional, prepared to guide organizations through the opportunities and challenges of AI adoption.

Nonprofit Management:

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

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

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

INTEGRATED MASTER OF BUSINESS ADMINISTRATION CURRICULUM

Semester Hours

Required Coursework..... 30

Module I: Financial Strategy (9 hours)

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

Module II: Operational Strategy (9 hours)

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

Module III: Strategic Project Planning (Select one, 12 hours)

AI-Driven Transformation and Impact

LAI 601. AI Fluency for Decision-Makers.....	3
LAI 602. Intelligent Business Analytics for Leaders.....	3
LAI 603. Responsible AI Strategy and Governance.	3
LAI 604. AI-Driven Innovation and Strategic Foresight.	3

OR

Aviation Management

MGT 625. Production/Operation Management.....	3
CAV 620. Airline Management	

OR

CAV 650. Aviation and Airport Operations, Marketing, and Management.	3
Advisor Approved CAV Electives.	6
*MGT 695. Strategic Management	3

OR

Entertainment Industry

*MGT 695. Strategic Management.	3
MGT/DMI 603. The Business of Entertainment.	3
MGT/DMI 635. Managing Live Entertainment.....	3
MGT/DMI 665. Entertainment Legal Issues.....	3

OR

General Business

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

OR

Health Care Administration

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

OR

Human Resources Management

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

*MGT 695. Strategic Management. 3

OR

Information Systems Management

CIS 606. Enterprise Data Warehousing. 3

CIS 618. Business Intelligence. 3

CIS 624. Enterprise Resource Planning. 3

*CIS 630. Information Technology Strategy and Management. 3

OR

Nonprofit Management

FIN 624. Nonprofit Financial and Resource Management..... 3

MGT 606. Nonprofit Strategic Human Resources and Volunteer Management..... 3

MGT 667. Theory and Practice of Philanthropy..... 3

*MGT 695. Strategic Management..... 3

INTEGRATED MASTER OF BUSINESS ADMINISTRATION CERTIFICATE CURRICULUM

Required Courses..... **18**

FIN 624. Nonprofit Financial and Resource Management.....3

MGT 606. Nonprofit Strategic Human Resources and Volunteer Management.....3

MGT 607. Nonprofit Impactful Board Governance.....3

MGT 608. Nonprofit Program Planning and Evaluation.....3

MGT 667. Theory and Practice of Philanthropy.....3

*MGT 695. Strategic Management.....3

*Intended to be taken in the last term of study.

MASTER OF BUSINESS ADMINISTRATION

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

Admission Requirements.

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

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

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

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

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate credits consisting of 18 hours in core business courses and 12 hours of approved electives, as described below.

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

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

BUSINESS ADMINISTRATION DEGREE CURRICULUM

	Hours
Required Courses.....	18-21
ACC 600, ECO 612, FIN 600, MGT 605, MKT 600, *MGT 695 (not required for ISM and LAI Concentrations)	
Choose one of CIS 601, FIN 601, MGT 601, MKT 601	
Emphasis Courses (choose one emphasis below).....	9-12
AI-Driven Transformation and Impact	12
LAI 601, LAI 602, LAI 603, *LAI 604	
Aviation Management.....	9
Either CAV 620 or CAV 650 and Approved CAV Electives (6 credit hours)	
General Business Administration	9
Approved Business Electives (9 credit hours)	
Health Care Administration	9
MGT 622, MGT 650, MGT 670	
Human Resources Management.....	9
MGT 620, MGT 655, MGT 660	
Information Systems Management	12
CIS 606, CIS 618, CIS 624, *CIS 630	
Total Semester Hours.....	30

BUSINESS ADMINISTRATION CERTIFICATE CURRICULUM

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

*Intended to be taken in the last term of study.

College of Business

ACCOUNTANCY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMPUTER INFORMATION SYSTEMS

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

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

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

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

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

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

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

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

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

ECONOMICS

ECO 550. INTERNATIONAL TRADE AND FINANCE. 3

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

ECO 623. PUBLIC FINANCE. 3

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

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

ECO 652. BUSINESS CONDITIONS ANALYSIS. 3

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

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

FINANCE

FIN 560. PERSONAL FINANCIAL PLANNING. 3

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

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

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

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

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

FIN 624. NONPROFIT FINANCIAL AND RESOURCE MANAGEMENT. A review of fiscal management and accounting procedures; an exploration of financial tools used by nonprofit managers. Students will also acquire knowledge around basic framework for evaluating the financial performance of a nonprofit organization and fundraising practices. 3

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

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

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

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

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

GENERAL BUSINESS

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

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

GEOSPATIAL INFORMATION SYSTEMS

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

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

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

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

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

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

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

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

GIS 691. GIS CAPSTONE I . Students will learn how to develop and manage a GIS research project, conduct data collection, and develop research methods for an applied research project in the given timeline. 3

GIS 692. GIS CAPSTONE II. Students will perform deadline-sensitive research analysis and report the research outcomes with a GIS project paper. Prerequisite: GIS 691. 3

LEADING ARTIFICIAL INTELLIGENCE

LAI 601. AI FLUENCY FOR DECISION-MAKERS. This course builds essential AI fluency for leaders who must make informed decisions in technology-enabled organizations. Students explore key AI and automation concepts, learn to evaluate business applications, and practice communicating the value and limitations of AI. Emphasis is placed on human-centered leadership, ethics, and managing organizational change in an AI-drive context. 3

LAI 602. INTELLIGENT BUSINESS ANALYTICS FOR LEADERS. This course equips students with the ability to interpret and communicate insights from AI-driven analytics platforms. Emphasizing critical thinking over coding, students learn to assess data quality, bias, and predictive

accuracy while connecting insights to business strategy. The course promotes responsible interpretation and decision-making grounded in data transparency and leadership accountability. 3

LAI 603. RESPONSIBLE AI STRATEGY AND GOVERNANCE. This course prepares leaders to design and implement responsible AI strategies aligned with global standards and ethical imperatives. Students examine frameworks such as NIST AI RMF 1.0, ISO/IEC 42001, and OMB M-24-10, integrating policy design, accountability measures, and risk management practices. Emphasis is placed on balancing innovation with compliance and trust. 3

LAI 604. AI-DRIVEN INNOVATION AND STRATEGIC FORSIGHT. This course integrates leadership, analytics, and governance into strategic foresight and transformation planning. Students use scenario analysis to anticipate technological and market shifts, crafting actionable strategies that promote ethical innovation and resilience. 3

INTEGRATED MASTER OF BUSINESS ADMINISTRATION

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

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

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

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

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

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

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

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

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

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

MANAGEMENT

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

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

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

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

MGT 606. NONPROFIT STRATEGIC HUMAN RESOURCES AND VOLUNTEER MANAGEMENT. A comprehensive overview of tools to address the challenges of managing human resources (paid staff and volunteers) in nonprofit organizations to effectively carry out the mission of the organization. 3

MGT 607. NONPROFIT IMPACTFUL BOARD GOVERNANCE. A comprehensive overview of board governance, which includes the core roles and responsibilities of board members, as well as the board's relationship to the CEO and staff. Participants will learn how to develop effective, motivated boards whose members are accountable for the organization's assets while being committed to serve as advocates for the organization among its various stakeholders. 3

MGT 608. NONPROFIT PROGRAM PLANNING AND EVALUATION. An exploration of program planning and evaluation systems, from design and implementation, that produce valid, credible, and useful information to assess program impacts within nonprofit organizations. 3

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

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

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

MGT 622. HEALTH CARE RISK MANAGEMENT. Introduces the concepts of health care risk management, including the role/scope of a risk manager and a risk management plan. This course will focus on identifying both real and potential risk exposures in a health-care setting and teach risk management tools to help minimize, avoid, and/or mitigate these exposures by implementing loss prevention and loss control techniques. This course may be

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

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

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

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

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

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

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

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

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

MGT 665. ENTERTAINMENT LEGAL ISSUES. Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with DMI 665. 3

MGT 667. THEORY AND PRACTICE OF PHILANTHROPY. An examination of the role of philanthropy in today's society from the perspectives of the nonprofit practitioner, the philanthropist, and the public. 3

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

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

MGT 690. MANAGEMENT SPECIAL PROBLEMS. Application of management principles and research methods to the study of a special problem in management selected to meet the particular needs and interest

of each individual student. Prerequisite: MGT 600 and consent of Division Chair. 1-6

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

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

MARKETING

MKT 525. SERVICES MARKETING. A study of the unique problems associated with the marketing of services, tools for service markets, and of alternative strategies with which to improve service marketing effectiveness. 3 (F)

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

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

MKT 580. BUSINESS COUNSELING. 3

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

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

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

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

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

REMOTE SENSING

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

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

COLLEGE OF EDUCATION, ARTS AND HUMANITIES

Merideth Van Namen, Ed.D., Dean

Ewing 327

(662) 846-4400

<https://www.deltastate.edu/education-arts-humanities/teacher-education/>

MISSION STATEMENT

The College of Education, Arts, and Humanities operates collaboratively with stakeholders and partners at Delta State University, as well as constituents in the broader educational community to produce professional graduates who will be effective in the field of human learning and services. The College of Education, Arts, and Humanities strives for a stimulating, positive environment and provides its students with professional faculty who model the professional competencies, skills, and affects expected of Delta State University graduates from the College of Education, Arts, and Humanities.

The professional faculty and administration have numerous professional responsibilities. Quality of instruction and professional service are critical to the mission of this regional university. Scholarly works, publications, creative works, and presentations are also seen as appropriate professional outcomes for the faculty and administration. Through evaluation processes, the effectiveness of degree programs and success of graduates are determined.

Primary importance is given to the academic and scholarly development of students. Also important are the necessary professional skills for career success. The work ethic of graduates and their demonstrated empathy and human relations skills are traditions associated with graduates of the College of Education, Arts, and Humanities.

Within the College of Education, Arts, and Humanities, the numerous degree programs that train professionals exist to prepare graduates to address societal needs, educational needs, and personal needs. All degree programs are created to prepare individuals to function in professional service careers. At all levels and in all areas, graduates are intended to address societal needs through their particular professional area(s). Such an impact is accomplished by graduates as they address the needs of their students/clients to become productive, self-sufficient members of society.

Academic Schools

The College of Education, Arts, and Humanities is composed of the following schools and services:

School of Arts, Humanities, and Social Sciences

- Master of Arts in Liberal Studies

School of Leadership, Research, and Psychology

- Master of Education in Education in Educational Administration and Supervision
- Educational Specialist in Curriculum and Instruction
- Educational Specialist in Educational Administration and Supervision
- Educational Specialist in Higher Education
- Doctor of Education in Professional Studies

School of Teacher Education

- Master of Arts in Teaching
- Master of Education in Elementary

The Office of Clinical Experiences, Licensure, and Accountability

The Office of Clinical Experiences, Licensure, and Accountability makes arrangements with schools in the area for the placement of interns, the placement of students doing practicum work, and for pre-teaching school visits. It also makes contacts and plans for clinical and laboratory work for all Teacher Education requirements which are done off-campus for the entire University.

* Must meet all licensure requirements of the State of Mississippi.

MASTER OF ARTS IN LIBERAL STUDIES

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

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

Admissions Requirements

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

Degree Requirements

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

Master of Arts in Liberal Studies Curriculum

English.....	30
GLS 600.....	3
Required Course.....	3
ENG 601	
Electives.....	24
Thesis Option: ENG 690 and 18 hours from relevant graduate courses with advisor approval.	
Community Development.....	30
GLS 600.....	3
Required Courses.....	15
COD 521, 575, 600; SSC 570, 669	
Electives.....	12
Thesis Option: COD 699 or SOC 699 and 6 hours from relevant graduate courses with advisor approval.	
Globalization Studies.....	30
GLS 600.....	3
Required Courses.....	15
GEO 504, 516; PSC 550, PSC 570; SSC 570	
Electives.....	12
Thesis option: GEO 699 or PSC 799 and 6 hours from relevant graduate courses with advisor approval.	
History.....	30
GLS 600.....	3
Required Courses.....	6
HIS 500 and HIS 632	

Electives.....	21
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Thesis option: HIS 690 and 15 hours from relevant graduate courses with advisor approval.

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

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

MASTER OF SCIENCE IN CRIMINAL JUSTICE AND CRIMINOLOGY

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

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

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University.
2. Complete a minimum of 30 semester hours of graduate work as specified.
3. Pass the comprehensive examination in the candidate's major field administered by a committee of faculty. Each student is allowed three attempts at the comprehensive exam to be completed no later than three semesters after completing course requirements. Note: Students who elect to complete a thesis as a requirement for graduation are exempt from the final comprehensive examination.

