

# Graduate Programs

## 2013-2014

- Master of Education
- Specialist in Education
- Doctor of Education in  
Higher Education Administration
- Doctor of Philosophy in  
Higher Education Administration
- Master of Business Administration
- Master of Science in Counseling Psychology
- Master of Science in Nursing
- Doctor of Philosophy in  
Nursing Education and Administration
- Master of Music in Music Education
- Master of Biomedical Science
- Master of Arts in English
- Master of Arts in History
- Master of Science in Biological Sciences

# William Carey University

May, 2013

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Hattiesburg, MS 39401

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# GENERAL INFORMATION

## Mission Statement

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

## Vision

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

## The Carey Creed

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

## Theme Verse

Each year William Carey University chooses an annual theme which is designed to provide an idea for us to focus on and to unify the campus. **The theme for 2013-2014 is “Building on a Firm Foundation.”** (I Corinthians 3:11 and Luke 6:48). In Luke is found the teaching of Jesus about building one’s life on a strong foundation, and in I Corinthians the Apostle Paul wrote, “For no other foundation can anyone lay than that which is laid, which is Jesus Christ.” Students at Carey will be challenged to build strong lives on the foundation of faith in Christ.



# ACADEMIC CALENDAR 2013-2014

## August 2013

S	M	T	W	T	F	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## September 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## October 2013

S	M	T	W	T	F	S
			1	2	3	4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## January 2014

S	M	T	W	T	F	S
				1	2	3 4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## February 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## April 2014

S	M	T	W	T	F	S
			1	2	3	4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## May 2014

S	M	T	W	T	F	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## June 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## July 2014

S	M	T	W	T	F	S
				1	2	3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# William Carey University Calendar, 2013-2014

## Fall Trimester Session 2013

August 19 .....	Application deadline for fall trimester
August 21 .....	Registration for fall trimester
August 22 .....	Fall faculty meeting
August 23 .....	Faculty meetings and professional development
August 26.....	Late registration; Fall classes begin
September 2.....	Labor Day holiday (night classes meet)
October 7-18 .....	Advisement and registration for winter trimester
October 15.....	Deadline for filing for May 2014 Graduation Deadline for Filing for February 2014 Degree Conferral (to receive diploma without commencement)
October 30 .....	Last day of class
October 31, November 1, 4.....	Final examinations
November 5 .....	Grades due
November 5-8.....	Fall trimester break

## Winter Trimester Session 2013-2014

November 4 .....	Application deadline for winter trimester
November 8 .....	Registration for winter trimester
November 11.....	Late registration; Winter classes begin
November 23–December 1 .....	Thanksgiving holidays
December 2.....	Classes resume
December 3 .....	Deadline for <u>late</u> filing of May 2014 graduation application
December 7.....	M.Ed. Comprehensive Examinations
December 21 .....	Christmas holidays begin
January 13, 2014.....	Classes resume
January 20.....	Martin Luther King Day (night classes meet)
January 21-31.....	Advisement and registration for spring trimester
February 12.....	Last day of classes
February 13, 14, 17.....	Final examinations
February 18 .....	Grades due
February 18-21 .....	Winter trimester break

## Spring Trimester Session 2014

February 17 .....	Application deadline for spring trimester
February 21 .....	Registration for spring trimester
February 24.....	Late registration; Spring classes begin
March 10-14 .....	Spring break
March 17 .....	Classes resume
March 31.....	Deadline for filing for August 2014 Graduation
April 5 .....	M.Ed. Comprehensive Examinations
April 14-25 .....	Advisement & registration for summer and fall
April 18.....	Easter holiday

April 21 .....Classes resume  
 May 7 .....Last day of classes  
 May 8, 9, 12.....Final examinations  
 May 12.....Deadline for late filing for August 2014 Graduation  
 May 13 .....Grades due  
 May 16.....Graduate Commencement, Hattiesburg  
 May 17 .....Graduate Commencement, Tradition

**Summer Sessions 2014**

May 27 .....Application deadline for summer term  
 May 30 .....Registration for summer  
 June 2 .....Summer trimester and Term I classes begin  
 July 3 .....End of Term I  
 July 4.....Independence Holiday (Night classes meet)  
 July 7.....Term II classes begin  
 July 12.....M.Ed. Comprehensive Examinations  
 July 15.....Deadline for Filing for November 2014 Degree Conferral  
 (to receive diploma without commencement)  
 August 8.....Summer academic session ends; Grades due  
 August 9 .....Summer commencement

# CHANGE OF CLASS SCHEDULE 2013-2014

## FALL TRIMESTER (10 WEEKS)

August 26, 2013.....Classes Begin  
August 30, 2013.....Last Day to Add a Class  
September 2, 2013 .....Labor Day Holiday (Night Classes Meet)  
September 2, 2013 .....“W” Period Begins  
September 13, 2013 .....Last Day to Drop With a “W”  
September 16, 2013 .....“WP-WF” Period Begins  
September 27, 2013.....Last Day to Drop With a “WP-WF”  
September 30, 2013 .....“F” Period Begins  
November 4, 2013 .....Fall Term Ends

## FALL I TERM (5 WEEKS)

August 26, 2013.....Classes Begin  
August 28, 2013.....Last Day to Add a Class  
August 29, 2013 .....“W” Period Begins  
September 4, 2013 .....Last Day to Drop With a “W”  
September 5, 2013 .....“WP-WF” Period Begins  
September 11, 2013 .....Last Day to Drop with a “WP-WF”  
September 12, 2013 .....“F” Period Begins  
September 27, 2013 .....Fall Term 1 Ends

## FALL II TERM (5 WEEKS)

September 30, 2013.....Classes Begin  
October 2, 2013.....Last Day to Add a Class  
October 3, 2013 .....“W” Period Begins  
October 9, 2013 .....Last Day to Drop With a “W”  
October 10, 2013 .....“WP-WF” Period Begins  
October 16, 2013 .....Last Day to Drop With a “WP-WF”  
October 17, 2013.....“F” Period Begins  
November 4, 2013 .....Fall Term II Ends

## WINTER TRIMESTER (10 WEEKS)

November 11, 2013.....Classes Begin  
November 15, 2013.....Last Day to Add a Class  
November 18, 2013.....“W” Period Begins  
December 6, 2013 .....Last Day to Drop With a “W”  
December 9, 2013 .....“WP-WF” Period Begins  
December 20, 2013.....Last Day to Drop With a “WP-WF”  
January 13, 2014.....“F” Period Begins  
January 17, 2014 .....Winter Term Ends

**WINTER I TERM (5 WEEKS)**

November 11, 2013.....Classes Begin  
November 13, 2013.....Last Day to Add a Class  
November 14, 2013.....“W” Period Begins  
November 20, 2013.....Last Day to Drop With a “W”  
November 21, 2013.....“WP-WF” Period Begins  
December 4, 2013.....Last Day to Drop With a “WP-WF”  
December 5, 2013.....“F” Period Begins  
December 20, 2013.....Winter Term I Ends

**WINTER II TERM (5 WEEKS)**

January 13, 2014.....Classes Begin  
January 15, 2014.....Last Day to Add a Class  
January 16, 2014.....“W” Period Begins  
January 22, 2014.....Last Day to Drop With a “W”  
January 23, 2014.....“WP-WF” Period Begins  
January 29, 2014.....Last Day to Drop With a “WP-WF”  
January 30, 2014.....“F” Period Begins  
February 17, 2014.....Winter Term II Ends

**J-TERM (1 WEEK)**

January 6, 2014.....Classes Begin  
(Must Add/Drop by noon....“W” Period Begins 1:00 p.m.)  
January 7, 2014.....“WP-WF” Period Until 5:00 p.m.  
January 8-10, 2014.....“F” Period  
January 10, 2014.....Last Day of Classes/J-Term Ends

**SPRING TRIMESTER (10 WEEKS)**

February 24, 2014.....Classes Begin  
February 28, 2014.....Last Day to Add a Class  
March 3, 2014.....“W” Period Begins  
March 21, 2014.....Last Day to Drop With a “W”  
March 24, 2014.....“WP-WF” Period Begins  
April 4, 2014.....Last Day to Drop With a “WP-WF”  
April 7, 2014.....“F” Period Begins  
May 12, 2014.....Spring Term Ends

**SPRING I TERM (5 WEEKS)**

February 24, 2014.....Classes Begin  
February 26, 2014.....Last Day to Add a Class  
February 27, 2014.....“W” Period Begins  
March 5, 2014.....Last Day to Drop With a “W”  
March 6, 2014.....“WP-WF” Period Begins  
March 19, 2014.....Last Day to Drop With a “WP-WF”  
March 20, 2014.....“F” Period Begins  
April 4, 2014.....Spring Term I Ends