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

CRIMINAL JUSTICE AND CRIMINOLOGY CURRICULUM	Semester Hours		
Academic Program	Option A	Option B	Option C
Required Core: CRJ 630, 650, 655, 670, 675, SSC 570, 669	21	21	21
Electives: Graduate CRJ, PSC, or SOC course(s)	3	3	9
Thesis: CRJ 690	6		
Practicum: CRJ 680		6	
TOTAL HOURS	30	30	30

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

College of Education, Arts, and Humanities

ANTHROPOLOGY

ANT 570. CULTURAL ANTHROPOLOGY. 3

ART

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

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

ART 503. MODERN ART IN EUROPE AND AMERICA. 3

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

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

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

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

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

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

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

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

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

ART 520. GREEK AND ROMAN ART. 3

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

ART 522. AMERICAN ART. 3

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

ART 525. PHOTOGRAPHY CHEMISTRY AND MATERIALS. 3

ART 526. GRADUATE OFF-SITE STUDIO I. Students will work from distance under the guidance of a faculty member and mentor artist to complete studio projects based on their personal research, interest and proposals. 3

ART 527. GRADUATE OFF-SITE STUDIO II. Students will work from distance under the guidance of a faculty member and mentor artist to complete studio projects based on their personal research, interest, and proposals. Prerequisites: ART 526 Graduate Off-Site Studio I. 3

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

ART 533. POTTERY WORKSHOP. 3

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

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

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

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

ART 545. SOUTHERN FOLK ART AND CULTURE. 3

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

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

ART 554. NATIVE AMERICAN LITERATURE AND ART. 3

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

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

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

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

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

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

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

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

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

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

ART 600. NEW TECHNOLOGY III. Development of creative and theoretical work integrating digital technology, specifically time-based media: audio, video, and basic animation techniques. Involves written proposals, discussion of contemporary issues and critiques. Prerequisite: ART 505. 3

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

ART 614. GRADUATE SEMINAR. Graduate Seminar is designed as a reading and discussion course that provides the essential skills every artist needs, i.e., how to be a successful artist and teacher, critical thinking skills, where to find exhibitions, residencies, and funding opportunities for artists, and how to apply for these. This is a 3-credit hour course and is required for every second-year graduate student. 3

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

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

ART 617. RESEARCH IN ART. This course builds on the theoretical perspectives introduced in Contemporary Art and Theory, and guide students in applying these to their study of art history. The course aims to further students' understanding of the field of art, and consequently, the assessment of their own art practices. It will consist of guided research in art history resulting in an annotated bibliography and a research project. 3

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

ART 627. GRADUATE OFF-SITE STUDIO IV. Students will work from distance under the guidance of a faculty member and mentor artist to complete studio projects based on their personal research, interest, and proposals. Prerequisites: ART 626 Graduate On-Site Studio. 6

ART 670. PROFESSIONAL STUDIO PRACTICES. This course is intended to assist students in acquiring the professional skills necessary to succeed in their chosen careers such as developing good studio practices, career planning, and basic business skills specific to studio art. Specifically, it will cover writing artist statements, CVs, artist bios, projects, exhibitions, and grant proposals, entering art competitions, presenting artwork in a gallery, in writing, and orally, preparing portfolios, promoting one's art, and introducing students to classroom practices, developing syllabi, course objectives, and course assignments. 3 (SUM)

ART 680. GRADUATE THESIS. Focuses on the creation of a body of artwork that is exhibited and accompanied with a written document about 3000-5000 words. Each Graduate Thesis student works closely with a committee consisting of graduate faculty members who oversee the evolution of the thesis work. 3

COMMUNITY DEVELOPMENT

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

COD 522. ENVIRONMENT AND SOCIETY. Introduces students to the sub-disciplines of environmental

and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory. 3

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

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

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

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

COD 554. SOCIOLOGY OF THE MASS MEDIA. 3

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

COD 574. APPLIED RURAL SOCIOLOGY. 3

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

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

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

COD 600. COMMUNITY DEVELOPMENT. This seminar approaches community development from a multi-disciplinary perspective, examining intervention strategies. Needs assessment, self-help, technical assistance, participation, cooperation and conflict for change may be some of the strategies addressed. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

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

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

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

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

Strategic, comprehensive and participatory planning techniques will be discussed. 3

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

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

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

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

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

COD 698. PRACTICUM IN COMMUNITY DEVELOPMENT. The purpose of the field experience is to enable students to develop a contextualized understanding of community development profession. Prerequisite COD 600. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3-6 (F,S)

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

CRIMINAL JUSTICE

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

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

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

CRJ 534. GLOBAL TERRORISM AND HOMELAND SECURITY. This course examines issues of global and domestic terrorism, including the structure of such groups, how they form and are sustained, as well as various perspectives that purport to explain the use of terrorist tactics in modern society. Students will also examine law enforcement responses to such groups and acts. 3

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

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

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

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

composition and presentation.

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

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

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

CRJ 575. FAMILY VIOLENCE. A comprehensive study of contemporary research, theory, and practice concerning the sociological perspective of family violence; the biological, psychological, and anthropological aspects of family violence are examined and the causes, classification, prediction, prevention, and intervention of family violence are also addressed. Additionally, multidisciplinary approaches to child advocacy issues around the world are examined which includes recognizing health, maltreatment, cultural, religious, political, educational, and social advocacy issues in the child's country that effect the welfare and well-being of the child. 3

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

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

CRJ 592. SPECIAL TOPICS IN CRIMINAL JUSTICE. Current issues and developments in criminal justice. A graduate research project is inclusive resulting in a written composition and presentation. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 1-6 (F,S,Sum)

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

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

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

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

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

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

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

CRJ 675. SEMINAR: ISSUES IN CRIMINAL JUSTICE. This seminar addresses relevant and timely issues in social justice, criminology, and criminal justice, including the history of law enforcement and contemporary

functions of institutions which contribute to the American criminal justice system. Concepts of crime and justice, including social justice, are addressed. 3 (F)

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

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

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

DMI—ENTERTAINMENT INDUSTRY STUDIES

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

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

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

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

ENGLISH

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

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

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

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

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

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

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

ENG 685. PEDAGOGY OF CREATIVE WRITING. This course will explore the creative writing workshop practically and theoretically with a focus on implementation in a wide variety of populations including K-12 students. 3 (F) Online

ENG 689. INDIVIDUAL STUDIES. 1-6

ENG 690. THESIS. 6

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

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

GEOGRAPHY

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

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

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

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

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

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

GEO 530. GEOGRAPHY OF TERRORISM.

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

GEO 540. GEOGRAPHY OF THE AMERICAN SOUTH. 3

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

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

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

GEO 545. GEOGRAPHY OF THE UNITED STATES. 3

GEO 546. GEOGRAPHY OF LATIN AMERICA. 3

GEO 547. GEOGRAPHY OF EUROPE. 3

GEO 548. GEOGRAPHY OF AFRICA. Human (cultural, economic, and political) and physical aspects of North and sub-Saharan Africa. Particular emphasis is placed on the geographical background of human origins, slavery, colonialism, the nation-state, cultural diversity, human-nature interactions, and current conflicts. 3

GEO 549. GEOGRAPHY OF ASIA AND THE PACIFIC. 3**GEO 562. CHINA AND JAPAN. 3**

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

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

GEO 685. ADVANCED INTERNATIONAL STUDY. 1-9**GEO 689. INDIVIDUAL STUDIES. 1-6 (F)**

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

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

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

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

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

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

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

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

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

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

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

HIS 631. SEMINAR IN MISSISSIPPI HISTORY. Selected problems and historical sources. 3

HIS 632. SEMINAR IN THE HISTORY OF THE MISSISSIPPI DELTA. Examination of key historical developments in the Mississippi Delta through primary and secondary literature. 3

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

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

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

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

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

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

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

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

HIS 690. THESIS. 6

INTERDISCIPLINARY PROGRAM

HUM 500. SEMINAR IN _____. 3

LIBERAL STUDIES

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

GLS 690. THESIS. Thesis in interdisciplinary studies. 6

MUSIC

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

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

MUS 689. INDIVIDUAL STUDIES. 3

POLITICAL SCIENCE

PSC 506. STATE AND LOCAL GOVERNMENT. Organization, operations, and problems of state and local governments in the U.S. Intergovernmental relations. Special attention to systems of government in Mississippi. 3

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

PSC 514. GENDER IN A CROSS-CULTURAL PERSPECTIVE.

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

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

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

PSC 542. CIVIL RIGHTS LAW. Survey of case law at the Supreme Court level beginning with a discussion of the law of slavery from the colonial era through the Civil War period. Special attention is paid to the civil rights struggle in Mississippi and the Delta. Prerequisite: PSC 201. 3 (F)

PSC 544. CIVIL LIBERTIES AND CIVIL RIGHTS. The study of the constitutional law of civil liberties and civil rights. Emphasis will be placed on the Supreme Court's role in redefining constitutional interpretation with special focus on the origins and development of the Fourteenth Amendment, the role of Incorporation Theory, and the modern debate over equality. 3

PSC 546. CONSTITUTIONAL LAW. The study of the structures and relationships of federal and state governments, including federalism, interstate commerce, and taxation and spending. Emphasis is placed on the historical development of constitutional law in this area and the legal and political nature of the U.S. Supreme Court. 3

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

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

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

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

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

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

PSC 699. THESIS. Prerequisite: SSC 570. 6

RURAL AND REGIONAL STUDIES

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

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

RRS 552. SENSE OF PLACE AND IDENTITY. An exploration of the characteristics that define “place” and the power of place to produce identity, including a comparison of how the people of the Delta see themselves with how they are portrayed by others. Field trips may be required. 3

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

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

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

SOCIAL SCIENCES

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

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

SSC 571. PHILOSOPHY OF THE SOCIAL SCIENCES. 3

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

SSC 602. TRENDS IN THE TEACHING OF SOCIAL SCIENCES AND HISTORY. Various

methodological approaches to the teaching of social sciences and history. This course requires students to engage in field experiences and provide teacher work samples. 3 (S)

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

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

SOCIOLOGY

SOC 500. CULTURAL DIVERSITY. 3

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

SOC 503. SOCIAL PROBLEMS. Social problems in American society in light of conditions which have produced these problems. Particular emphasis placed on the study of sociological theories of social problems and remedial measures dealing with social problems. 3 (F,S)

SOC 504. SCIENCE, TECHNOLOGY, AND SOCIETY. An analysis of how science and technology have altered human relationships involving the community and larger political and economic structures, including modern assumptions about future growth, the scale of economic activity and grass-roots as well as top-down activism. 3

SOC 509. AGING AND THE COMMUNITY. 3

SOC 510. SOCIAL PSYCHOLOGY. 3

SOC 511. SOCIAL ISSUES IN CONTEMPORARY CHINA. 3

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

SOC 518. GROUP DYNAMICS. Human group formation, control leadership, decision making, communication, and conflict; types of groups, third-party consultation, individual identity and groups; personal growth through interpersonal communication. Emphasis on applied aspects of the roles of groups. 3

SOC 520. SOCIOLOGY OF EDUCATION. Sociological theory and research in education, including the school as a social system, professionalization and career patterns of teachers, community value conflicts regarding education, social stratification and the schools, and educational problems. 3 (F,S,Sum)

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

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

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

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

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

SOC 528. SOCIOLOGY OF HOUSING. This course provides an overview of housing studies and examines the influence of housing on society economically, socially, and politically. This course also explores housing

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

SOC 530. HUMAN ECOLOGY. An examination of the interaction of cultural systems and the physical environment. 3

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

SOC 535. CRIMINOLOGY. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

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

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

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

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

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

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

SOC 554. SOCIOLOGY OF THE MASS MEDIA. 3

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

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

SOC 565. SOCIOLOGY OF WORK. 3

SOC 567. SOCIOLOGY OF DEVELOPMENT. 3

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

SOC 570. CULTURAL ANTHROPOLOGY. 3

SOC 574. APPLIED RURAL SOCIOLOGY. 3

SOC 575. SOCIOLOGY OF COMMUNITY. A theoretical perspective on community systems. 3 (S)

SOC 576. SOCIOLOGY OF RELIGION. 3

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

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

factors affecting economic inequality by gender. 3

SOC 585. DEMOGRAPHY AND HUMAN POPULATION STUDIES. 3 An examination of topics in demography, including fertility, mortality and migration. These population processes are then situated in the context of sustainable development, to understand the interactions between population change and broader social and environmental change. Prerequisites: SOC 101. 3 (S)

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

SOC 600. COMMUNITY DEVELOPMENT. An approach to community development from a multi-disciplinary perspective, examining intervention strategies. Needs assessment, self-help, technical assistance, participation, cooperation and conflict for change may be some of the strategies addressed. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Prerequisite: SOC 575. 3 (F)

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

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

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

SOC 689. INDIVIDUAL STUDIES. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 or 6 (F,S)

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

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

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching Program has a two-fold purpose. First, it is designed for promising individuals with non-education bachelor degrees who want to become classroom teachers in elementary grades 4-6 or secondary grades 7-12. Second, it allows for individuals who are interested in teaching but not seeking licensure to earn a graduate degree. This second purpose enables individuals nationally and internationally to secure a graduate degree in education.

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

The Mississippi Department of Education issues MAT Program licensure in the following areas: Art, Biology, Business, Chemistry, Elementary Education (grades 4-6), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Speech Communications, and Technology Education.

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

- A. Official verification of completion of a baccalaureate degree from a regional, national, or international accredited institution;
- B. Official documentation of having passed the Core Academic Skills for Educators Examination by making the scores required by the Mississippi Department of Education on the subtests of reading, writing and mathematics (Not applicable to the Non-Licensure track), or documentation of a score of at least 21 on the ACT (the test score requirement is not applicable to the Non-Licensure track); or minimum overall undergraduate GPA of 3.0. Note: Those submitting a minimum required score on the ACT or CORE must have a minimum overall GPA of 2.75.
- C. Documentation of having passed the Praxis II Specialty Area test by making the score required by the Mississippi Department of Education in the content area; For the elementary (4-6) license, also documentation of passing score on The Mississippi Foundations of Reading test (Not applicable to the Non-Licensure track);
- D. A minimum overall undergraduate GPA of 2.75;
- E. A computer-generated essay of 250 words: Why you want to teach and what you think you have to contribute to the field of education;
- F. Admitted students are required to enroll in 6 hours of initial coursework as specified by the program of study. (Prior approval is required). NOTE: A minimum GPA of 2.5 is required for the first 6 hours and a minimum of 3.0 after the first 12 hours. A student who does not meet the minimum 3.0 GPA requirement will be removed from the program.

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete the courses outlined in the program of study;
3. Earn a grade point average of at least a 3.0 in the major field and overall;
4. Pass an oral and/or written examination in the candidate's major field administered by a committee appointed by the division chair.
5. Must obtain a full-time teaching position during the fall and spring semesters (internship) in their area of endorsement from the three-year non-renewable license.

MASTER OF ARTS IN TEACHING CURRICULUM

- | | |
|---|----|
| A. Secondary Track: | 30 |
| 1. Pre-Teaching Courses | 9 |
| CUR 611, CUR 612, CSP 546 | |
| 2. First Year Teaching/Internship | 6 |
| *CUR 650 (two semesters, 3 hours each) | |
| 3. Required Courses | 15 |
| CRD 628, ELR 605, CSD 614, CUR 635, CSD 632 | |

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

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

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

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

1. A Class A teaching renewable certificate, or its equivalent. (A Master of Education degree applicant who does not yet qualify for a Mississippi Class A Educator License may be admitted to the Graduate School, but must meet the requirements for a Mississippi Class A Educator License in a teaching field before the end of the first semester of coursework.
2. An overall undergraduate grade point average (UGPA) of a minimum of 2.50 or 2.75 on the last 60 hours of required course work. The first 9 hours of coursework must be specified and approved of by the division. NOTE: A minimum grade of B is required for each course for the initial 9 hours. A student with a grade below B in any of the three initial required courses will be allowed to repeat the course(s) one time. No additional courses toward completion of the degree may be taken until initial course requirements are fully met.
3. A minimum of 3 years of K-12 teaching experience as verified by a school official.
4. A passing score on a School/Division-administered writing proficiency assessment OR a minimum score on the Praxis CORE Writing of 162.
5. Letter of recommendation from the current school administrator that addresses the candidates' ethics, leadership, abilities and potential, collegiality, and ability to perform in the K-12 setting.

Upon completion of the Master's degree program for initial licensure in Educational Administration and Supervision, the candidate must make an acceptable score on the Praxis EAS licensure exam as established by the Mississippi Department of Education to be eligible for Mississippi Administrator license.

Educational Administration and Supervision Curriculum

A. Public School Concentration.....	30
1. Core Education Courses	9
EPY 601, ELR 605, CUR 608	
2. Required Courses.....	21
EDL 601, EDL 602, EDL 603, EDL 620, EDL 624, EDL 628, EDL 656	
B. Higher Education Concentration.....	30
1. Core Education Course	9
EPY 601, ELR 605, CUR 608	
2. Required Courses	21
AED 610, AED 638, AED 701, AED 704, AED 721, CAD 770 and CUR 592 (Special Topics in Curriculum) or SUP 636	

Higher Education concentration applicants must meet the general admission requirements set forth by the College of the M.Ed. No teaching license, test score, or work experience is required for admission. An additional admission requirement is a letter of professional recommendation from the applicant's supervisor or colleague in a postsecondary or adult learning setting.

Study for this degree focuses on educational administration and supervision in higher education settings. The program of study does not prepare candidates for content found on the Praxis EAS licensure exam, a passing score on which is required to obtain the Mississippi Administrator license.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

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

Admission.

1. A baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.
2. A valid, renewable Class A teaching certificate, or its equivalent.
3. An overall undergraduate grade point average of 2.75.

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

4. A satisfactory score on a nationally recognized, standardized test of writing skills for candidates who do not have a 3.0 GPA.
5. For candidates seeking elementary education (K-6) endorsement for the first time, evidence must be provided of a passing score on the Mississippi Foundations of Reading Test.

Degree Requirements:

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

Master of Education in Elementary Education 30

1. Core Education Courses 9
EPY 601, ELR 605, CUR 608
2. Required Courses.....9
CEL 610, 611, and CRD 624
3. Electives.....12
CEL 618, 620, 621, 630, CEL/CUR *640, *641, *642, *643

**Course request for the Gifted Education endorsement (12 CH)*

Gifted Education Endorsement: The Gifted Education endorsement is a 12 CH program that can be earned within the completion of the M.Ed. in Elementary Education program or for those with a current, renewable teaching license. Grades earned in the Gifted Education coursework must be a C or higher with a minimum GPA of 3.0 to be eligible for the certificate/endorsement.

EDUCATIONAL SPECIALIST IN CURRICULUM AND INSTRUCTION

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

Admission.

1. A master's degree in a related field from an institution fully accredited by one of the recognized accrediting agencies;
2. A grade point average of 3.25 on coursework completed for the master's degree;
3. A Class AA valid, renewal teaching certificate, or its equivalent;

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate work beyond the master's degree, at least one-half of which must be 700-level courses, consisting of 6 hours of core courses and 24 hours in major subject area as required by the major field. Courses at the 500-level are not acceptable on the Educational Specialist degree program.
3. Maintain a grade point average of at least a 3.00 on all graduate work attempted toward the Educational Specialist degree in Curriculum and Instruction. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in Curriculum and Instruction during or after the last term of course work.

EDUCATIONAL SPECIALIST IN CURRICULUM AND INSTRUCTION CURRICULUM

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
CUR 703, 711, 712, 719; CRD 628; CSP 674; CEL 618; CSD 632	
Total.....	30

EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

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

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

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate work beyond the master's degree, at least one-half of which must be 700-level courses, consisting of 6 hours of core courses and 24 to 30 hours in major subject area. Courses that are at the 500-level courses are not acceptable on the Educational Specialist degree program.
3. Maintain a grade point average of at least 3.25 on all graduate work attempted toward the Educational Specialist degree in Educational Administration and Supervision. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination during or after the last term of course work.

EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION AND SUPERVISION CURRICULUM

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

<i>Initial Licensure Track</i>	
Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
EDL 701, EDL 702, EDL 703, EDL 720, EDL 724, EDL 728, EDL 656, AED 780	
Total.....	30
<i>Career Level Track</i>	
Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
AED 636 OR AED 736, SUP 731, AED 701, AED 702, AED 704, CUR 703, AED 721, AED 780	
Total.....	30

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION

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

Admission.

1. A Master's degree from an accredited institution;
2. A grade point average of 3.25 on coursework completed for the Master's degree;
3. A minimum passing score on the Core Writing Exam OR a passing score on a program-administered writing performance assessment.
4. Three years of post-secondary-related work experience.

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate work beyond the Master's degree, consisting of 6 hours of core courses and 24 hours in major subject area. Courses at the 500-level are not acceptable on the Educational Specialist degree program.
3. Maintain a grade point average of at least 3.25 on all graduate work attempted toward the Educational Specialist degree in Higher Education. Candidates in the Educational Specialist degree must earn at least a 3.0 on all graduate work attempted by the end of the first 12 hours of coursework, then earn and maintain at least a 3.25 overall GPA in order to qualify for the comprehensive exam and graduation.
4. Pass a comprehensive examination in Higher Education during the last term of coursework.

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION CURRICULUM

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

Core Education Courses.....	6
CUR 701, ELR 701	
Required Courses.....	24
CUR 703; CUR 739; CAD 770; SUP 732; AED 701, 704, 721, 736	
Total.....	30

DOCTOR OF EDUCATION

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

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

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

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

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

1. Grade Point Average of at least 3.25 on all graduate work completed;
2. Portfolio. The student is to submit a portfolio to the Graduate School according to the guidelines on the Doctoral Program website. A structured interview will be scheduled by the coordinator as needed.

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

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

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

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

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

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

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. A minimum of 30 approved credit hours at the Educational Specialist level;
3. A minimum GPA of 3.25 on all coursework taken is a requirement for completion of the doctoral program;
3. Earn credit for a minimum of 90 semester hours of graduate work beyond the bachelor's degree, including a minimum of 9 ELR 890 Dissertation hours;
4. Pass a comprehensive examination in Professional Studies while taking ELR 888 during the last semester of coursework and before enrolling in ELR 890 dissertation hours.

DISSERTATION

An acceptable dissertation is a requirement for the completion of the doctoral program. The dissertation must embody the results of an extended research effort which is an original contribution. It should reflect the candidate's ability to conduct independent research and interpret in a logical manner the facts and phenomena revealed by the research. Each candidate must publicly defend the dissertation before a committee. The final manuscript must be approved by the Doctoral Program Coordinator.

Detailed instruction concerning style, number of copies, fees and other matters relating to the dissertation, is

available from the Coordinator of Doctoral Studies.

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

DOCTOR OF EDUCATION CURRICULUM

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

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

Track specific requirements/elective	60
Tracks: Advanced Studies, Curriculum and Instruction, Higher Education, Educational Leadership	
Doctoral Core (required for all tracks)	21
Research and Statistics	15
ELR 788, ELR 803, ELR 805, ELR 789, ELR 888	
Leadership	3
AED 830	
CUR 834 Doctoral Seminar	3
Dissertation (required for all tracks) ELR 890	9
Total Hours for Degree	90

Advanced Studies Track

Master's Degree.....	30
Approved Electives at Educational Specialist level.....	30
Doctoral Core.	21
Dissertation	9
Total Hours	90

Curriculum and Instruction Track

Major Emphasis.....	30
CEL 610, 611, 618, 705, 706, 810, 811, 812, CRD 624 (Elementary Education concentration only)	
Approved Major Field and Related Courses	30
Doctoral Core	21
Dissertation	9
Total Hours	90

Educational Leadership Track

Approved Educational Leadership coursework from M.Ed. and Ed.S. degrees and electives	60
Doctoral Core	21
Dissertation	9
Total Hours	90

Higher Education Track

Master's Degree.....	30
Approved Electives in Curriculum or Leadership	6
Approved Higher Education Cognate Courses	18
Higher Education Core.....	6
CAD 770, CUR 853	
Doctoral Core.....	21
Dissertation	9
Total Hours	90

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

College of Education, Arts, and Humanities

ADMINISTRATION

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

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

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

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

AED 689. INDIVIDUAL STUDIES. 3

AED 690. THESIS. 6

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

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

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

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

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

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

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

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

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

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

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

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

AED 780. CRISIS LEADERSHIP. A study of effective leadership strategies before, during, and after crises and practical training on the objectives of crisis leadership at each stage, equipping leaders with tools to navigate high-pressure, threatening situations so that students learn to guide constituents and organizations across various sectors toward resilience and recovery.

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

ADULT EDUCATION

CAD 592. SPECIAL TOPICS. 1-6

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

CURRICULUM

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

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

CUR 592. SPECIAL TOPICS IN CURRICULUM. 1-6

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

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

CUR 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F, SUM)

CUR/CEL 612. DEVELOPMENT, ASSESSMENT AND EVALUATION. A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

CUR 635. HIGH LEVERAGE PRACTICES IN THE CONTENT AREA. An in-depth study of high leverage teaching practices in the content areas. 3

CUR/CEL 640. NATURE AND NEEDS OF GIFTED LEARNERS. The study of the characteristics of and affective competencies of gifted children, as well as the legal and ethical grounding required by state regulation. 3 (F)

CUR/CEL 641. CURRICULUM AND INSTRUCTION FOR GIFTED LEARNERS. The study of the design, implementation, and assessment of different curriculum and instructional approaches for gifted learners. 3 (F)

CUR/CEL 642. CREATIVITY, ASSESSMENT, AND PROGRAM EVALUATION. The study of the design, implementation, and evaluation of effective gifted education programs with a focus on creativity development, fair and reliable assessment, and program evaluation. 3 (S)

CUR/CEL 643. PRACTICUM IN GIFTED EDUCATION. The study of gifted education through structured, supervised, clinical experiences to develop competencies of effective gifted educators. 3 (S)

CUR/CEL 650. DIMENSIONS OF LEARNING/INTERNSHIP. Supervised Internship. Emphases will include applying educational principles and theories to field experiences, understanding the link between theory and practice, and exploring current issues in education. Prerequisites: CUR 611; CEL/CUR 612; CSP 546; CEL/CSD 614. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

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

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

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

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

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

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

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

CUR 739. SEMINAR IN HIGHER EDUCATION. In-depth study of current higher education policies, laws, and procedures that influence decision-making and policy formation at the post-secondary level. 3 (SUM)

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

CUR 812. COMPREHENSIVE ASSESSMENT AND DATA ANALYSIS. Advanced in-depth study of appropriate assessment procedures for measuring learning, interpretation of assessment results, and decision-making based on data interpretation. 3 (F)

CUR 820. PRACTICUM IN HIGHER EDUCATION. Practical field experiences involving personnel in community or senior colleges and business/industry. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

CUR 833. PRACTICUM IN CURRICULUM AND SUPERVISION. Field experiences in curriculum design and supervision. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