**SPRING II TERM (5 WEEKS)**

April 7, 2014.....Classes Begin  
April 9, 2014.....Last Day to Add a Class  
April 10, 2014.....“W” Period Begins  
April 16, 2014.....Last Day to Drop With a “W”  
April 17, 2014.....“WP-WF” Period Begins  
April 23, 2014.....Last Day to Drop With a “WP-WF”  
April 24, 2014.....“F” Period Begins  
May 12, 2014.....Spring Term II Ends

**MAY-TERM**

May 19, 2014.....Classes Begin  
(Must Add/Drop by Noon/“W” Period Begins 1:00 p.m.)  
May 20, 2014.....“WP-WF” Period Until 5:00 p.m.  
May 21, 2014.....“F” Period Begins  
May 30, 2014.....May Term Ends

**SUMMER TRIMESTER (10 WEEKS)**

June 2, 2014.....Classes Begin  
June 6, 2014.....Last Day to Add a Class  
June 9, 2014.....“W” Period Begins  
June 20, 2014.....Last Day to Drop With a “W”  
June 23, 2014.....“WP-WF” Period Begins  
July 3, 2014.....Last Day to Drop With A “WP-WF”  
July 7, 2014.....“F” Period Begins  
August 8, 2014.....End of Summer Term

**SUMMER I TERM (5 WEEKS)**

June 2, 2014.....Classes Begin  
June 4, 2014.....Last Day to Add a Class  
June 5, 2014.....“W” Period Begins  
June 11, 2014.....Last Day to Drop With a “W”  
June 12, 2014.....“WP-WF” Period Begins  
June 18, 2014.....Last Day to Drop With a “WP-WF”  
June 19, 2014.....“F” Period Begins  
July 3, 2014.....Summer Term I Ends

**SUMMER II TERM (5 WEEKS)**

July 7, 2014.....Classes Begin  
July 9, 2014.....Last Day to Add a Class  
July 10, 2014.....“W” Period Begins  
July 16, 2014.....Last Day to Drop With a “W”  
July 17, 2014.....“WP-WF” Begins  
July 23, 2014.....Last Day to Drop With a “WP-WF”  
July 24, 2014.....“F” Period Begins  
August 8, 2014.....Summer Term II Ends

# GENERAL INFORMATION

## William Carey University History

The institution that is now William Carey University had its earliest origins in Poplarville, Mississippi, when the noted educator W. I. Thames opened Pearl River Boarding School in 1892. As did many institutions of its day, Pearl River Boarding School offered “elementary, preparatory, and some college work.” A disastrous fire destroyed the school in 1905, and an effort was made to obtain backing for a new school in Poplarville to be called South Mississippi College. The efforts were not successful, and Professor Thames moved to Hattiesburg where, with the backing of a group of New Orleans businessmen, he opened South Mississippi College in 1906. Little is known of Pearl River Boarding School, but South Mississippi College, under the leadership of Professor Thames as its president, quickly gained a reputation for having a strong faculty, especially in art, music, history, and home economics. After a fire destroyed the immense administration building, including classrooms, library, and a 1500-seat auditorium, the young institution was forced to close.

In 1911 W. S. F. Tatum, wealthy lumberman and Methodist layman, acquired the property and offered it as a gift to the Baptists. He set two conditions: successful operation of a Christian school for girls for five years and an enrollment of at least one hundred students the first year. The property consisted of two surviving frame buildings and ten acres of cut-over land. A corporation was organized to own and control the college with nine trustees chosen from Baptist churches in Hattiesburg. In September, 1911 the school opened with a new name, Mississippi Woman’s College, under the leadership of President W. W. Rivers. In November, 1911 the debt-free college was offered to the Mississippi Baptist Convention and was accepted.

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

The college did not measure its progress simply with physical achievements. An early objective of Mississippi Woman’s College was to train

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

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

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

In 1968 William Carey entered a new era when it announced a merger with the prestigious Mather School of Nursing in New Orleans. Another dimension opened for the institution in 1976 with the purchase of the Gulf Coast Military Academy campus in Gulfport. Known as William Carey College on the Coast, the 20-acre beachfront property was devastated by Hurricane Katrina in August 2005. Classes were held off campus until 16 modular buildings were installed on the campus. Thirty acres were purchased in the 4800-acre Tradition Planned Community, located on Highway 67, and Phase I of the new campus, William Carey University–Tradition Campus, opened in August of 2009.

In June 1989 Dr. James W. Edwards was elected as the seventh president and served until 1997. Under his leadership, enrollment in church-related



vocations increased, the art program at Carey on the Coast was upgraded, the college debt was restructured, salaries improved, a trimester system was inaugurated, and an MBA program in executive leadership was added to the curriculum. The Lucile Parker Gallery was opened on the Hattiesburg campus, and the Sarah Gillespie Art Gallery was upgraded and moved to Parker Hall at Carey on the Coast. A campus beautification project was inaugurated.

Dr. Larry W. Kennedy served as president from 1998 to 2006. Many physical improvements were made to existing facilities. New construction on the Hattiesburg campus included a nursing building, education classroom building, housing for the Center for the Life and Work of William Carey, soccer fields, an intramural field, and baseball and softball fields. The college's \$7.5 million debt was paid off ten months ahead of schedule.

The years 2005 through 2006 brought significant challenges and advances to the institution. In the fall of 2005, all three campuses were affected by Hurricane Katrina, with the Coast campus being completely destroyed. While recovery and building efforts were underway, the trustees voted to change the status of the institution from college to university to honor its growth and enhance its potential in an increasingly global environment. The charter and all the transitions with accrediting agencies necessary for changing its status were revised. The name officially changed from William Carey College to William Carey University in 2006.

In February 2007, Dr. Tommy King was named the ninth president of the university, the first alumnus to serve in this position. Under Dr. King's leadership, the university constructed a \$1M addition to the Fail-Asbury Nursing Building on the Hattiesburg campus. Also the size of the Smith/Rouse Library was expanded by 40%, the Sarah Ellen Gillespie Museum of Art was dedicated, land was purchased for the new coast campus on which Phase I was constructed, and establishment of the William Carey University College of Osteopathic Medicine (COM) was undertaken. In December 2008, The Southern Association of Colleges and Schools raised the institution to Level V status, which permits the granting of doctoral degrees. A Master of Biomedical Science degree was added to the degree program, and enrollment reached an all-time record high. In October 2009 the Commission on Osteopathic College Accreditation granted provisional accreditation to the College of Osteopathic Medicine. Tennis was reinstated to the athletic program in 2009 with cross country and women's golf added in 2010-2011. Track and field for men and women began in the fall of 2012.

In the summer of 2010, a new facilities building was occupied and the College of Osteopathic Medicine enrolled an inaugural class of 110 students. Three buildings comprise the medical complex: Academic Building, Medical Arts Building, and the Asbury Administrative Center. The Joe and Virginia Tatum Theatre was constructed in 2010. In the fall of 2010, a specialist degree in higher education administration was offered, and the career and technical education department was established. The Bachelor of Music in contemporary worship degree was added in the fall of 2011. The M.Ed. in educational leadership, Ed.D. in higher education administration, and the Ph.D. in nursing education and administration programs began in the fall of 2012. The university continued to set record enrollments each year, surpassing 4,000 students in the fall of 2012. In 2012 Carey was named by *U.S. News and World Report* as a top tier regional university.

The university is organized into the following academic units: the Ralph and Naomi Noonkester School of Arts and Letters; the School of Natural and Behavioral Sciences; the School of Business; the School of Education; the Owen and Elizabeth Cooper School of Missions and Biblical Studies; the Donald and Frances Winters School of Music; the Joseph and Nancy Fail School of Nursing; and the College of Osteopathic Medicine.

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

**"Expect great things from God; attempt great things for God."**

## **Governance**

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

## **Locations**

William Carey University has two campuses:

HATTIESBURG is the home of the main campus, founded in 1906. On 140 acres, the university is conveniently located on the south side of the city. Hattiesburg is known as the "Hub City" because it is located at the intersections of Interstate 59 and U.S. Highways 49, 98 and 11. The city is centrally located less than 100 miles from the state capital of Jackson, as well as the Gulf Coast, New Orleans and Mobile. With a population of nearly 50,000, Hattiesburg is the educational, retail and medical center for the southeast Mississippi region.

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

## **Accreditation**

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

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

The Winters School of Music is an accredited institutional member of the National Association of Schools of Music. The music therapy program is accredited by the American Music Therapy Association. The Joseph and Nancy Fail School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, (202-887-6792); by the board of trustees, Institutions of Higher Learning of the State of Mississippi, and approved in New Orleans by the Louisiana State Board of Nursing. Programs in education are approved by the Mississippi Department of Education using NCATE standards.

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

The right to grant masters degrees was approved for William Carey College on December 12, 1972, when the Southern Association extended Level III status to the institution, and the Specialist in Education degree program was subsequently approved in 1978. In December 2008, William

Carey University was raised to Level V, and approval was granted to offer the Doctor of Osteopathic Medicine (D.O.) degree.