CUR 834. DOCTORAL SEMINAR. Professional seminar focusing on technology; professional ethics; presentation and publication; communication; and analysis of political and cultural environments. 3

CUR 853. TEACHING IN HIGHER EDUCATION. Theory and practice relevant to the teaching of traditional and nontraditional college students. 3

EDUCATIONAL ADMINISTRATION AND SUPERVISION

EDL 601. FOUNDATIONS I: INSTRUCTIONAL LEADERSHIP. This course establishes the foundation for the program participant's vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the *Curriculum, Instruction, and Assessment*; *Continuous Improvement and Culture for Learning*; and *Leading Operations for Learning* program anchors are presented. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 602. FOUNDATIONS II: INSTRUCTIONAL LEADERSHIP. This course develops the program candidate's instructional leadership skills for (1) understanding and analyzing effective teaching/learning behavior as applied in a specific teaching situation, (2) using and interpreting data to improve teaching and learning, (3) demonstrating knowledge of school law, district policy and procedures, and its relationship to educational decisions, and (4) understanding the diversity issues in a multicultural school and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 603. FOUNDATIONS III: INSTRUCTIONAL LEADERSHIP. This course furthers the development of the instructional leadership knowledge and skills in the areas of: 1) using the clinical supervision cycle to assess teaching and learning; 2) the ability to collect, analyze, interpret, apply, and evaluate data for continuous improvement; and 3) assessing, planning, and understanding the principles of quality professional development and systems that promote efficient practices in the management of people, processes, and resources to improve student achievement. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 620. LEADERSHIP PRACTICES I. Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 624. LEADERSHIP PRACTICES II. Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDL 628. LEADERSHIP PRACTICES III. Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

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

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

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

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

EDL 720. EDUCATIONAL LEADERSHIP PRACTICES I. Development of school leadership skills as

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

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

EDL 728. EDUCATIONAL LEADERSHIP PRACTICES III. A study of building effective relationships between school and community, enhancing professional development, and enhancing school culture for learning. Additionally, developing effective guidance counseling programs, school health programs, and governance of extracurricular activities will be studied. The latest research in all afore- mentioned areas will be discussed. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

EDUCATIONAL PSYCHOLOGY

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

ELEMENTARY EDUCATION

CEL 514. EARLY LITERACY INSTRUCTION I. Concepts, materials, and research-based assessment and teaching strategies reflecting the science of reading for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonological awareness, phonemic awareness, and phonics. 3

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

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

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

CEL 611. CLASSROOM MANAGEMENT. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,SUM)

CEL/CUR 612. DEVELOPMENT, ASSESSMENT AND EVALUATION. A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

CEL 614. METHODS OF INSTRUCTION IN ELEMENTARY SCHOOLS. A study of the characteristics of effective teaching in the elementary school with emphasis on current research and literature in the field. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SUM)

CEL 615. EARLY LITERACY INSTRUCTION II. Concepts, materials, and research-based assessment and teaching strategies reflecting the science of reading for early systemic reading instruction, specific of vocabulary, fluency, and comprehension. Prerequisites: CEL 514. 3

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

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

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

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

CEL/CUR 641. CURRICULUM AND INSTRUCTION FOR GIFTED LEARNERS. The study of the design, implementation, and assessment of different curriculum and instructional approaches for gifted learners. 3 (F)

CEL/CUR 642. CREATIVITY, ASSESSMENT, AND PROGRAM EVALUATION. The study of the design, implementation, and evaluation of effective gifted education programs with a focus on creativity development, fair and reliable assessment, and program evaluation. 3 (S)

CEL/CUR 643. PRACTICUM IN GIFTED EDUCATION. The study of gifted education through structured, supervised, clinical experiences to develop competencies of effective gifted educators. 3 (S)

CEL/CUR 650. DIMENSIONS OF LEARNING/INTERNSHIP. Supervised Internship. Emphases will include applying educational principles and theories to field experiences, understanding the link between theory and practice, and exploring current issues in education. Prerequisites: CEL/CUR 611, CEL/CUR 612; CSP 546; CEL/CSD 614. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

CEL 690. THESIS. 6

CEL 705. PRACTICUM IN EARLY CHILDHOOD EDUCATION (K-3). Emphasis on dealing with children in an early childhood setting. Development of in-service activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6 (F)

CEL 706. PRACTICUM IN UPPER ELEMENTARY/MIDDLE SCHOOL (4-8). Emphasis on dealing with children in an upper elementary/middle school setting. Development of in-service activities, attendance at conferences, professional publications, and professional presentations also emphasized. 6 (S)

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

CEL 712/812. LEADERSHIP ROLES IN K-12 EDUCATION. Study and identification of leadership roles in K-12 education for teachers, supervisors, administrators and special personnel. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S,F)

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

CEL 790. THESIS. 6

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

FAMILY AND CONSUMER SCIENCES

FCS 533. METHODS AND MATERIALS IN CAREER DISCOVERY. 3

FCS 544. CHILD NUTRITION. Application of scientific principles and current research in nutrition to growth and health from conception through adolescence, with emphasis on preschool period. 3

FCS 546. NUTRITION EDUCATION. Principles, objectives, methods, and materials for school and community nutrition education. Prerequisite: Previous course work in nutrition or consent of the instructor. 3

FCS 547. PROFESSIONAL DEVELOPMENT. Preparation for the professional job search. Emphasizes goal

setting, resume preparation, interviewing, business etiquette, dressing for success, and letter-writing skills needed by college seniors. 3

FCS 587. OCCUPATIONAL HOME ECONOMICS. 3

FCS 590. FIELD OR WORK EXPERIENCE. 6

FCS 592. SPECIAL TOPICS IN FAMILY AND CONSUMER SCIENCES. Current developments in Family and Consumer Sciences. 1-6

FCS 595. CONSUMERS AND THE LAW. 3

FCS 601. CURRENT TRENDS IN (area of Family and Consumer Sciences to be inserted). Intensive study of contemporary concerns. 3

FCS 689. INDIVIDUAL STUDIES. 3

HEALTH EDUCATION INTEREST AREA

HSE 539. SCHOOL HEALTH INSTRUCTION. Principles, methods, and materials for teaching elementary and secondary health based on the National Health Education Standards. Extensive literature review of health risk behaviors confronting today's K-12 students. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

HSE 549. PREVENTION AND TREATMENT OF ATHLETIC INJURIES. 3

HSE 560. DRUG USE AND ABUSE. Physiological and pharmacological effects of chemical substances of abuse on the human body. Behavior of users, alternatives to use and abuse, and coping strategies will be included. Extensive research of drug categories and/or effects of drug use and abuse are part of this course. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

HSE 626. TRENDS AND ISSUES IN HEALTH EDUCATION. Recognition, discussion, systematic analysis and solutions of controversial issues and problems in health education. 3

HSE 636. ADVANCED PHYSIOLOGY OF EXERCISE. Physiological effects of activity on human body with special emphasis on research and practical applications to athletics and physical education. 3 (S)

HSE 637. MOTOR LEARNING AND HUMAN PERFORMANCE. Nature, problems, instruction, and guidance of motor learning. Application of mechanical principle to development of motor skills. 3

HSE 740. CONTEMPORARY PROBLEMS IN HEALTH. Current personal, community, and world health problems, through critical analysis of literature and research. 3

MEDIA-LIBRARY SCIENCE

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

CML 532. CHILDREN'S LITERATURE. Emphasis on the importance of books, electronic text, and reading in the life of young children. This course will address how children's literature, including multicultural works, should be incorporated into the 4-8 reading program. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

READING

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

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

CRD 629. DIAGNOSIS and REMEDIATION OF READING DIFFICULTIES. Approaches and instruments for identifying reading problems, determining methods and materials appropriate for remediating reading problems, and implementing targeting reading instruction during supervised work with students in a laboratory setting. Includes significant, integrated field experiences focused on developing the knowledge, skills, and dispositions necessary for successfully identifying and remediating reading difficulties. Prerequisites: CEL 514 and CEL 615. 3

CRD 689. INDIVIDUAL STUDIES. 3

RESEARCH

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

ELR 701. RESEARCH FOR EDUCATIONAL PRACTITIONERS. This course provides an examination of research methodology, research designs and related data analysis procedures, research evaluation, and planning for research investigations. Prerequisite: ELR 605. 3 (F,S,SUM)

ELR 788. QUANTITATIVE RESEARCH DESIGN. A comprehensive foundation in the principles and practices of quantitative research design and analysis to include application, computation, and interpretation of the various types of quantitative research. Prerequisite: ELR 605; Corequisite: ELR 789. 3 (F,S)

ELR 789. ACTION OR FIELD RESEARCH USING QUALITATIVE METHODS. An in-depth exploration of the various types of qualitative research design, with a focus on theoretical foundations, methodological approaches, analysis of qualitative data, and practical application. Prerequisite: ELR 605. Corequisite: ELR 788. 3 (F,S)

ELR 803. EDUCATIONAL RESEARCH DESIGN. Writing and developing educational research reports, project proposals, self-studies, and use of related data. Prerequisite: ELR 605; ELR 788, 789. 3 (F,S)

ELR 805. EDUCATIONAL RESEARCH WRITING. This course focuses on advanced analysis and evaluation of current research studies and writing research proposals. Prerequisites: ELR 702 and full admission to the doctoral program. Corequisite or prerequisite: ELR 803. 3 (S, F)

ELR 888. DISSERTATION SEMINAR. Discussion of dissertation topics and designs; problems occurring during the dissertation process. Prerequisite: ELR 605, 788, 789, 803. Corequisite or prerequisite: ELR 805. 3 (S, F)

ELR 890. DISSERTATION. Investigation and reporting of a significant problem or investigating basic phenomena using appropriate research methods and reporting skills. Prerequisite: ELR 605, 788, 789, 803, 805, 888. 1-9 (F,S,SUM)

SECONDARY EDUCATION

CSD 614. METHODS OF INSTRUCTION IN SECONDARY SCHOOLS. A study of characteristics of effective teaching in the secondary school with emphasis on current research and literature in the field. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3

CSD 632. SECONDARY SCHOOL CURRICULUM THEORY, PLANNING, ORGANIZATION AND DEVELOPMENT. Utilization of current educational theory to develop and implement curriculum planning in grades 7-12. 3

CSD 689. INDIVIDUAL STUDIES. 3

SPECIAL EDUCATION

CSP 545. SPECIAL EDUCATION ASSESSMENT. Assessment strategies and instruments, both formal and informal, used in special education. Requires a field-based component. 3 (F)

CSP 546. ADVANCED SURVEY OF EXCEPTIONAL CHILDREN. Discussion, study and research of issues in special education: Legislation, legal mandates, policies and procedures, characteristics and identification, and service delivery. 3

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

CSP 610. SPED Law and Research Pedagogy. This course integrates knowledge of special education law, compliance, and enhancement of best practices within special education through Action Research. This course is designed to provide an understanding of the laws that govern the area of special education, focusing on current laws and litigation such as IDEA, Section 504, ADA, Every Student Succeeds Act of 2015, *Endrew F. v. Douglas County Schools* and *Fry v. Napoleon Community Schools* cases. Further, this course provides educators a method to study compliance of special education law and policy that results in solutions and action plans to address certain issues. Through carefully chosen readings and assignments, this course will provide candidates with the knowledge and skills needed to use action research as a basis to make curricular and instructional decisions both school-wide and at the classroom level. Additionally, the course will help candidates learn how to develop an action research project to address a school or classroom problem and increase the dialogue within a learning context. Prerequisites: CSP 611. Corequisites: CUR 611, 612. Corequisite or prerequisite: CSP 546. 3

CSP 611. LANGUAGE AND LITERACY FOR STUDENTS WITH DIVERSE NEEDS. Participant identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general education curriculum. Participants will explore the emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. It includes a 5-hour minimum field experience observing language and literacy in general education and special education settings for students with disabilities. Prerequisite: CSP 546. 3

CSP 612. LITERACY FOR STUDENTS WITH DISABILITIES. This course integrates knowledge of language assessments and the components of high-quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualization depending on student need. Implements and applies reading and writing instruction to support learning across content areas. It includes a 5-hour minimum field experience observing language and literacy in general education settings for students with disabilities. Prerequisites: CSP 546 and 611. 3

CSP 613. EVIDENCE-BASED PRACTICES FOR STRUGGLING LEARNERS. Participants in this course will analyze evidence and research-based instruction for individuals with disabilities in a variety of domains including academic, social, emotional, and behavioral, instruction, and assessment. Evaluates methods for prioritizing needs for individuals with disabilities and measuring the impact of practices in a variety of service delivery models. It includes a 5-hour minimum field experience. Prerequisites: CSP 611. Corequisites: CUR 611, 612. Corequisite or prerequisite: CSP 546. 3

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

CSP 674. ADVANCED INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION. This course is designed for graduate candidates with undergraduate training in education. It will introduce candidates to advanced concepts on lesson planning, curriculum development, IEP development, taxonomies of learning, stages of learning, knowledge forms, learning style and accommodation and modification of teaching of individuals with exceptional learning needs. 3

CSP 686. TEACHING FOR INCLUSION. Exploring the role of special education and general education teachers in inclusive settings. Developing skills in differentiated instruction, Response to Intervention (RTI), collaboration and co-teaching, classroom and behavior management. Requires a field-based practicum. Appropriate for special education and elementary education teachers. 3

CSP 689. INDIVIDUAL STUDIES. 3

SUPERVISION

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

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

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

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

SUP 732. PRACTICUM IN HIGHER EDUCATION. Understanding of the instructional, functional, and administrative areas within a college or university with opportunities to observe and assess problem-solving, management, and leadership skills, while gaining insight into the various interpersonal and working interactions within and between administrative units. 3 (F,S)

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

COLLEGE OF NURSING, HEALTH, AND SCIENCES

Vicki Bingham, Ph.D., RN, Dean

Nursing 105
(662) 846-4268

<https://www.deltastate.edu/nursing-health-sciences/>

MISSION STATEMENT

The College of Nursing, Health, and Sciences delivers interdisciplinary programs that challenge diverse students to become thinkers, innovators, and leaders in their communities across the globe to promote health, social and emotional well-being, science and the environment. We prepare students to advance their knowledge in the professional programs of nursing, speech and hearing, social work, counseling, physical education and recreation, and the sciences.

STRATEGIC GOALS

- Offer programs that foster interdisciplinary collaboration and prepare graduates to advance their education and professional careers.
- Utilize recruitment and retention strategies to support an engaged student population holistically developed for their careers in nursing, health, and sciences.
- Secure funds to recruit and establish a culture of learning and scholarship for employees.
- Seek resources to strengthen the performance of academic programs in nursing, health, and sciences.
- Establish local, regional, national, and international partnerships to improve nursing, health, and science academic programs.
- Engage with alumni to promote and market all nursing, health, and science academic programs.

ACADEMIC SCHOOL/DIVISIONS

The College of Nursing, Health, and Sciences is composed of the following:

- Division of Sport and Movement Sciences
- Division of Mathematics and Sciences
- Robert E. Smith School of Nursing and Health Sciences

DEGREE PROGRAMS

- Division of Sport and Movement Sciences
 - Master of Science (MS) in Sport and Human Performance
- Robert E. Smith School of Nursing and Health Sciences
 - Master of Education in Counseling (MEd)
 - Master of Science in Nursing (MSN)
 - Post Master's Certificate in Nursing
 - Doctor of Nursing Practice (DNP)

ROBERT E. SMITH SCHOOL OF NURSING AND HEALTH SCIENCES

Shelby Polk, D.N.P., A.P.R.N., F.N.P.-B.C., Chair

Robert E. Smith School of Nursing Building, 52

(662) 846-4255

<http://www.deltastate.edu/school-of-nursing/>

Mission

The mission of the Delta State University Robert E. Smith School of Nursing and Health Sciences is to transform healthcare in the Mississippi Delta and beyond by preparing graduates to be leaders at the baccalaureate, master, and doctoral levels through excellence in education, evidence-based research, interprofessional practice, and multidimensional partnerships in a diverse society.

The Robert E. Smith School of Nursing and Health Sciences combines study in the liberal arts, life sciences, and behavioral sciences with the study of nursing to offer the Master of Education in Counseling (MEd), Master of Science in Nursing (MSN) degree, Post-Master's certificate, and Doctor of Nursing Practice (DNP) degree.

The purpose of the Robert E. Smith School of Nursing and Health Science graduate programs is to prepare advanced practitioners to meet the health care or nursing education needs of the people of the Mississippi Delta and beyond. FNP Graduates of this program meet educational eligibility to apply for national certification with the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC) in the role of Family Nurse Practitioner and to apply for state licensure as an Advanced Practice Registered Nurse (APRN) in primary care of families/across the lifespan.

CHILD ADVOCACY STUDIES TRAINING

The Child Advocacy Studies Training (CAST) is an interdisciplinary offering through the Social Work program in the College of Nursing, Health, and Sciences and the Criminal Justice program in the College of Education, Arts, and Humanities. It is designed to prepare students for the prevention, assessment, intervention and prosecution of child abuse and neglect using the multi-disciplinary team approach to trauma-informed care. The certificate of completion indicates to prospective employers that the job candidate has mastered content concerning adverse childhood experiences resulting from various social and family problems and experiential content related to teamwork in child abuse investigation and intervention.

Requirements for Admission to the Child Advocacy Studies Training

The Child Advocacy Studies Training is an in-house certificate of completion typically pursued alongside an academic degree. Applicants to the Child Advocacy Studies Training must meet all the regular admission requirements for entrance into Delta State University graduate studies. Professionals over 21 years of age who do not meet the minimum admission requirements may register for the Child Advocacy Studies Training as non-degree students.

Students wishing to complete the Child Advocacy Studies Training will complete an application in SWO 501, enroll in the three required courses, and complete each course successfully earning a C or above to earn the certification of completion. Students must also register as a CAST student with the Children's Advocacy Centers of Mississippi, complete outcomes assessment surveys, and participate in the required FORECAST child abuse simulations as indicated in the syllabus for each DSU CAST course.

Requirements for Completion of the DSU Child Advocacy Studies Training

The three courses required for the Child Advocacy Studies Training are as follows:

SWO 501 Child Welfare and Advocacy.....	3
SWO 512 System Responses to Child Maltreatment.....	3
CRJ 575 Family Violence	3
TOTAL HOURS	9

Successful completion means completing the three required courses with a grade of C or better. Upon completion, each student will receive a Certificate of Completion in Child Advocacy Studies through the Child Advocacy

Centers of Mississippi's statewide CAST Program if registered as a CAST student. It is to be awarded as a "Certificate of Completion" on their transcripts.

MASTER OF EDUCATION IN COUNSELING

For admission to Counselor Education:

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

	Semester Hours
A. School Counseling Specialty.....	60
1. Required Courses.....	54
CED 600, CED 601, CED 602, CED 604, CED 605, CED 606, CED 609, CED 616, CED 617, CED 619 (6 hours), CED 620, CED 630, CED 635, CED 707, CED 711, CED 712, CED 715	
2. Approved Electives.....	6
B. Clinical Mental Health Counseling Specialty	60
1. Required Courses.....	54
CED 600, CED 601, CED 602, CED 604, CED 605 CED 606, CED 609, CED 610 (6 hours), CED 616, CED 620, CED 627, CED 630, CED 635, CED 703, CED 711, CED 712, CED 715	
2. Approved Electives.....	6

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

MASTER OF SCIENCE IN NURSING AND POST MASTER'S CERTIFICATE

The Master of Science in Nursing is an online program that provides study beyond the Baccalaureate in Nursing to earn a degree or certificate in the role concentrations of educator or practitioner. The graduate student in each role concentration completes required core, research, and role specific theory and practicum courses.

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

There are two types of admission available for the MSN degree and Post Master Certificate programs in nursing: Full Admission and Admission with Conditions.

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

A. Meet admission requirements as follows:

- Apply to Delta State University Graduate and Continuing Studies
 - Complete the Robert E. Smith School of Nursing and Health Sciences Program application.
 - Baccalaureate degree in Nursing with a minimum GPA of 3.00 overall (MSN degree requirement).
 - Master of Science in Nursing degree with a minimum GPA of 3.0 overall (Post master's certificate requirement).
 - At least one year of continuous clinical nursing experience as a Registered Nurse or Nurse Educator.
 - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years.
 - Submission of a resume.
 - A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical. Individuals who hold a restricted license may or may not be eligible for admission.
 - A grade of "B" or better on a graduate level pathophysiology course (prerequisite for Nurse Practitioner program only).

- B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing and Health Sciences, evidence of personal health insurance, and current BLS certification (infant, child, adult) after being accepted for admission.
2. Comply with Mississippi legislative statutes and regulations regarding criminal background checks by having fingerprints and a criminal background check completed. Any cost of this requirement will be the student's responsibility.

Admissions with Conditions:

Students who have a grade point average (GPA) less than 3.0 in a baccalaureate degree may be admitted with conditions. Students will be granted Full Admission after completing at least 9 semester hours of course work, following admission to the program, with at least a grade of "B" on all courses and by meeting other requirements for progression. Students who are admitted with conditions and who do not make a grade of at least a "B" or better on all courses in the first 9 semester hours of work, following admission to the program, will be dismissed from the program.

Progression:

To progress in the program, the student must maintain a GPA of 3.0 or better each semester with a grade of "B" or better in all core and role specific courses. Students must demonstrate a safe level of practice at all times in order to remain and progress in the program.

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

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

1. Degree-seeking students take all core courses, role specific courses, and/or capstone research to total required semester hours.
2. Certificate-seeking students take core courses and role specific courses to total required semester hours.
3. Depending upon the program of study the student must complete one of the following: a HESI APRN-FNP Exam with a score of 800 or better; an APEA Post-Predictor University Exam with a score of 70% or better; or subsequent standardized exams with a 70% or better during the last semester of the student's plan of

study. To take the standardized exam, the candidate must be enrolled in, or have completed, the final coursework and have a GPA of 3.0 or better.

4. An overall GPA of 3.0 or better is required with a grade of “B” or better in all core and role specific courses.
5. Degree-seeking students must complete a capstone project.

Non-Degree Students. The non-degree student is enrolled in graduate courses but not admitted to a degree program in the Robert E. Smith School of Nursing and Health Sciences. To enroll as a non-degree student, the student must seek admission to the university and obtain permission from the Chair of Nursing. A non-degree seeking student may enroll in non-clinical courses: NUR 601 Advanced Theoretical Issues in Nursing and Ethics, NUR 603 Advanced Pathophysiology (pre-requisite for Practitioner students), NUR 604 Advanced Healthcare Policy and Politics. A grade of “B” or better is required in each non-degree seeking course.

Transfer of Nursing Courses. Applicants who want to receive credit for prior nursing course(s) taken at another institution must have earned a grade of “B” or better in each course and submit a written request with supporting documentation. Transfer course(s) must be submitted and negotiated before admission to the Robert E. Smith School of Nursing and Health Sciences. The negotiation process may include revalidation, which could include refresher work followed by a remediation examination and/or competency check-off. Additionally, the Chair of Nursing will request a course syllabus from each course under consideration for transfer to ensure the equivalency of course content. Only in unusual cases will more than (9) hours be approved, and no more than two-thirds of the total hours required for the degree may be transferred from another institution. Transferring more than nine (9) hours requires the recommendation of the Graduate Program Coordinator, the Chair of Nursing, and the approval of the Dean.

MASTER OF SCIENCE IN NURSING CURRICULUM

	Semester Hours
1. Required Core Courses	7
NUR 601, NUR 604, NUR 606	
2. Educator Role	23
NUR 627, NUR 628, NUR 629, NUR 632, NUR 636, NUR 637, NUR 641, NUR 651	
3. Family Nurse Practitioner Role	41
FNP – NUR 602, NUR 603, NUR 605, NUR 620, NUR 624, NUR 630, NUR 631, NUR 634, NUR 635, NUR 638, NUR 639, NUR 640, NUR 680, NUR 687	
Total	30-48

Post Master's Nurse Educator Certificate

Students who already have a Master's degree in Nursing may be admitted to selected courses necessary for preparation as a Nurse Educator.

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

	Semester Hours
NUR 604 Advanced Healthcare Policy and Politics	2
NUR 627 Nurse Educator Practicum I	2
NUR 628 Assessment & Evaluation.....	3
NUR 629 NE Practicum II	2
NUR 632 Curriculum Development	3
NUR 636 Nurse Educator Practicum III.....	3
NUR 637 Integrated Advanced Patho/Pharm/Physical Assessment	4

NUR 641 Role Development and Instructional Methodologies	4
NUR 651 Nurse Educator Capstone	2
Total	25

Post-Master's Family Nurse Practitioner Certificate

Students who have a master's degree in nursing may be admitted to selected courses necessary to meet educational eligibility to take the Family Nurse Practitioner national certification exam.

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

	Semester Hours
NUR 602 Advanced Health Assessment	3
NUR 603 Advanced Pathophysiology	3
NUR 624 Differential Diagnosis in Primary Care.....	2
NUR 604 Advanced Healthcare Policy and Politics	2
NUR 605 Advanced Pharmacology.....	3
NUR 630 Family Nurse Practice I	3
NUR 631 Family Nurse Practice I Practicum.....	4
NUR 634 Family Nurse Practice II.....	3
NUR 635 Family Nurse Practice II Practicum	4
NUR 638 Family Nurse Practice III	2
NUR 639 Family Nurse Practice III Practicum.....	5
NUR 620 Role Synthesis (Nurse Practitioners).....	2
NUR 640 Informatics in Clinical Practice	2
NUR 680 Family Nurse Practitioner Review Course.....	2
Total	40

The Master of Science in Nursing (MSN) and Post Master's Family Nurse Practitioner Certificate at Delta State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is an online degree program designed for registered nurses (Baccalaureate and Masters prepared) who want to earn a terminal nursing practice degree and seeking educational eligibility, if needed, to take the Family Nurse Practitioner certification exam.

Application. While the application deadline is February 15th, an individual may apply to the Graduate Nursing Program anytime throughout the year. Once an applicant's file folder is complete, an interview will be scheduled.