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

The School of Education at William Carey University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Hattiesburg and Biloxi. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

## **Institutional Effectiveness**

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

## **Nondiscrimination Statement**

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

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

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Academic Affairs, 498 Tuscan Avenue, Hattiesburg, MS 39401 (601) 318-6101.

## **Policy on Privacy of Student Records**

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

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

## **William Carey Library System**

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

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

The WCU Library’s online collections include over 40,000 electronic books, and 43,000 electronic journals and other online materials accessible through more than 50 licensed databases. These online collections are accessible through the library’s website from any WCU campus connected computer. WCU students, faculty, and staff can also access online collections from any off campus location by logging in through the WCU Library’s website using WCU email addresses and passwords as logins. Licenses for databases, electronic books and journals, and other online materials prohibit off campus access to these materials by individuals who are not WCU students, faculty, or staff.

The library's graduate research collections are located at the Dumas L. Smith/I.E. Rouse Library on the Hattiesburg campus, and at the Tradition Campus Library. Library collections include 55,000 items, including books, journals, media items, scores, children's books, and materials in microformat. An online catalog, accessible through the library's website, provides information about the library's holdings, including the location of physical items. All items in the collection are available for checkout at any WCU Library. Requests for items from another library location can be made by emailing [askalibrarian@wmcarey.edu](mailto:askalibrarian@wmcarey.edu), by filling out the Interlibrary Loan form on the library's website <http://library.wmcarey.edu> or by calling 601.318.6169.

The WCU Library develops and maintains services that support the missions of the library and the university. Library hours at each facility are available on the library's website at <http://library.wmcarey.edu>. Regular hours for fall, winter, and spring trimesters and summer session are posted on the website. Special hours for trimester breaks, holidays and mini-sessions are also available on the website. Other services available at all library locations include interlibrary loan for requesting materials that are not owned by the WCU Library, reference and information services provided by experienced library staff, workshops in the use of library and information resources, and email reference services at [askalibrarian@wmcarey.edu](mailto:askalibrarian@wmcarey.edu).

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

The Smith/Rouse Library on the Hattiesburg campus houses books, periodicals, music scores, microforms, and other library materials that support the university's curriculum. The Smith/Rouse Library also holds medical and other health science collections to support students and faculty in the College of Osteopathic Medicine. The library provides a significant collection of online books, periodicals, and databases in the health sciences. A computer lab is available in the library, with access to the Internet as well as to word processing, spreadsheet, and presentation software. Printing and photocopying services are provided, as well as a microform reader/printer, and audiovisual equipment. Group study rooms are available on a first come first served basis, and a classroom equipped with student computers is available to faculty and staff by reservation.

The Smith/Rouse Library houses the Clarence Dickinson Collection, which contains over 5,000 books, including many rare hymnals and psalters, scores, manuscripts, recordings, an antique piano, paintings, and memorabilia relating to the history of hymnology. Additionally, Smith/Rouse Library is the home of the William Carey University archives, which

documents and preserves materials relating to the history of the institution.

### **Tradition Campus Library**

The library collection on the Tradition campus includes books, serials, and audiovisual resources. Library computers provide access to the Internet, as well as providing an extensive array of online research databases with thousands of journal articles. Quiet study areas, as well as photocopying services, are available for students and faculty.

## **Vehicle Registration**

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

## **Campus Housing**

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

## **Campus Safety and Security**

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

## **Student Rights and Responsibilities**

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

## Students With Disabilities

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

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

## Technology Resources

William Carey University provides a variety of technology resources to support student learning. These resources include the Indigo Student Self Service Portal, the Desire2Learn (D2L) learning management system, student e-mail accounts, remote access to library database resources, and "Carey Air" a university-wide unified wireless network.

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

Many courses incorporate information technology both within the classroom and remotely through the internet. The university uses D2L for communicating vital course information to students, including course content, assignments, discussions, and more. **Students are required to access their WCU email and D2L accounts as quickly as possible so that faculty and administrative offices will have a reliable means of communication with the student.**

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



# ADMISSIONS INFORMATION

## General Admission Requirements

Each applicant to graduate programs at William Carey University must

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

In addition to these requirements, **the applicant must meet any additional requirements as put forth by the respective graduate degree programs.** Those requirements are listed in the following sections for the Master of Education, the Specialist in Education, the Doctor of Education, the Master of Business Administration, the Master of Science in psychology, the Master of Music in music education, the Master of Science in Nursing, the Doctor of Philosophy in Nursing Education and Administration, the Master of Biomedical Science, the Master of Arts in English, the Master of Arts in History, and the Master of Science in Biology degrees.

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

## Incomplete Admission Status

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

## Readmission

A student who has not enrolled in a course within the past 12-month period must apply for readmission. Readmission forms may be obtained from the office of admissions or the William Carey University website.

## Early Admission

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

## International Students

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

1. **Application**—Application for admission can be downloaded from the Carey website ([www.wmcarey.edu](http://www.wmcarey.edu)). Applications may also be requested by mail through the Office of Graduate Admissions on the Hattiesburg campus. A US\$30 application fee, which allows for a student's application to be processed, should be mailed to the Office of Graduate Admissions at 498 Tuscan Avenue, Box 155, Hattiesburg, MS, 39401.
2. **Academic Records**—Academic records indicating graduation from any institution(s) of higher education or official transcript(s) from U.S. institution(s) attended are required. An official transcript is defined as one mailed directly from one institution to another. All records must be in English before an I-20 from William Carey University is issued.
  - Transcripts from foreign institutions must be submitted to one of two foreign credential evaluation agencies: *World Education Services* ([www.wes.org](http://www.wes.org)) or *AACRAO Foreign Credential Services* ([www.aacrao.org/credentials](http://www.aacrao.org/credentials)). The results from the evaluation must be mailed to William Carey University. This process takes between 30 to 60 days.
3. **Language Proficiency**—Students who are not from nations where English is considered the official or second language are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 523 is required on the paper-based TOEFL; a minimum score of 193 on the computer-based TOEFL; or a minimum score of 70 on the internet-based TOEFL. Students who wish to take the IELTS must meet the minimum requirement score of 5.5. Students who do not

meet the minimum English proficiency required are invited to apply for admission the William Carey University English Language Center.

4. **Certification of Finances**—Proof of financial support for the duration of the international student’s stay in the United States is required. This document can be downloaded from the Carey website ([www.wmcarey.edu](http://www.wmcarey.edu)).
5. **Proof of Immunizations**—William Carey University requires one immunization for measles, mumps, and rubella (MMR) in the past ten years or two such immunizations in a lifetime.
6. **Proof of Major Medical Coverage**—Proof of medical coverage while attending an institution of higher education in the United States is required. All international students are required to take a policy with the university. Students will be assessed for the policy coverage at the beginning of each trimester. More information on the health insurance policy adopted by William Carey University is available online ([www.wmcarey.edu](http://www.wmcarey.edu)).

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

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

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

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

## **Transfer Courses**

No more than six semester hours may be transferred from another institution and applied toward an M.Ed., Ed.S., M.B.A., M.S.N., or Ed.D. Nine hours may be applied toward an M.S. degree in programs that

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

## **Second Master's Degree**

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

Students holding the M.S. in psychology with emphasis in industrial organization may use an *additional* six hours toward the M.B.A. for a total of 12 hours from the first degree. The limit of six hours of transfer credit means that a total of 24 hours must be taken at William Carey University. Further, students who have completed the MBA degree at William Carey University may transfer a total of 12 graduate hours to the M.S. degree with emphasis in organizational counseling. All other rules stated in this section will be maintained as standards for the transfer of credit.

## **Changing Major or Emphasis**

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

# FINANCIAL INFORMATION

## Graduate Fees

(per trimester, unless otherwise indicated)

Tuition (per trimester hour) .....	\$315
Master's Nursing Tuition (per trimester hour) .....	\$325
Ph.D. Nursing Tuition (per trimester hour).....	\$390
Ed.D. Tuition (per trimester hour) .....	\$340
Specialist in Education Tuition (per trimester hour) .....	\$340
Master of Biomedical Science (MBS)	
Tuition (33 trimester hours) .....	\$20,000
Acceptance Fee (applied to tuition) .....	\$750*
Auditing a Course .....	one-half the regular tuition cost
Application Fee .....	\$ 30*
Art Fee for Studio Classes (per class).....	\$ 30
Art Deposit Against Supplies (\$75 for ceramics classes/\$200 for sculpture classes) .....	\$75/\$200
Late Registration Fee .....	\$ 50*
Late Payment Fee .....	\$ 50*
Deferred Payment Plan Fee .....	\$ 35*
Late Deferred Payment Fee .....	\$ 15*
Drop Course Fee.....	\$ 75*
Administrative Fee for Withdrawal .....	\$ 50*
Course Validation Fee (per trimester hour).....	\$ 50
Directed Reading Fee (per trimester hour above the regular tuition rates) .....	\$ 50
Graduation Fee .....	\$ 50*
Late Graduation Fee (additional fee).....	\$ 100*
Returned Check Fee.....	\$ 50*
Transcript Fee (mailed/faxed) .....	\$5/\$10

\* nonrefundable fees

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

One-half tuition and fees is required at registration for official enrollment.  
Fees are subject to change without notice.