Admission. Admission to the doctoral program is contingent upon the individual completing the following criteria as based on current education level:

Post BSN

Admission Requirements

A. Meet admission requirements as follows:

- Apply to Delta State University Graduate and Continuing Studies
 - Complete the Robert E. Smith School of Nursing and Health Sciences Program application.
 - Bachelor of Science degree in Nursing with a GPA of 3.0 or better.
 - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
 - Submission of a resume.
 - A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical. Individuals who hold a restricted license may or may not be eligible for admission.
 - A grade of "B" or better on a graduate level pathophysiology course (prerequisite).
 - A grade of "C" or better on an introductory course in Statistics.

B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing and Health Sciences, evidence of personal health insurance, and current BLS certification (infant, child, adult) after being accepted for admission.

2. Comply with Mississippi legislative statutes and regulations regarding criminal background checks by having fingerprints and a criminal background check completed. Any cost of this requirement will be the student's responsibility.

Post MSN

[non-FNP & FNP]

Admission Requirements

A. Meet admission requirements as follows:

- Apply to Delta State University Graduate and Continuing Studies
 - Complete the Robert E. Smith School of Nursing and Health Sciences Program application.
 - Master of Science degree in Nursing with a GPA of 3.0 or better.
 - At least one year of continuous clinical nursing experience with patient contact as an RN within the past three years for Nurse Practitioner.
 - Submission of a resume.
 - A copy of a current unencumbered license to practice as a Registered Nurse in Mississippi or in the state in which the student will perform clinical.

Individuals who hold a restricted license may or may not be eligible for admission.

- A copy of current national family nurse practitioner certification (ANCC & AANP) [FNP only]
 - Completion of an interview conducted by Robert E. Smith School of Nursing and Health Sciences faculty.
 - A grade of “B” or better on a graduate level pathophysiology course (prerequisite). [Post MSN non-FNP only]
 - A grade of “C” or better on an introductory course in Statistics.
- B. 1. Complete a health and immunization form provided by the Robert E. Smith School of Nursing and Health Sciences, evidence of personal health insurance, and current BLS certification (infant, child, adult) after being accepted for admission.
2. Comply with Mississippi legislative statutes and regulations regarding criminal background checks by having fingerprints and a criminal background check completed. Any cost of this requirement will be the student’s responsibility.

DNP Project

Each student will complete an evidence-based DNP project related to a specific topic of interest in advanced nursing practice. The project allows the student to utilize and apply the concepts and skills learned while enrolled in the DNP program. The intent of the project is to improve health care outcomes through the systematic application of existing research evidence to nursing practice and designed to benefit a group, population, or community rather than an individual patient.

Each student will identify a problem or need and develop an in-depth understanding of the issue through extensive review of the research literature.

Successful, sustainable projects must be developed in partnership with the targeted system or community. Therefore, students need to involve the healthcare system and stakeholders that will be impacted in each phase of the project. The project is designed to integrate innovative strategies in clinical practice through the application of evidence-based interventions to change care delivery models and improve health outcomes. With implementation of the project, the student must be able to demonstrate the impact through measurable outcomes.

The project is student-led with faculty-mentoring and demonstrates evidence of critical thinking and the ability to apply research principles through problem identification, proposal development, project implementation, and evaluation. The DNP project may take on many forms but should be unique to the student's specialty area of practice and designed by the student in collaboration with a faculty advisor, committee members, and clinical mentor(s).

Examples of DNP projects:

- *a program needs assessment with program development and evaluation of an existing program
- *development of an assessment instrument/protocol
- *a cost/benefit analysis of program models
- *construction of a practice model or an innovation for practice
- *database creation to track direct care assessment or outcomes
- *implementation of an evidence-based guideline for clinical practice
- *other projects as approved by faculty

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

Degree Requirements

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

1. Complete all core courses, role specific courses, and the scholarly project to total semester hours required for each program of study.
2. Score 800 or better on an APRN-FNP exam, 70% or better on an APEA Post-Predictor University Exam, or subsequent standardized exams with a 70% or better. To take the standardized exam, the candidate must be enrolled in, or have completed the final Family Nurse Practitioner coursework and have a GPA of 3.0

- or better. **(Required only for Post BSN and Post MSN [non-FNP]).**
3. An overall GPA of 3.0 or better.
 4. Successful development, implementation, and dissemination of the DNP Project.
 5. Demonstrate meeting all course requirements through submission of the DNP Portfolio.

Transfer of Nursing Courses. Applicants who want to receive credit for prior nursing course(s) taken at another institution must have earned a grade of “B” or better in each course and submit a written request with supporting documentation. Transfer course(s) must be submitted and negotiated before admission to the Robert E. Smith School of Nursing and Health Sciences. The negotiation process may include revalidation, which could include refresher work followed by a remediation examination and/or competency check-off. Additionally, the Chair of Nursing will request a course syllabus from each course under consideration for transfer to ensure the equivalency of course content. Only in unusual cases will more than (9) hours be approved, and no more than two-thirds of the total hours required for the degree may be transferred from another institution. Transferring more than nine (9) hours requires the recommendation of the Graduate Program Coordinator, the Chair of Nursing, and the approval of the Dean.

DOCTOR OF NURSING PRACTICE CURRICULUM

POST BSN/MASTER (non-FNP)-DNP

	Semester Hours
FNP Core	25-34
NUR 602, 603, 605, 624, 630, 631, 634, 635, 638, 639, 680	
DNP Core	24
NUR 801, 804, 806, 808, 810, 820, 822, 824	
DNP Project.....	7
NUR 887 (2 hours), 890 (5 hours)	
Total Hours for Post BSN-DNP Degree	65
Total Hours for Post Master’s (non-FNP)-DNP Degree	56-65
(9 hours available to transfer)	

POST MASTER (FNP)-DNP

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

The Doctor of Nursing Practice (DNP) at Delta State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.

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

DIVISION OF SPORT AND MOVEMENT SCIENCES

Dr. Thales Barbosa, Chair

Forrest E. Wyatt Center 101

(662) 846-4555

<https://www.deltastate.edu/nursing-health-sciences/health-physical-education-recreation/>

The Division of Sport and Movement Sciences has a two-fold responsibility. The first is to develop a campus-wide program of health, safety, physical education, and recreation experiences to help all students achieve and maintain a high level of mental, physical, and social competence. The second is to train teachers, coaches, fitness leaders, athletic trainers, and recreation leaders capable of advancing high standards in their professions.

Degree

The Division of Sport and Movement Science offers the following degree, major, and concentrations:

Master of Science (MS) – Sport and Human Performance

- Concentration in Human Performance
- Concentration in Sport Management
- Concentration in Exercise Science

MASTER OF SCIENCE IN SPORT AND HUMAN PERFORMANCE

The program functions to meet the diverse needs of graduate students seeking advanced professional preparation in the areas of sport administration, sport management, exercise science, human performance, and physical education. The program has three concentrations: Sport Management, Human Performance, and Exercise Science, and prepares students for professional opportunities in athletic administration/management, human performance, exercise science and fitness management, as well as supervisory roles in the area of physical activity.

Admission Requirements: Full admission to the Master of Science in Sport and Human Performance may be granted an applicant who

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

Program Requirements:

In each concentration, relevant undergraduate preparation is expected: 1) a student in the Sport Management concentration needs preparation in statistics or measurement and evaluation; 2) a student in the Exercise Science concentration needs preparation in anatomy and physiology or kinesiology, and exercise physiology; 3) a student in the Human Performance concentration needs preparation in statistics or measurement and evaluation, anatomy and physiology or kinesiology, and exercise physiology. Admitted students are required to enroll in 9 hours of initial course work as specified by the division. A minimum grade of B is required for each course for the initial 9 hours. A student with less than a grade of B in any of the three initial required courses will be allowed to repeat that course(s) one time. No additional courses toward completion of the degree may be taken until the 9-hour grade point average requirement is fully met.

Degree Requirements.

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete graduate work consisting of core courses, major field concentration hours and elective hours as specified.
3. Earn a B average on the degree core courses (PER 571, 600, 602, 611, and 680)
4. Pass an oral and/or written examination in the candidate's major concentration administered by a committee appointed by the Division Chair.

Master of Science in Sport and Human Performance Curriculum

A. Sport Management Concentration.....	30
1. Core courses required PER 571, 600, 602, 611, 680*	15
2. Concentration required hours PER 617, 670, 685; MKT 540**	12
3. Approved electives	3
B. Exercise Science Concentration.....	30
1. Core courses required PER 571, 600, 602, 611, 680*	15
2. Concentration required hours PER 561***, 566, 638, 685; HSE 636***	15
C. Human Performance Concentration.....	30
1. Core courses required PER 571, 600, 602, 611, 680*	15
2. Concentration required hours PER 566, 638, 670, 685.....	12
3. Approved electives	3
* PER 680 requires a prerequisite of an undergraduate statistics or measurement and evaluation course.	
**MKT 540 requires a prerequisite of an undergraduate introduction to marketing course.	
***PER 561 & HSE 636 requires a prerequisite of an undergraduate course in exercise physiology.	

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

COLLEGE OF NURSING, HEALTH, AND SCIENCES

COUNSELOR EDUCATION

CED 570. CAREER EDUCATION. 3

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

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

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

CED 604. PRE-PRACTICUM AND INTRODUCTION TO TELEMENTAL HEALTH COUNSELING. Provides for the development of counseling skills under the supervision of faculty members. Students are also introduced to the principles of telemental health counseling, including technology-assisted service delivery, legal and ethical issues, and treatment considerations. Students must pass this course and demonstrate minimum level of clinical counseling competency. Professional liability insurance is required prior to enrollment. Prerequisites: CED 630. Lab fee required. 3 (F,S)

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

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

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

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

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

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

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

CED 620. HUMAN GROWTH AND DEVELOPMENT. Advanced study of individual's development throughout the lifespan. Particular emphasis will be placed on current issues, multicultural comparisons and the typical and atypical sequence of development, and practical applications of developmental theory in work as a counselor. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S,SUM)

CED 627. FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING. Overview of the history, philosophy, procedures and techniques of organizing and providing counseling services in clinical

mental health settings. Course includes models, methods, ethical and professional issues, and challenges specific to the practice of clinical mental health counseling with diverse populations. 3 (S)

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

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

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

CED 689. INDIVIDUAL STUDIES. 1-6

CED 690. THESIS. 6

CED 701. ADVANCED COUNSELING THEORY. Overview of advanced theoretical models of counseling including techniques and interventions in school and community settings. Opportunities provided for demonstration and evaluation of students' counseling skills. Prerequisite: Must be admitted in the counseling educational specialist program. 3

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

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

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

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

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

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

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

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

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

CED 718. COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of

spirituality, religiosity, and counseling, focusing on the impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: CED 600. 3 (SUM)

CED 722. INTRODUCTION TO PLAY THERAPY. Study of play therapy as a counseling intervention for children in schools and community settings. Covers the history and theories of play therapy, play as it relates to child development, and techniques of play therapy. Prerequisites: CED 630. 3 (SUM)

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

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

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

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

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

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

NURSING

NUR 601. ADVANCED THEORETICAL ISSUES IN NURSING AND ETHICS. This core course focuses on synthesizing theoretical and ethical concepts in the development of nursing knowledge. This course may be taken as a non-degree course or upon admission into the nursing graduate program. Theory 2 hours per week. 2 (F,S)

NUR 602. ADVANCED HEALTH ASSESSMENT. This core course will build on the health knowledge and physical assessment skills of the registered nurse in preparation for practice at an advanced level in various clinical and/or academic settings. This course will focus on skillful interviewing to obtain a comprehensive health history and physical exam of clients across the lifespan. Prerequisites: Admission to the nursing graduate program and NUR 603. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3 (F)

NUR 603. ADVANCED PATHOPHYSIOLOGY. This core course provides an overview of the normal physiologic and pathologic mechanisms of disease. This course will provide the advanced level nurse with the ability to understand how and why signs and symptoms of diseases appear. It will assist in analyzing the biophysical mechanisms to make decisions in the treatment and management of care. Prerequisite to program admission for practitioner students. Theory 3 hours per week. 3 (SU)

NUR 604. ADVANCED HEALTHCARE POLICY AND POLITICS. This core course will focus on how the political process and politics influence the development of health policy to address diversity, equity, inclusion, and social determinants of health that affect healthcare. Theory 2 hours per week. 2 (S, SU)

NUR 605. ADVANCED PHARMACOLOGY. This core course will provide a foundation in the application of clinical pharmacotherapeutics based on commonly prescribed medications of the client across the lifespan in selecting appropriate therapeutic nursing interventions. Prerequisites: Admission to the nursing graduate program and NUR 603. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3 (F)

NUR 606. ADVANCED NURSING RESEARCH AND EVIDENCE BASED PRACTICE. This core course

will provide a better understanding of the research process and the role of research in evidence-based practice for the advanced level nurse. An overview of research concepts, ethical issues, literature searches, research methodologies, data collection and interpretation will be discussed. Prerequisite: NUR 601. Theory 3 hours per week. 3 (S, SU)

NUR 620. ROLE SYNTHESIS (NURSE PRACTITIONERS). This core course will focus on the role of the entry level nurse transitioning to the advanced level. The course emphasizes the importance of the advanced practice nurse's role in interdisciplinary/collaborative approach to client care, professional responsibilities, and leadership capacities in a complex healthcare system. Prerequisites: Official admission to the nursing graduate program. Theory 2 hours per week. 2 (F)

NUR 624. DIFFERENTIAL DIAGNOSIS IN PRIMARY CARE. This practitioner role course will focus on developing the knowledge and skills of diagnostic reasoning and clinical judgement to assess and appropriately diagnose individuals and families across the lifespan. Prerequisites: Official admission to the nursing graduate program and NUR 603. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2 (F)

NUR 627. NURSE EDUCATOR PRACTICUM I. This is an educator role course to provide opportunities for students to apply the different teaching/learning theories and methodologies in academic and practice settings. The required 90 clinical hours will be performed under faculty and/or preceptor supervision. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Corequisite: NUR 641. Clinical hours 120 per semester. 2 (F,S)

NUR 628. ASSESSMENT AND EVALUATION. This is an educator role course to introduce students to the assessment and evaluation process including test construction, clinical performance, and educational technologies to evaluate learner outcomes. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours. 3 (F, SU)

NUR 629. NURSE EDUCATOR PRACTICUM II. This is an educator role course to provide opportunities for students to apply the different assessment and evaluation processes in academic and practice settings. The required 120 clinical hours will be performed under faculty and/or preceptor supervision. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Prerequisite: NUR 626 and 627. Corequisite: NUR 628. Clinical 120 hours per semester. 2 (S,SU)

NUR 630. FAMILY NURSE PRACTICE I. This practitioner role course will focus on the assessment, diagnosis, treatment, and management of acute and chronic illnesses in men's health, adult and geriatric clients, including health promotion and disease prevention. Prerequisites: NUR 602, 603, 605, 624. Corequisites: NUR 631. Theory 3 hours per week. 3 (S)

NUR 631. FAMILY NURSE PRACTICE I PRACTICUM. This practitioner role course serves as the foundation for the student to function as an advanced practice nurse in managing acute and chronic illnesses, including health promotion and disease prevention in men's health, adult and geriatric clients. The required 240 hours of clinical practice will occur under the supervision of a certified Nurse Practitioner. Prerequisites: NUR 602, 603, 605, 624. Corequisite: NUR 630. 4 (S)

NUR 632. CURRICULUM DEVELOPMENT. This is an educator role course to prepare students in the design, implementation, and evaluation of curriculum in the academic and practice settings. Prerequisite: NUR 628 and 629. Theory 3 hours per week. 3 (F, SU)

NUR 634. FAMILY NURSE PRACTICE II. This practitioner role course will focus on the assessment, diagnosis, treatment, and management of acute and chronic illnesses in women's health, maternity, and pediatric clients, including health promotion and disease prevention. Prerequisites: NUR 630, 631. Corequisites: NUR 635. Theory 3 hours per week. 3 (F)

NUR 635. FAMILY NURSE PRACTICE II PRACTICUM. This practitioner role course serves as the foundation for the student to function as an advanced practice nurse in managing acute and chronic illnesses, including health promotion and disease prevention in women's health, maternity, and pediatric clients. The required 240 hours of clinical practice will occur under the supervision of a certified Nurse Practitioner, certified nurse midwife, or physician. Prerequisites: NUR 630 and 631. Corequisite: NUR 634. 4 (F)

NUR 636. NURSE EDUCATOR PRACTICUM III. This is a capstone course to offer students an opportunity

to function in the role of the nurse educator with an approved preceptor in academic programs and/or health care settings. The required 180 clinical hours will be performed under faculty and/or preceptor supervision. Prerequisites: NUR 627 and 629. Clinical hours 180 per semester. 3 (F,SU)

NUR 637. INTEGRATED ADVANCED PATHOPHYSIOLOGY/PHARMACOLOGY/PHYSICAL ASSESSMENT. The course will integrate the advanced clinical concepts of the 3 P's, Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology, into a course that will focus on instructional strategies tailored for nurse educators. The NE will demonstrate advanced clinical concepts in various practicum clinical settings to gain practical experiences in the pedagogical approaches to teaching pathophysiology, pharmacology, and advanced health assessment at the undergraduate level that aligns with educational standards, preparing them to teach these critical subjects effectively. Prerequisites: Admission to the graduate nurse educator program. 4. (S)

NUR 638. FAMILY NURSE PRACTICE III. This practitioner role course will focus on the assessment, diagnosis, treatment, and management of acute and chronic illness in all patients across the lifespan, including health promotion and disease prevention. Prerequisites: NUR 634, 635. Corequisite: NUR 639. Theory 2 hours per week. 2 (S)

NUR 639. FAMILY NURSE PRACTICE III PRACTICUM. This practitioner role course serves as the capstone for the student to function as an advanced practice nurse in managing acute and chronic illnesses, including health promotion and disease prevention across the lifespan. The required 300 hours of clinical practice will occur under the supervision of a certified Nurse Practitioner. Prerequisites: NUR 634, 635. Corequisite: NUR 638. 5 (S)

NUR 640. INFORMATICS IN CLINICAL PRACTICE. This core course will build upon previous nursing informatics' knowledge at the baccalaureate level. The course will focus on the impact of information systems and emerging information technology roles in the dynamic field of healthcare. Emphasis is placed on developing an understanding of how automation is used to manage information in healthcare and educational settings, the value of technology for managing healthcare data, and the role of advanced-level nurses in the process. Nurse Practitioner students take this course. Theory 2 hours per week. 2 (F)

NUR 641. ROLE SYNTHESIS AND INSTRUCTION METHODOLOGIES. This comprehensive course will focus on the dual role of the entry-level nurse as they transition to advanced-level nursing education. It will emphasize the competencies required for effective teaching, scholarship, and service. The course will examine various teaching and learning theories and methodologies designed to support diverse learners in both academic and clinical settings. The goal is to equip nurse educators with a holistic understanding of their roles and the educational strategies necessary to foster effective learning environments. 4 (S, F)

NUR 651. NURSE EDUCATOR CAPSTONE COURSE. This course allows students to synthesize and apply knowledge and skills gained throughout the program to demonstrate mastery of the nurse educator role. Students will complete an integrative capstone project or practicum experience focused on teaching, curriculum development, or academic leadership. A maximum of two credit hours must be earned to meet graduation requirements. 2 (F,SU)

NUR 680. FAMILY NURSE PRACTITIONER REVIEW COURSE. This course focuses on transition into the advanced practice nursing role. The emphasis is placed on preparation for entry into advanced practice including Family Nurse Practitioner course content review for national board certification. The course will also include reviews of the scope of practice, standards of care, and legislative rules and regulations governing advanced practice nursing. Prerequisites: NUR 634, 635. Corequisites: NUR 638, 639. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 2 hours per week. 2

NUR 687. RESEARCH/EVIDENCE-BASED QUALITY IMPROVEMENT PROJECT. A course in the MSN degree program for the Nurse Practitioner role concentration. This course allows students to plan and develop a research/evidence-based quality improvement project on a topic relevant to their role concentration. This is a variable hour course. A maximum of 3 credit hours must be earned to meet graduation requirements. Students will earn either credit or no credit. Theory 1-3 hours. 3 (F,S)

NUR 801. ADVANCED THEORY AND ETHICAL ISSUES IN ADVANCED NURSING PRACTICE. This course focuses on theoretical perspectives and foundations for inquiry into advanced nursing practice and provides a foundation in ethics as it applies to the health professions. The student will draw on clinical experiences to promote moral reflection and personal values clarification. This course may be cross-listed

(combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 804. HEALTH CARE POLICY AND ECONOMICS IN CLINICAL PRACTICE. This course provides an overview of health care policy and selected policy models. Economic, legal, and social factors impacting policy development are addressed. The policy making processes at the organizational, local, state, national, and international level are explored. The role of an advanced practice nurse in influencing policy in health care delivery, outcomes, and professional nursing is emphasized. Students develop leadership skills and are actively involved in field experiences. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 806. EVIDENCE BASED NURSING PRACTICE: THEORY, DESIGN AND METHODS. This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the DNP. Quantitative and qualitative research methods related to the generation of evidence will be analyzed. Students will examine selected research studies, gain skills in analyzing methods, and apply research findings to practical problems. Students will also begin to design their own scholarly project reflecting their topic of interest. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 808. ADVANCED STATISTICS FOR CLINICAL PRACTICE. This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. Across the varied topics, emphasis is placed on: (1) becoming knowledgeable of the underlying logic of each statistical technique, (2) the appropriate use and underlying assumptions of the procedure, (3) interpretation of results from statistical software, and (4) evaluation of published results using statistical procedures. Pre-requisites: NUR 806. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 810. EPIDEMIOLOGY AND POPULATION HEALTH. This course provides an overview of fundamental topics in clinical epidemiology and how these concepts are applied in the measurement and evaluation of population health. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 820. LEADERSHIP AND ROLE DEVELOPMENT IN ADVANCED NURSING PRACTICE. This course synthesizes leadership theory and organizational models within the context of the health care industry. Systems leadership and organizational behavior concepts are also reviewed as they relate to leadership. Based on these theories, models, and behaviors the student will derive the DNP's role in complex health care organizations. Pre-requisites: NUR 801. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 822. BUSINESS MANAGEMENT AND QUALITY CARE IN CLINICAL PRACTICE. This course examines health care economics and the business of clinical practice as it relates to the delivery of quality health care services. This course will analyze the interplay between the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes. Within a quality improvement framework, students will explore economic concepts and measurement tools to critically appraise a health care issue, design strategies to improve clinical outcomes and evaluate the achievement of the improvement goals. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 824. INFORMATION MANAGEMENT AND DECISION SUPPORT IN CLINICAL PRACTICE. This course examines the essential knowledge needed to understand information systems and technologies that are transforming health care. The student gains the ability to critique informatics program proposals, understand the role of the informatics specialist in managing health care information for decision-making and program planning, and analyze the utility and functionality of technology. The course prepares the student to use available technology tools to present, interpret, and organize data. This course may be cross-listed (combined) with other

sections of the same course or with another course with similar enough content to warrant combination. Theory 3 hours per week. 3

NUR 887. DNP PROJECT DEVELOPMENT. This course provides the student with mentored opportunities to identify, develop, implement, evaluate and disseminate an independent DNP project focusing on problems of practice within specific populations. Students are supported by a DNP Project Advisory Committee in translating research/theory into teaching and evidence-based practice. The range of projects will be varied as they relate to the unique clinical practices of each DNP student. The student is expected to practice a minimum of 60-120 hours in a clinical area related to their topic of interest. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. Clinical 4-8 hours per week. 1-2.

NUR 890. DNP PROJECT. The DNP program culminates in the successful completion of a DNP project that demonstrates synthesis of the student's work and lays the groundwork for future evidence-based practice. Students will engage in evidence-based inquiry to analyze, evaluate, or transform a relevant aspect of clinical practice. The intent of the DNP project is to demonstrate the student's understanding of new DNP concepts/knowledge and the ability to lead and practice at the highest level of professional, clinical practice. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination.

The DNP project may take on many forms but will be unique to the student's area of specialization and designed by the student in collaboration with their faculty advisor and clinical mentor(s). The project should make a significant, evidence-based contribution to existing nursing knowledge.

Examples of DNP projects include: (1) a program needs assessment with program development and evaluation, (2) evaluation of an existing program, (3) development of an assessment instrument/protocol, (4) a cost/benefit analysis of program models, (5) construction of a practice model or an innovation for practice, (6) database creation to track direct assessment or outcome, (7) implementation of an evidence-based guideline for clinical practice, (8) or other DNP projects as approved.