## Terms of Payment

**All fees are due and payable upon registration prior to the beginning of each trimester.** Returning students who pre-registered must make payment arrangements with the business office by the end of the day on Thursday before the start of each term in order to avoid a \$50.00 late payment fee. Returning students who fail to register for the next trimester during the pre-registration period will be assessed a late registration fee of \$50.00. New students who register on general registration day must make payment arrangements at the time of registration in order to avoid a \$50.00 late payment fee. **Students registering after the pre-registration period will not receive a bill by mail, but must come to the business office for a schedule of classes and charges.**

The university offers a deferred payment plan for students who elect not to pay in full at the time of registration. There is a \$35 fee assessed each trimester for the privilege of using the deferred payment plan. In order to register under this plan, a student must pay all remaining balances from previous trimesters and a minimum of one-half the tuition, fees, room, and board charges after deducting any student loans, grants, and scholarship amounts. The remaining trimester balance can be divided into two equal payments with payments due at the times specified with the student billing statement. Students who fail to set up on the deferred payment plan by the end of the first week of class will be automatically charged an additional late payment fee. Failure to make payments by the due dates on the agreement will result in a \$15 late payment charge on each of the due dates.

If a student is more than 15 days late in making payment, the university reserves the right to terminate the student's enrollment.

Account statements are mailed out monthly on all accounts with an outstanding balance. Students are responsible for notifying the business office of any address changes in order for statements to be received in a timely manner. Call the business office at (601) 318-6574 or send by mail to William Carey University, 498 Tuscan Avenue, Box 2, Hattiesburg, MS 39401. (Note: In order to change the address on file for grades, the registrar's office should be notified.) Nonreceipt of statements will not be considered a valid excuse for nonpayment. It is the responsibility of the individual (the student) who has incurred the debt to see that it is paid promptly.

An account becomes delinquent after the second deferred payment due date has passed. If satisfactory payment arrangements cannot be made, the business office will send a registered letter to the last known address

with a final request for payment. If no response is received within ten days, the account will be sent to a collection agency. The collection agency will bill for the balance owed to WCU, plus up to an additional 50% for their fee. The student will be responsible for paying the collection costs as stated on the Registration Form in the section "Acknowledgement of Financial Responsibility."

When an account is not paid in full by the final deferred payment due date, the business office will place a "HOLD" on a student's record. This "HOLD" restricts the student's ability to receive transcripts, diploma, and to register for future academic terms. Once established, the "HOLD" will remain in place until the debt is paid in full.

### **Withdrawal and Drop/Add Refund Policy**

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

- During the first week of class .....100% less \$75/\$50\*
  - During the second week .....70% less \$50/\$50\*
  - During the third week .....40% less \$50/\$50\*
  - After the third week.....None
- \*\$75 for dropping a class. \$50 for complete withdrawal.

**For classes offered on a schedule shorter than a 10-week term, the refund period will be reduced in proportion to the length of the course.** The effect of holidays on this schedule will be determined by the business office. The graduate summer tuition refund schedule is available in the graduate dean's office and in the business office.

### **Student Credit Balance Refund Policy**

Refund checks will no longer be available for pick-up on campus. Refunds for students with credit balances are now issued through Sallie Mae beginning on Wednesday of the fifth week of the term and continuing every Friday after that until the end of the term. Financial aid, pay-

ments, or adjustments must be received in the Hattiesburg business office by the cut-off date to be considered for refunds the following week.

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

**PLEASE NOTE:** Students who do not enroll in one of the options below two weeks before their refunds are due will receive a paper check via Sallie Mae. The check will be mailed on the due date and may take ten or more business days to arrive. Students need to sign up for one of the options below in order to avoid a delay in receiving their refunds:

Please login to the Indigo Portal (<http://indigo.wmcarey.edu>) to enroll in one of the refund options below:

1. Sallie Mae no fee student checking account with debit Mastercard,  
or
2. Direct deposit into a checking or savings account.

## **Financial Aid**

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



# ACADEMIC REGULATIONS

## Full-Time Course Load Limitations

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

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

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

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

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

## Grades

The university uses the following grading system:

- A is reserved for work which is definitely superior in quality.
- B is given for work which is consistently good and would be considered above average.
- C is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
- F is given when the student has failed the course.
- I A grade of "I" (incomplete), will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the instructor and the academic dean. In order to be eligible for a grade of "I", a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate

documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar's office. When the work is completed satisfactorily, the "I" may be changed to any grade assigned by the instructor. If a grade of "I" is not changed to a passing grade by the end of the next trimester, it will automatically be changed to an "F."

## Degree Completion and Final Assessment

A student must complete all required work within a period of six years after enrolling in graduate programs. All master's degree programs at William Carey University require a candidate's final assessment prior to graduation. This assessment may take the form of a written comprehensive exam, a portfolio, a capstone course, and/or oral examination.

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

## Academic Standing

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

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

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

## Academic Advising

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

## Academic Honesty

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

## Attendance Regulations

Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Individual faculty members set their own attendance regulations for their classes and inform their students of them; however, students must attend 80% of the class meetings in order to receive credit for the course. The total number of absences for each student shall be reported for each class by each faculty member at the time of filing trimester grade rosters.

## Change of Class Schedule

(Dropping and Adding Courses)

1. No change of schedule, either in dropping a course or adding a course, may be made except by permission of the student's academic advisor and dean.
2. No student may register for a course after 10% of class meetings have occurred.

3. Courses dropped within the first three weeks of a trimester will be recorded as “W” (withdrawn). Courses dropped after three weeks and before the middle of a trimester are recorded as “WP” (withdrawn passing) or “WF” (withdrawn failing), and courses dropped after the midterm will receive a grade of “F.” Any student dropping a course at any time without the required approval receives an “F” in that course.
4. Courses offered in mini-terms or with special schedules will have add/drop dates proportionate to length of course.

## **Withdrawals**

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

## **Right to Change Requirements**

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

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

## **Transcripts**

Transcripts are issued by the registrar’s office.

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

## Validation of Outdated Courses

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

## Graduate Committee

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

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



# MASTER OF EDUCATION

## *Specialized Concentrations:*

Art Education

Biology

Elementary Education

English

Gifted Education

Mathematics

Mild/Moderate Disabilities

Secondary Education

Social Science



Art of Teaching (Alternate Route)

- Elementary Track
- Secondary Track



Career and Technical Education



Dyslexia Therapy



Educational Leadership



Interscholastic Athletic Administration

## Goals and Objectives

The specific goals and objectives of the Master of Education program are to provide students with opportunities to

1. earn academic credentials that may allow them to advance in the chosen field of employment;
2. experience personal growth and understanding through in-depth study in the area of concentration and certification;
3. expand the student's Christian values through course work and campus activities;
4. specialize in a chosen area or discipline;
5. build upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; and
6. become strong professional leaders in their chosen discipline and area of certification.

## General Admissions Requirements

- A. Each applicant must
  1. hold a baccalaureate degree from an accredited college or university.
  2. complete and file with the graduate education office the application packet for admission to the university. **This application must be submitted *prior* to registering for classes and before the deadline established by the graduate admission office.**
  3. provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.
  4. have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative GPA presented for the baccalaureate degree. Applicants must hold, or be qualified to hold, a standard Mississippi State Department of Education teaching license. If an applicant has a GPA below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.



5. have a TK20 account (tk20.wmcarey.edu), which is the School of Education's electronic portfolio.
  6. hold or qualify to hold a Class A teacher's license if planning to teach at the elementary or secondary school level in Mississippi. If deemed necessary by the student's advisor and/or the dean, students who are licensed in Mississippi through the alternate route may be required to complete additional course work in the area of concentration to strengthen the student's academic preparation for graduate study. A copy of this license must be filed in the graduate office.
  7. declare a major and file a program plan signed by the student's advisor **prior to completing nine hours of graduate work**. This plan will be approved and becomes an application for candidacy for the degree.
- B. Applicants for the Master of Education degree who seek an advanced license in a different area than their education bachelor's degree will be required to take additional courses beyond the 30-hour master's degree in order to meet requirements for licensure. The additional coursework will be determined by the director of graduate education and will be listed in detail on the student's program of study.
- C. Upon special request by the student and the approval of the Graduate Committee, the teacher license requirement may be waived only for a student pursuing a graduate degree in English, biology, mathematics, or social science who is currently employed in a college, nonpublic institution or a position not requiring a teacher's license. In the event the licensure requirement is waived, the following notation will be entered upon the student's transcript: "Student does not meet requirements for teacher licensure." Students must request waiver in writing and must state the reason for the request.