Students also will integrate DNP role behaviors into clinical practice, analyze practice-based issues from the DNP perspective, and generate a portfolio that documents their achievement of the DNP program objectives. The student is expected to practice a minimum of 300 hours in a clinical area related to their topic of interest. Pre-requisites: NUR 887. Clinical 4-12 hours per week. 1-7

PHYSICAL EDUCATION AND RECREATION

PER 531. ADMINISTRATION OF RECREATION IN PRIVATE SECTORS. Designing, staffing, financing, leadership, and current trends. Field trips required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,EVEN)

PER 533. COMMUNITY CENTERS AND PLAYGROUNDS. Leadership techniques, programs, and operations. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S, ODD)

PER 535. RECREATION SEMINAR. Discussions and projects will be conducted concerning current issues and problems in the recreation profession. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

PER 542. PHILOSOPHY AND PSYCHOLOGY OF COACHING. Interactions of the coach with the administration, student body, players, press, and community. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F, S)

PER 544. SPORTS IN AMERICAN CULTURE AND SOCIETY. 3

PER 545. OUTDOOR EDUCATION IN RECREATION. Principles of outdoor adventure, discussion, and education. Trips are required. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F,S)

PER 550. PRINCIPLES OF BODY CONDITIONING. 2

PER 560. EXERCISE TESTING. Physiological responses and adaptations to the stress of exercise. Measurement and evaluation of cardiorespiratory functions, body composition, strength, muscular endurance, and flexibility. Includes emphasis on clinical and research testing methodologies as well as diagnostic and functional testing with contraindications to testing. Prerequisite: HSE 336; Corequisite: PER 561. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

PER 561. EXERCISE PRESCRIPTION. A study of the process of designing a person's suggested program of physical activity using professional guidelines and based on measurement and evaluation of cardiorespiratory function, body composition, strength, muscular endurance, and flexibility. Focus on the development of an exercise regimen as determined by established training principles (overload, progression, specificity, individuality, reversibility, and retrogression) and the factors that activate the overload principle (intensity, duration, frequency, mode, and skill and fitness level). Emphasis will be placed on clinical aspects of exercise testing, prescription, and research related to the development of training principles and guidelines. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

PER 566. STRENGTH AND CONDITIONING PROGRAM DESIGN. A study of the anatomical, physiological, biomechanical, musculoskeletal, and neuromuscular concepts and application of these concepts in the design of training programs for performance, rehabilitation, and fitness. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

PER 570. SPORTS ADMINISTRATION. 3

PER 571. SPORTS MANAGEMENT. A study of the history and theories of administration and management, the organizational concepts utilized, and discussion of techniques, problems and current issues involved with the direction of today's physical education, sports and recreational programs. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

PER 585. IMPROVEMENT OF ELEMENTARY SCHOOL PHYSICAL EDUCATION. 3

PER 600. INTRODUCTION TO RESEARCH IN SPORT AND HUMAN PERFORMANCE. An overview of the research process, including preparing the research plan; qualitative, quantitative, and mixed methods; statistical and measurement issues; data presentation and publication in scientific journals; ethical issues; sociohistorical, experimental, epidemiological, and philosophical research questions. 3 (F)

PER 601. ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION. Policies and procedures of administration on the secondary and collegiate levels. Special emphasis on construction and care of facilities, equipment, and personnel. 3 (F)

PER 602. RISK MANAGEMENT IN SPORTS. This course focuses on the legal concepts relevant in human resource management, sport governance, and risk management common in physical education. This course may be cross-listed (combined)

with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F)

PER 611. CURRENT LITERATURE AND TRENDS IN SPORT AND HUMAN PERFORMANCE. Literature in the field of sports, exercise, fitness, physical education, and human performance, including all major periodicals and books, special emphasis on new trends, concepts, and direction of the profession. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

PER 617. ORGANIZATION AND SUPERVISION OF RECREATIONAL SERVICES. Organization and supervision of recreational programs, marketing of recreational services, selection and supervision of staff, equipment, activities and preparation and administration of budgets. 3 (S)

PER 622. PHYSICAL EDUCATION FOR THE EXCEPTIONAL INDIVIDUAL. Physical diagnosis, adapted and corrective exercises. Nature of certain mental, emotional, and physical handicaps and physical education program best adapted to each type. 3

PER 638. BIOMECHANICS. Scientific principles of physics, mathematics, anatomy, and physiology as employed in the detailed analysis of sports skills. 3 (F)

PER 670. FACILITIES AND EVENT MANAGEMENT. A study of the principles and practices of planning, funding, managing, and maintaining facilities associated with sports participation. The material in this course includes but is not limited to professional sports, college sports, parks, recreational sports, and health/fitness clubs. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

PER 680 ADVANCED TESTS AND MEASUREMENTS IN SPORT AND HUMAN PERFORMANCE. This course will focus on the core concepts related to measurement evaluation in the field of sport and human performance. The course will involve testing, testing programs, validity, reliability, objectivity, and utilization of tests and measurements in research in sport and human performance. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (S)

PER 684. METHODS IN CURRICULA AND PROGRAMS OF PHYSICAL EDUCATION. Foundations and source materials on which curriculums are built. Organizing curriculum offerings for sequence and continuity. 3

PER 685. PRACTICUM IN SPORT AND HUMAN PERFORMANCE. Professional practice and demonstration of Master-level knowledge, skills, and abilities in human performance and sport management. The practical experience will be under the supervision of a field-based professional in collaboration with the instructor of record. 3 (F,S)

PER 689. SPECIAL TOPICS (Topic to be inserted). 1-6

PER 690. THESIS. 6

PSYCHOLOGY

PSY 502. LEARNING AND COGNITION. 3 (F)

PSY 503. THEORIES OF PERSONALITY. 3 (F,S)

PSY 504. PSYCHOLOGY OF TESTS AND MEASUREMENTS. 3 (F)

PSY 505. PSYCHOLOGY OF ADOLESCENCE. 3 (F,S)

PSY 506. HISTORY OF PSYCHOLOGY. 3 (F)

PSY 515. CLINICAL PSYCHOLOGY. 3 (F)

PSY 592. SPECIAL TOPICS IN PSYCHOLOGY. Current developments in Psychology. May be repeated with change in topics May be cross-listed with PSY 492. 3 (F,S,SUM)

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

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

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

SOCIAL WORK**SWO 500. HUMAN DIVERSITY. 3**

SWO 501. CHILD WELFARE AND ADVOCACY. This course covers various types of child maltreatment and its associated risk and cultural factors such as poverty, addiction, domestic violence, and teen pregnancy. Appropriate systemic responses to and the legal framework of child maltreatment such as mandated reporting, forensic interviewing, trauma-informed care, and multi-disciplinary intervention using the child advocacy center model and existing community services are explored. This interdisciplinary course is open to graduate students and professionals of any discipline where child advocacy skills and competencies are needed. Includes a problem-based learning FORECAST child abuse simulation. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (F, SU)

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

SWO 509. AGING AND THE COMMUNITY. 3

SWO 512. SYSTEM RESPONSES TO CHILD MALTREATMENT. This course is required for the graduate-level DSU Child Advocacy Studies Training Certificate and focuses on expanding skills needed for recognizing, reporting, and responding effectively to various forms of child maltreatment. Multi-disciplinary approaches to prevention, advocacy, and intervention with survivors of child abuse and their families are examined. A problem-based learning simulation for child abuse assessment and intervention is provided. This course may be cross-listed (combined) with other sections of the same course or with another course with similar enough content to warrant combination. 3 (SU II)

SWO 530. SOCIAL WELFARE POLICY ANALYSIS. 3**SWO 592. SPECIAL TOPICS IN SOCIAL WORK. 1-6****SPEECH AND HEARING SCIENCES**

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

SHS 592. SPECIAL TOPICS IN AUDIOLOGY AND SPEECH PATHOLOGY. 1-6**SHS 551. SPEECH, LANGUAGE AND HEARING DISORDERS FOR TEACHERS. 3**

Graduate Faculty 2026-2027

CHARLES EDWIN ABRAHAM, M.M., *Associate Professor of Practice in Entertainment Industry Studies*
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Tammy Prather, M.S.	Registrar
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Heather Miller, Ed.D.	Director, Gertrude C. Ford Center for Teaching and Learning
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Dr. Brandy Smith, D.N.P.	College of Nursing, Health & Sciences
Ms. Fawn Ussery, M.L.I.S.	Director, Library Services

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GLOSSARY OF ACADEMIC TERMINOLOGY

ACADEMIC CALENDAR

The calendar of important semester-specific dates and deadlines for students officially registered for courses listed on Delta State's Course Schedule, as well as for all Delta State University (DSU) degree-seeking students, academic and administrative units, and instructors. The Academic Calendar for each Academic Year is approved by the Academic Council and Cabinet, and is posted on the Academic Calendar page on the Academic Affairs website and in the academic catalogs.

ACADEMIC DEGREE

The title to be conferred by the University upon completion of the academic program. Some degrees include the name of the field of study (e.g., Bachelor of Science in Social Justice & Criminology, Master of Professional Accountancy); others (e.g., Bachelor of Arts, Master of Education) do not. Once the degree is conferred, the degree will be reflected on the transcript and diploma.

ACADEMIC PROGRAM/PROGRAM OF STUDY

A sequence of credit courses that lead to an academic credential (e.g., degree and academic major tied to the degree, academic minor, university certificate).

ACADEMIC YEAR

The period of instruction composed of the fall, spring, and summer semesters. The academic year begins at the start of the fall semester and ends after the last day of the summer semester.

COGNATE

A set of courses outside the major that is designed to complement other components of the student's course of study and to support selected professional goals. Depending on the academic degree and discipline, a cognate may be a required component of a degree. A cognate will not appear on the transcript or diploma.

CONCENTRATION

A set of courses associated with a major that is designed to focus a student's course of study according to interest and/or career goals. Depending on the academic degree and discipline, a concentration may be a required component of a degree. A concentration will not appear on the transcript unless required for licensure. A concentration will not appear on the diploma.

CORE

A defined group of courses within a particular major or minor that is required of all students completing that major or minor.

DISCIPLINE

A branch of knowledge or subject area as organized in a specific group of courses by an academic School or Division.

DOUBLE MAJORS

A program of study in which a student pursues two or more majors within the same degree program (e.g., BA, BS). Double majors are not granted to students until they have met the requirements for both majors. (The required number of hours in each major will vary.) Students seeking double majors (one degree with two majors) will be awarded one diploma. The two different majors will be noted on the transcript. Minors are not required for students seeking double majors.

DUAL DEGREES

A program of study in which a student pursues two degrees at the same level (e.g., bachelor, master). Two bachelor degrees are not granted to students until they have met the requirements for the second degree and have earned a minimum of 24 semester hours in addition to the requirements for the first degree. Students seeking dual degrees (two different degrees with two majors) will be awarded a diploma for each degree.

INSTRUCTIONAL MODES

The different modes for delivering a course to students at DSU.

FACE-TO-FACE (F2F)

Course meets with faculty and students at the same time (synchronous) in a designated physical space for the designated period of time listed on the course schedule/Banner. Note: All F2F courses must be prepared—and F2F

instructors must also prepare their students—to move entirely online in the event of instructor illness, campus closures, or other reasons. Unlike with Hybrids, F2F instruction will be replaced by online instruction only in times of extenuating circumstances.

ONLINE (OL)

One hundred percent of the course instruction with substantive faculty-student and student-student interactions transpire within the University's learning management system. Instruction is asynchronous, meaning that instructional activities do not require the instructor and students to be engaged at the same time.

ONLINE SYNCHRONOUS (OS)

Course meets online on a regular and predictable basis at the day and time listed on the course schedule/Banner. Synchronous meetings are intended to be a platform for strategic faculty-student, student-student, or student-content engagements. Faculty should not schedule synchronous class meetings during every designated class time and synchronous meetings should not comprise more than seventy-five percent of designated class times. Students registering for the course are expected to be prepared to meet during every scheduled class time. Faculty provide and maintain a schedule in the University's learning management system of all synchronous activities. This mode of instruction is not intended for use in a fully-online program.

HYBRID (HYB)

Course meets online with regularly scheduled, required, and strategic F2F interactions that avoid passive activities, such as lecturing without dialectical exchanges with most students.

Designated meeting times are listed on the course schedule/Banner. Course meets routinely F2F with the entire class on selected days (e.g., Thursdays) during the semester with a focus on:

- a) intensive engagement with the instructor or classmates,
- b) use of campus equipment, or
- c) other activities that do not lend themselves well to online delivery.

HY-FLEX (HYF)

Course is offered in a Hy-Flex format that allows students to participate in one of three ways: (1) in person, (2) online synchronously, or (3) online asynchronously. Students may choose their mode of participation for each class meeting, while the instructor ensures that all students have the opportunity to achieve the same learning outcomes regardless of participation method.

F-1 Students: Students whose F-1 immigration status is sponsored by Delta State University must comply with all applicable federal enrollment requirements and University policies implementing those requirements. Because federal regulations limit the amount of distance education that may be counted toward a full course of study, F-1 students enrolled in Hy-Flex courses may be required to attend class in person to maintain their immigration status. F-1 students should consult the Office of International Student Services before relying on online synchronous or asynchronous participation.

INTERDISCIPLINARY PROGRAM

An interdisciplinary program is an academic pathway (degree or concentration) consisting of a combination of courses from two or more disciplines, as determined in consultation between an advisor and a student.

LICENSURE PROGRAM

A set or sequence of courses and experiences required for a student to be eligible to obtain a license issued by an agency, group or professional organization.

MAJOR

A coherent set of required and elective courses approved by the University's academic program review process and meeting state criteria that, when completed by a student, signifies a degree of preparation in a field or fields of study. The credit hour requirements for the major are set by the respective colleges and academic units and may not consist of less than 120 hours (undergraduate) and 30 hours (graduate). A student must formally declare a major by the end of their first year.

MINOR

A cohesive set of required and elective courses that, when completed by a student, connotes knowledge and skills in a discipline, region or topic area, but not at the depth of a major. The minor is designed for students who are not majoring in the same area and typically requires between 18-24 credit hours, as set by the respective academic unit and college. A

student must formally declare the minor for it to appear on the transcript of record. Depending on the academic degree and discipline, a minor may be a required component of a degree.

PART OF TERM

A sub-division of a full term or an expansion across a full term. A course offered in a part of term has different add/drop/withdrawal/no show, etc. deadlines. Students, faculty and staff can find the deadlines on the Important Deadlines page on the website. Intersessions, 5-week sessions and half term sessions are considered parts of term. Full summer classes are also technically considered a part of term.

TERM/SEMESTER

A division of the academic year during which a course of studies is offered. The terms at Delta State are currently Summer I and II (approximately 4 weeks each), Fall (approximately 15 weeks) and Spring (approximately 15 weeks).

TRANSCRIPT

A physical or electronic record of a student's academic history of coursework completed at DSU and the grades and associated grade point average received. Also listed on the transcript are declared academic credentials, awarded academic credentials for students who have completed their degree, and university honors awarded by the institution upon the conferral of a degree. Only DSU students who have been enrolled in DSU regular or dual enrollment/credit courses will have a DSU academic transcript.

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