## Admissions Status

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

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

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

regular students. The nondegree status also applies to students who are ineligible to pursue a graduate degree but wish to take course work for nondegree purposes. No more than nine hours of credit from a nondegree status may apply toward a degree. Admission on nondegree status does not imply admission to any program.

## **Off-Campus Transfer Courses**

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

## **Supplemental Endorsements**

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

## **Submission of Program Plan**

By the end of the first trimester, the student must be officially accepted as a candidate for a master's degree. A program plan sheet must be submitted to the director of graduate education outlining the courses the student plans to take. This plan sheet must be signed by the student and the student's advisor.

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

## **Workshop Credit and Course Numbering**

No more than six semester hours of workshop credit may be applied toward the Master of Education degree. Three hours may apply to the area of concentration and three hours may be used as an elective. All workshops are numbered as 593 or 693 courses, and named when offered. Special topic courses that are named when they are offered are numbered

590 or 690 and can be taken for 1-3 hours of credit. Directed readings courses are numbered 549 or 649.

## **Comprehensive Examination and Degree Application**

The Master of Education degree comprehensive examinations for 2013–2014 will be given on these dates:

December 7, 2013

April 5, 2014 and July 12, 2014

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

For May graduation: October 15

For August graduation: March 31

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

## **Application for Licensure**

Students are responsible for making the proper application to the Mississippi Department of Education for their Class AA license. Forms are available in the registrar's office or the department of education office and online at the State Department of Education website ([www.mde.k12.ms.us](http://www.mde.k12.ms.us)). The student must also complete a release-of-records form.

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

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

## Requirements for the Master of Education Degree

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

1. Each student must have acquired regular graduate admissions status.
2. A minimum of 30 semester hours graduate work must be completed with a minimum grade point average of 3.0.
3. A student making a third grade of a "C" or lower may not repeat any other courses and will be dismissed from the program.
4. Only six hours of course work in general education and in the area of concentration can be taken at the 500 level. Courses taken to meet license deficiencies or add-on endorsements may not be used for the degree program.
5. Proficiency in writing and speaking the English language is a requirement for the Master of Education degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage or by other appropriate methods. An informal interview with a candidate for the purpose of determining a plan of action in this area may be requested.
6. A student must complete all required work **within a period of six years after enrolling in graduate courses.**
7. A thesis is not an option in the Master of Education degree.
8. A written comprehensive examination will be required of each candidate prior to graduation. The contents of this examination will be determined by the graduate faculty. A student must have met all other degree requirements and be enrolled in the final six hours in order to take the comprehensive examination.
9. A signed program of study should be on file *prior* to completing 12 hours.
10. Participation in the graduation ceremony is required. Degrees are not conferred *in absentia*, except by the office of academic affair's special permission for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$50 late fee in addition to the graduation fee.

# Curriculum for Master of Education Degree

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

## I. Professional Education

All degree curricula (with exception of the Master of Arts in Teaching) require the professional core:

EDU 620 Teacher as Researcher

EDU 630 Historical/Philosophical Foundations of Education

EDU 640 Curricula Planning

## II. Specialized Concentrations and Electives

### Art Education

Art Core (15 hours)

15 hours of art education (ART) courses

Electives (6 hours)

Two courses chosen with approval of advisor

### Biology

Required Biology Courses (6 hours)

BIO 601 Applications of the Scientific Method

BIO 602 Systemics

Choose one of the following courses (3 hours):

BIO 610 Environmental Impacts

BIO 611 Microbial Ecology

BIO 612 Recombinant DNA and Society

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

BIO 620 Biology of the Endangered Species

BIO 625 PCR Theory and Applications

BIO 630 Population and Community Ecology

BIO 635 Genomics

BIO 640 Animal Behavior

BIO 645 Proteomics

BIO 650 Mississippi Flora

## **Elementary Education**

Elementary Core (12)

EDU 606 Integration of Content Curriculum

EDU 611 Current Trends in Teaching Reading

EDU 636 Reading/Writing Across the Curriculum

and one of the following courses

EDU 601 Social Studies in the Elementary School

EDU 607 Elementary School Mathematics

EDU 609 Science in the Elementary School

Electives (9 hours)

Three courses chosen with advisor approval

## **English**

English Courses (15 hours)

15 hours of English (ENG) courses

Electives (6 hours)

Two courses chosen with approval of advisor

## **Gifted Education**

Gifted Courses (15 hours)

EDU 651 The Gifted Child

EDU 652 Teaching the Gifted Child

EDU 653 Curricular Development for the Gifted

EDU 654 Trends and Issues in Gifted Education

EDU 655 Curriculum for Artistically and Creatively Gifted

Electives (6 hours)

EDU 690 Metacognition

EDU 625 Technology in Education

EDU 627 Performance Assessment

Others with approval of advisor

## **Mathematics**

Mathematics Courses (15 hours)

15 hours of mathematics (MAT) courses

Electives (6 hours)

6 hours chosen with approval of advisor

## **Mild/Moderate Disabilities**

### Mild/Moderate Disabilities Concentration (18 hours)

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

### Electives (3 hours)

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

### Prerequisite (3 hours)

- EDU 572 Survey of Exceptional Child

## **Endorsement in Mild/Moderate Disabilities**

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

## **Endorsement in Gifted**

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

## **Endorsement in Severe/Profound Disabled**

*(can only be added to the mild/moderate)*

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

**Endorsement in Reading (18 hours)**

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

**Secondary Education**

Secondary Core (12 hours)

- EDU 625 Technology in Education
- EDU 636 Reading /Writing Across the Curriculum
- EDU 646 Secondary Methods
- EDU 572 Survey of the Exceptional Child\*
- \*if you had the undergraduate equivalent select*
- EDU 626 Cooperative Learning

**or**

- EDU 627 Performance Assessment

Electives (9 hours)

Three courses chosen with advisor approval

**Social Science**—See advisor for course requirements.



# Master of Education in the Art of Teaching

## (An alternate route to teacher licensure)

William Carey University has been approved for a unique program designed to provide an opportunity for noneducation graduates to enter the teaching profession and to earn a Master of Education degree in the Art of Teaching. The program is designed to lead to full standard alternative licensure within one year and the option of earning a master's degree within one more year. Because of the unique nature of this program, all work must be done at William Carey University.

Alternate route interns are required to secure employment in approved school districts within a 60-mile radius of William Carey University. Special permission is required if an intern is employed in a school district out of the 60-mile area.

### Steps Toward Standard Licensure

#### 1. Admission to the Alternate Route Program

A candidate must have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative GPA presented for the baccalaureate degree and a passing score on both the PRAXIS I and the PRAXIS II specialty area examination (Elementary Education PRAXIS II 0014). If an applicant has a GPA below 2.50, the applicant may appeal the admissions decision by presenting a G.R.E. score of 800 (verbal and quantitative) or the Miller's Analogy Test score of 370. **Each intern must be employed as a full-time classroom teacher in an endorsement area listed on the educator's license.**

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

A candidate must first successfully complete EDU 536—Classroom Management and EDU 650—Tests, Measurements, and Evaluations. These courses *must be completed prior* to application for licensure and to the internship. Students must complete the internship within three years in order to gain a standard teaching certificate.

#### 3. Admission to the Internship (EDU 635 – 6 hours)

After the successful completion of Step 2, a candidate will be admitted to EDU 635, which is a two-term internship as a regular classroom teacher. This course will include regularly scheduled seminars on the William Carey campus during this year.

Alternate route students will be enrolled in EDU 635 (Internship) in cohort groups. A cohort is defined as a group of students who begin and end EDU 635– Internship at the same time. Interns will move through the two trimesters of internship in consecutive order (fall trimester—3 hours; winter trimester—3 hours).

After completing these three steps, a candidate will receive a standard Mississippi Educator License in the area in which the PRAXIS specialty areas was passed. If the candidate wishes to enter the M.Ed. program, the 12 hours earned in these steps will count toward the Master of Education in the Art of Teaching degree. A student wishing to transfer to another M.Ed. program must complete all requirements for standard licensure prior to admission to the second program.

### **Admission to the Program**

A candidate having successfully completed the initial 12 hours (EDU 536, EDU 650, and EDU 635) leading to standard licensure as required by the Mississippi Department of Education with at least a 3.0 GPA will be eligible for admission to the Master of Education in Art of Teaching program.

### **The Program**

This program is specifically designed with a 12-hour core and both an elementary and secondary track. The elementary track has 33 hours, and the secondary track has 30 hours. Because the 12 hours initially earned for licensure count toward this degree, *there are no electives in this program.*

### **Current Areas Available for Licensure Through the Special Alternate Route MAT**

- Art
- Biology
- Business
- Chemistry
- Elementary Education (4-8 only)
- English
- Music Education
- French
- German
- Home Economics
- Marketing
- Mathematics
- Physical Education
- Physics
- Spanish
- Speech Communication
- Social Studies
- Technology Ed.

## **Requirements for All Candidates**

EDU 572 — Survey of the Exceptional Child and Multicultural Education

EDU 620 — Teacher as Researcher

EDU 625 — Technology in Education

EDU 636 — Reading and Writing across the Curriculum

### **Select a Track**

Elementary:

EDU 602 — Children’s Literature

EDU 606 — Integration of Content Curriculum

EDU 611 — Current Trends in Reading

Secondary:

EDU 640 — Curricula Planning

EDU 646 — Secondary Methods

### **Other Requirements**

#### *Comprehensive Examination*

- Each candidate must successfully complete a comprehensive examination.

#### *Graduate Requirements*

- Successfully complete the program with a GPA of at least 3.0. No grade less than a “C” will be accepted toward the degree.
- Successfully complete the required courses and comprehensive examination.
- Complete the program within six years after being admitted.

## Curriculum Materials Center

A Curriculum Materials Center is maintained on the Hattiesburg campus with a branch on the Tradition campus. The materials are housed in Fairchild Hall on the Hattiesburg campus and in classroom building on the Tradition campus.

Materials available in the center include textbooks used in the schools with teachers' manuals and pupil books, books for children, reference materials, activity books, teacher-made games, commercially produced games and materials, and computer programs. Most materials are not available for checkout but may be used in the center.

## Course Descriptions

### Professional Education Core (EDU)

- 620 Teacher as Researcher.** Three hours. The study of methodology and interpretation of educational research which acquaints the student with various techniques of research and their use in educational endeavors.
- 630 Historical and Philosophical Foundations of Education.** Three hours. This course is a survey of the development of educational systems and philosophies from ancient times to the present.
- 640 Curricula Planning.** Three hours. A survey of general curriculum development with emphasis upon current practices in curriculum design and organization, evaluation of curriculum materials, and curriculum development including instructional objectives.

### *Required for the M.Ed. in the Art of Teaching.*

- 536 Classroom Management.** Three hours. This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan. (May not be taken for graduate credit if taken at undergraduate level.)
- 650 Tests, Measurements, and Evaluations.** Three hours. The study of the measurement and evaluation of student learning with both criterion and norm-referenced procedures. (May not be taken for graduate credit if taken at undergraduate level.)

## Art Education (ART)

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

- 600 Art History I/Walter Anderson.** Three hours. In-depth discussion of the life and works of Walter Anderson. Papers and seminar type discussions are required. Research will be conducted through the primary resources of the Walter Anderson Museum.
- 601 Art History I/Mississippi Coast Artists.** Three hours. In-depth discussion of the life and works of Walter Anderson, Dusti Bonge, and George Ohr. Research will be conducted through discussion with primary resources of the Anderson family and viewing of works available through the Anderson Museum, George Ohr Museum, and family archives.
- 610 Painting Processes and Applications in Education.** Three hours. Individual studio work in painting with media process, subject matter, and developmental learning application for art curriculum development.
- 611 Drawing Processes and Applications in Education.** Three hours. Individual studio work in drawing with media process and developmental learning application for art programs.
- 630 Applied Computer Graphic Design in Art Education: Photoshop.** Three hours. Introduction to the application of desktop publishing software, Photoshop. Through practical study of the current Photoshop, this introductory course will provide a solid understanding of the various technical capabilities as it applies to the classroom instruction. From scanning to rendering, the course will cover this most popular software program's vast capabilities. *Prerequisite: A working computer knowledge.*
- 631 Applied Graphic Design in Art Education: Graphic Illustration.** Three hours. Traditional painting and drawing skills will be emphasized as they apply to graphic illustration as visual problem solving. The creative process is explored in depth as the student prepares an illustration from the conceptual thumbnail stage to a finished product.
- 649 Independent Study.** Three hours. Individual research and study under the guidance of a graduate faculty member.
- 660 Issues and Trends in Art Education.** Three hours. A course designed to research recent developments in art education

including the aims, philosophies, methods, content, and problems related to the field.

- 680 Research in Art Education.** Three hours. A course designed to help the student plan and carry out a research project. Specific course content will be designed to meet the research needs of the individual student. *Prerequisite: Education 620, Introduction to Research.*
- 690 Art Workshop.** Three hours. Special topic courses to be named when offered.
- 691 Seminar in Art Education: Special topics.** Three hours. Selected topics, content, and teaching methods by guest lecturers and graduate faculty.

## **Biology (BIO)**

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

- 531 Ichthyology.** Four hours. An introduction to the study of fishes. This course covers the anatomy, physiology, ecology, and evolutionary relationships of these vertebrates. A one semester laboratory/field/collection experience is included.
- 532 Herpetology.** Four hours. An introduction to the anatomy, physiology, ecology, and evolutionary relationships of amphibians and reptiles. A one semester hour laboratory/field/collection experience is included.
- 601 Applications of the Scientific Method.** Three hours. An introduction to the philosophy and practice of the scientific method, with applications to teaching science. Analysis of the current scientific literature will be emphasized in this course.
- 602 Systematics.** Three hours. A survey of the historical and modern classification of organisms into groups based on their phylogenetic relationships.

- 610 **Environmental Impacts.** Three hours. A study of environments impacted by human activities. Methods that federal and state governments employ to regulate these impacts and options for restricting the long term impact of these environmental changes are covered.
- 611 **Microbial Ecology.** Three hours. A survey of current topics in microbial ecology, including microbial diversity, microbial interactions within communities, and microbe-mediated nutrient cycling in the biosphere.
- 612 **Recombinant DNA and Society.** Three hours. A course exploring the history, development, and impact of recombinant DNA technologies on society. Current applications of recombinant DNA technology will be examined.
- 620 **Biology of Endangered Species.** Four hours. The biology of populations impacted by human-induced changes to environments. The design and implementation of long-term management practices are discussed. A one semester-hour lab which includes trips to visit managed populations is included.
- 625 **PCR Theory and Applications.** Four hours. A course exploring the theoretical and practical aspects of PCR, including current methods and their applications. A one semester-hour lab is included.
- 630 **Population and Community Ecology.** Four hours. A survey of the important concepts and theories in population and community ecology. Methods of collecting and analyzing data are presented. A one semester-hour lab that includes field trips and data collection is included.
- 635 **Genomics.** Four hours. A survey of current concepts and methods in genomics and bioinformatics. Analysis of recent and ongoing public genomics projects will be an integral part of the course. Special attention will be given to current research on the human genome. A one semester-hour lab is included.
- 640 **Animal Behavior.** Four hours. A survey of the field of animal behavior with emphasis on proximate/ultimate causes, predator-prey interactions, social interactions, foraging, migration, and parental care. A one semester-hour lab which includes data collection and analysis is included.
- 645 **Proteomics.** Four hours. An introduction to the concepts and methods of proteomics. Analysis of recent and ongoing public proteomics projects will be an integral part of the course. A one semester-hour lab is included.

- 650 **Mississippi Flora.** Four hours. A survey of both natural and introduced plants found in Mississippi. The habitat requirements of various plant species and keys used to identify plants are covered. A one semester-hour lab involving field trips to natural areas is included.
- 698 **Proposal Preparation and Literature Research.** Three hours. This course requires that a student complete a research proposal that includes a review of relevant literature.
- 699 **Thesis Research.** Three hours. This course requires that a student complete a research project and complete a thesis.

## Education (EDU)

- 572 **Survey of Exceptional Children.** Three hours. A study of exceptionalities from the gifted to the profoundly handicapped. This course is a prerequisite for the mildly/moderately disabled concentration. (May not be taken for graduate credit if course was taken at undergraduate level.)
- 574 **Reading in the Middle and Secondary School.** Three hours. The development of reading skills in the content areas. Emphasis on helping the middle and secondary school student read more effectively. (May not be taken for graduate credit if course was taken at undergraduate level.) This class may be online enhanced.
- 575 **Teacher Induction.** Three hours. A course designed to provide entry educators with effective research-based strategies for managing the learning environment, for using appropriate teaching strategies, and for establishing effective communication skills in a school setting. The course extends for more than one trimester with collaboration between the school district and university. The student registers only one term but has to cross-over terms to complete requirements.
- 601 **Social Studies in the Elementary School.** Three hours. The study of research and techniques for teaching social studies as an integrated approach is emphasized.
- 602 **Trends in Children's Literature.** Three hours. A survey of children's literature and current techniques for using literature in all areas of the curriculum.
- 603 **Seminar in Early Childhood Education.** Three hours. A study of curricula trends and issues in early childhood education. Emphasis is placed on developmentally appropriate curriculum and practice, current research, and organization and evaluation of learning experiences for the young child.



- 606 Integration of Content Curriculum.** Three hours. Components from social studies, science and mathematics in the elementary school will be included. Integrating each of these subjects through discovery, hands-on experiences and problem-solving is emphasized. The scope and sequence of the elementary curriculum is examined with an emphasis placed on the development of concepts and generalizations appropriate for the elementary child. Prerequisite: EDU 640. This class may be online enhanced.
- 607 Elementary School Mathematics.** Three hours. A study of current research and methodology for teaching mathematics in the elementary school. Emphasis is placed on incorporating current NCTM standards in the classroom.
- 608 Multiple Intelligences.** Three hours. An examination of the theories of multiple intelligences, brain-based learning, and learning styles. The influence of these theories on the concepts of creativity, metacognition, and critical thinking is applied to classroom practice.
- 609 Science in the Elementary School.** Three hours. Trends, innovations, and research for teaching life science and physical science in the elementary school are explored.
- 611 Current Trends in Reading.** Three hours. Current research related to the effective teaching of reading in the elementary school is explored.
- 615 Language Arts in the Elementary School.** Three hours. The development of communication skills and concepts is explored through research and practical experiences.
- 616 Art in the Elementary School.** Three hours. Art activities and materials which stimulate thought processes and development of children from one stage of growth to another. The analysis of successful teaching activities and ways relationships between art and other subjects within the school curriculum are explored.
- 617 Multicultural Education.** Three hours. An examination of strategies and resources for teaching students of diverse cultural backgrounds. The development of units and activities exploring multicultural topics is required.
- 620 Teacher as Researcher.** Three hours. The study of methodology and interpretation of educational research which acquaints the student with various techniques of research and the use in educational endeavors.

- 621 **Theories of Learning.** Three hours. An in-depth study of learning theories, cognitive development, and current topics related to appropriate educational classroom practice. Same as PSY 621. This class may be online enhanced.
- 625 **Technology in Education.** Three hours. A study of the use of computers and other technology in the classroom. The student is given hands-on experiences using technology including understanding of the Internet. This class may be online enhanced.
- 626 **Cooperative Learning.** Three hours. A study of various forms of cooperative learning structures that can be implemented in all curriculum areas.
- 627 **Performance Assessment.** Three hours. This course will examine theory, practice, and strategies related to assessing student achievement in the contemporary classroom. This class may be online enhanced.
- 628 **Direction and Supervision of Student Teachers.** Three hours. This course is designed to train prospective supervising teachers to be knowledgeable mentors who understand how to train the “safe practitioner.” The class focuses attention on each aspect of the teaching/learning experience and environment. Case studies are also studied and discussed that explore diverse situations in urban, suburban, and rural schools.
- 630 **Historical and Philosophical Foundations of Education.** Three hours. This course is a survey of the development of educational systems and philosophies from ancient times to the present.
- 635 **Internship.** Six hours in increments of two. Students will be supervised by a university faculty member in an accredited school where they are employed. Students are required to attend scheduled seminars which will include research and discussion on current educational issues related to the classroom teacher. The internship will last for a full academic year, with students entering in the fall trimester and continuing the internship in cohort groups through the spring trimester.
- 636 **Reading and Writing Across the Curriculum.** Three hours. An introduction to specific principles and practices of integrating reading/writing across the curriculum with emphasis placed upon an awareness of balancing the process and the product, strategies for using the approach and assessment. This class may be online enhanced.

- 637 **Advanced Diagnosis of Reading and Writing Difficulties.** Three hours. This course provides specific knowledge in the assessment of the reading and writing abilities of elementary students. An emphasis is placed on the various causal factors which might inhibit the student's developmental processes of learning to read and write effectively and strategically, and an understanding of these factors might enable a teacher to develop and implement a program of prescriptive instruction. This class may be online enhanced.
- 640 **Curricula Planning.** Three hours. A survey of general curriculum development with emphasis on current practices in curriculum design and organization, evaluation, curriculum materials, and curriculum development including instructional objectives.
- 642 **Home-School-Community Relations: Working With Parents.** Three hours. Current research regarding parent involvement programs, parent education, parent-teacher conferences, using community resources, and current topics are explored.
- 646 **Secondary Methods.** Three hours. An in-depth study of current management, instructional and evaluation processes and practices within secondary schools. Methods and problems related to teaching and learning in the student's major field will be emphasized.
- 651 **The Gifted Child.\*** Three hours. A study of the social, emotional, physical, and intellectual characteristics of the gifted child, including methods of identifying the gifted child.
- 652 **Teaching the Gifted Child.\*** Three hours. A study of the programs, curricula, methodologies, media and materials for the education of the gifted child.
- 653 **Curricula Development for the Gifted.\*** Three hours. This course focuses on the development of modules for advanced placement classes and writing/choosing appropriate curricula for elementary or secondary gifted children.
- 654 **Trends in Gifted Education and Practicum.\*** Three hours. Through research and discussion, the student develops understanding of problems and current trends in gifted education. Students work with gifted students in a public school or clinical setting.
- 655 **Curriculum for Artistically and Creatively Gifted.\*** Three hours. An examination of research and practice dealing with the concept of artistic talent and implications for curricula in the visual and performing arts.

*\*These courses are available only for students who wish to add gifted education to an existing elementary or secondary teaching license.*

- 660 Organizational Procedures for Special Education.** Three hours. A study of the organizational procedures of special education as required by the Mississippi State Department of Education and the legislative and court decisions associated with special education are covered in this course. This class may be online enhanced.
- 663 Learning Disabilities.** Three hours. This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical and learning characteristics. *Same as PSY 663.* This class may be online enhanced.
- 664 Teaching Individuals with Learning Disabilities.** Three hours. This course addresses basic assessment procedures, selection and utilization of instructional methods, materials, and individualized programming for individuals with specific learning disabilities. Prerequisite EDU 663.
- 665 Behavior Management.** Three hours. This course will examine the laws, history, and prevalence of behavior disorders. Assessment instruments and procedures will be presented along with extensive coverage of intervention plans, curricula, and classroom management strategies. Field experience may be included. *Same as PSY 665.*
- 666 Teaching Individuals with Severe/Profound Intellectual Disabilities.** Three hours. This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with severe or profound intellectual disabilities.
- 667 Internship in Working with Individuals with Severe/Profound Intellectual Disabilities.** Three hours. This course serves as a field experience to apply knowledge and ideas garnered in EDU 666 within a realistic setting. The student will serve a minimum of 80 contact hours with this population, in addition to 10 hours in a seminar discussing such experiences, goals and objectives that have been established for such an experience.
- 668 Intellectual Disabilities.** Three hours. This course is an overview of intellectual disabilities including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics. *Same as PSY 661.* This class may be online enhanced.

**669 Teaching Individuals with Mild Intellectual Disabilities.** Three hours. This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with mild intellectual disabilities. Prerequisite EDU 661 or 668.

## **English (ENG)**

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

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

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

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

## **History and Social Science (HIS)**

The department of history and social science seeks to provide Master of Education students with an opportunity to expand their methodological, interpretative and factual acumen in social studies. Typically, the M.Ed. candidate who wishes to specialize in social studies will be an undergraduate history or social science major or minor. Candidates who do not have an undergraduate major/minor in history or social science will have their undergraduate transcript evaluated so that academic deficiencies in history and social science may be addressed before beginning the graduate program in social studies. These deficiencies may require the candidate to enroll in additional undergraduate classes. Each

M.Ed./social studies candidate will be assigned an academic advisor. Requirements for the social studies concentration include 15 hours of courses in graduate history or social science, nine hours of core M.Ed. courses (EDU 620, 630, 640), and six hours of graduate electives. Only six hours of the total program may be taken at the 500-level.

- 502 **Progressive Era.** Three hours. A study of reformers and reform in the United States during the early twentieth century.
- 511 **History of Christianity.** Three hours. A study of Christianity's historical foundations, expansion, historical theology, and cultural influences.
- 513 **Renaissance and Reformation.** Three hours. A study of the Renaissance and the Protestant Reformation with primary attention given to the interrelationship of these movements.
- 521 **Historiography.** Three hours. The theory and practice of historical writing from Herodotus to the antiquarian empiricists.
- 532 **History of Russia.** Three hours. A survey of Russian history from Slavic origins to the present day.
- 558 **The Contemporary World.** Three hours. A regional study of the world since 1945.
- 570 **The Roman Republic.** Three hours. A study of the origins, growth, and demise of the Roman Republic in the ancient Mediterranean world, 509 B.C. to 31 B.C.
- 571 **The Roman Empire.** Three hours. A study of the transition from Roman Republic to Roman Empire, 31 B.C. to 312 A.D.
- 572 **The Byzantine Empire.** Three hours. A study of the survival of the Roman Empire in the East down to the fall of Constantinople in 1453.
- 620 **The British Empire.** Three hours. A study of the political, social, economic and religious institutions of the British Empire from 1600 through 1947.
- 621 **Britain, 1485-1714.** Three hours. A study of the government and culture of Britain and Ireland during the reigns of the Tudors and the Stuarts.
- 622 **Britain, 1714-1850.** Three hours. The study of the emergence of Britain as the pre-eminent world power.
- 623 **Reformation Historiography.** Three hours. A study of the historiographical trends that have governed recent understandings of the European Reformation.

- 624 **French Revolution.** Three hours. A study of the collapse of the Bourbon monarchy and its replacement by a revolutionary regime.
- 625 **Mississippi History.** Three hours. A study of the history of Mississippi from pre-history to the present.
- 630 **The Later Roman Empire:** Three hours. A study of the decline of the Roman world and its transformation into Medieval Europe.
- 631 **Historiography of Medieval Europe.** Three hours. An historiographic study of major works of scholarship on the history of medieval Europe, 300-1500.
- 632 **The Crusades.** Three hours. A study of the development and history of the crusading movement in western history through the use of both primary and secondary sources.
- 633 **The Early Church.** Three hours. A study of the rise of the early church as well as the various internal and external challenges faced by the earliest Christians.
- 634 **The Italian City-State.** Three hours. A study of the unique culture of the Italian city-republics during the late medieval and Renaissance periods.
- 650 **European Historiography, 1815 to the Present.** Three hours. An historiographical study of periods and topics from the age of Metternich to the present.
- 659 **Historiography of Nineteenth Century America.** Three hours. An historiographical study of topics and periods in nineteenth century America.
- 660 **Historiography of Modern America.** Three hours. An historiographical study of topics and periods in modern America since 1950.
- 669 **Historiography of Asia and Africa.** Three hours. An historiographical study of Asian and African topics.

## Mathematics (MAT)

The mathematics department of William Carey University, in keeping with the goals statement of the Master of Education program, offers a graduate mathematics curriculum designed to provide students with 1) academic credentials that may allow them to advance in the chosen field of employment; 2) opportunities to specialize in the chosen field of the teaching of mathematics; 3) opportunities to build upon their undergraduate studies and work experience; and 4) opportunities to become strong professional leaders within the mathematics discipline.

Ordinarily, the M.Ed. candidate who wishes to specialize in mathematics will be an undergraduate mathematics major (or strong minor). Candidates who do not have this background in mathematics will have their undergraduate transcript evaluated so that academic deficiencies may be addressed. These deficiencies may require the candidate to enroll in additional undergraduate classes; these classes, however, may be taken for pass/fail credit.

Each Master of Education in mathematics candidate will be assigned an academic advisor who will guide the candidate in course selection.

Graduate mathematics classes are offered on a rotation schedule, with the majority of the classes offered in the summer term.

- 536 **Geometry.** Three hours. Euclidean and non-Euclidean geometries with emphasis given to their logical development from basic assumptions are studied.
- 541 **Abstract Algebra.** Three hours. The algebraic structure of the rational, real, and complex numbers is studied.
- 551 **Advanced Calculus.** Three hours. An intensive and detailed study of continuous and differential functions.
- 553 **Differential Equations.** Three hours. A basic course in differential equations including differential equations of the first order, applications, linear differential equations, and series methods.
- 603 **Algebra with Technology.** Three hours. A comprehensive study of the functions and capabilities of graphing calculators (hand-held computers) and their dual use in mathematical computation and as a tool for understanding algebra topics and the graphs and properties of relations and functions. A variety of mathematical explorations (keyed to both the Mississippi Mathematics Framework and CUPM recommendations for the training of teachers of mathematics) are used to attain skill in the use of each calculator feature.



- 613 Higher Math with Technology.** Three hours. A comprehensive study of the functions and capabilities of graphing calculators (hand-held computers) and their dual use in computation in analysis, probability, statistics, and trigonometry and as a tool for understanding these topics. A follow-up to MAT 603, which is a useful previous course, but not a required pre-requisite.
- 623 Mathematics with Technology.** Three hours. A companion course to MAT 603 and MAT 613, this course emphasizes the use of computer algebra systems (CAS) on calculators and computers to develop an understanding of mathematics and to use these features in problem-solving and computation.
- 635 Foundations of Higher Math.** Three hours. Logic, sets, relations, functions, denumerable sets, cardinal numbers, and ordered sets, with emphasis throughout on the nature and techniques of mathematical proof.
- 641 Seminar in Algebra.** Three hours. An intensive study of algebra with emphasis on the relationship of algebra to other areas of mathematics.
- 643 Seminar in Linear Algebra.** Three hours. An in-depth study of linear algebra topics and applications with emphasis on vector spaces, inner product spaces, linear transformations, eigenvectors, eigenvalues, and an introduction to numerical methods. Prerequisite: MAT 341.
- 651 Seminar in Analysis.** Three hours. An intensive study of analysis which emphasizes applications to real life problems.
- 661 Seminar in Geometry.** Three hours. An intensive study of selected topics in geometry.
- 671 History of Mathematics.** Three hours. A study of the origin and development of mathematical concepts in which an effort is made to discover the role of mathematics in the cultural development of mankind.
- 672 Seminar in Mathematics Education.** Three hours. Current trends and issues in the teaching of mathematics in secondary schools are studied. Special emphasis will be given to problems in curriculum and methods of instruction.
- 680 Seminar in Problem Solving.** Three hours. An exploration of various mathematical topics and contexts to learn mathematics, to pose problems and make conjectures, to solve problems, to develop a variety of problem solving strategies, and to communicate mathematical demonstrations and proofs.

# Curriculum for the Master of Education Degree in Career and Technical Education

The Master of Education degree in career and technical education is offered with two specialized concentrations. The teaching concentration is for students who intend to enter or continue technical and career education upon graduation as secondary or postsecondary instructors. This is a 30-hour program. The military/training concentration is for students who are interested in military or industrial training in subject areas that are not offered in secondary or post secondary career and technical programs. This is a 36-hour program intended to support GS 1750 requirements.

## **Master of Education in Career and Technical Education** (Teaching Concentration: 30 hours)

### 1. Professional Education (9 hours)

- CTE 605. History of Technology and Occupational Education or
- CTE 652. History and Philosophy of Career and Technical Education
- CTE 607. Curriculum Design in Career and Technical Education
- CTE 611. Philosophy and Organization of Occupational Education

### 2. Teaching Concentration (18 hours)

- CTE 641 Foundations of Career and Technical Education
- CTE 642. Management of the Career & Technical Education Learning Environment
- CTE 643. Design of Career & Technical Education Programs
- CTE 644. Development of Career & Technical Instructional Materials
- CTE 645. Delivery of Career & Technical Instructional Program
- CTE 646. Evaluation of Career & Technical Student Performance

### 3. Electives (3 hours)

One course chosen with the approval of the instructor

**Master of Education in Career and Technical Education**  
(Military/Industrial Training Concentration: 36 hours)

1. Professional Education (9 hours)
  - CTE 605. History of Technology and Occupational Education or
  - CTE 652. History and Philosophy of Career and Technical Education
  - CTE 607. Curriculum Design in Career and Technical Education
  - CTE 611. Philosophy and Organization of Occupational Education
  
2. Military/Industrial Training Concentration (24 hours)
  - CTE 641 Foundations of Career and Technical Education
  - CTE 643 Design of Career & Technical Education Programs
  - CTE 644. Development of Career & Technical Instructional Materials
  - CTE 645. Delivery of Career & Technical Instructional Program
  - CTE 646 Evaluation of Career & Technical Student Performance
  - CTE 690 Adult Education and Learning Theory
  - EDU 620 Teacher as Researcher
  
3. Electives (3 hours)

One course chosen with the approval of the instructor

**Course Descriptions for  
Career and Technical Education**

- 641 Foundations of Career and Technical Education:** (3 hours) An overview of the methods, learning theories, delivery models, and purpose of the career and technical education.
- 642 Management of the Career and Technical Education Learning Environment:** (3 hours) Management of equipment, inventory, physical facilities, and emergency planning.
- 643 Design of Career and Technical Education Programs:** (3 hours) Occupational analysis-based program design and sequencing of instructional program.
- 644 Development of Career and Technical Instructional Materials:** (3 hours) Selection, development, and use of instructional media for hybrid and online instruction.

- 645 **Delivery of Career and Technical Instructional Programs:** (3 hours) Learning theory and models for instructional delivery in the CTE classroom and laboratory
- 646 **Evaluation of Career and Technical Student Performance:** (3 hours) Development and utilization of various testing and survey instruments, statistical treatment of data, and generation of evaluative reports
- 647 **Industrial Human Relations:** (3 hours) An examination of interpersonal dynamics within the workplace environment for industrial trainers and educators
- 652 **History and Philosophy of Career and Technical Education:** (3 hours) Evolution and organization of career and technical education
- 605 **History of Technology and Occupational Education:** (3 hours) A study of the leaders, movements, and agencies influential in the development of technical and occupational education
- 607 **Curriculum Design in Career and Technical Education:** (3 hours) The design and development of curriculum models and theories from behaviorism to constructivism in career and technical education
- 611 **Philosophy and Organization of Occupational Education:** (3 hours) Foundation and development of vocational education under national, state, and local influences
- 690 **Adult Education and Learning Theory:** (3 hours) Learning theories for working with adult students in industrial, military and corporate environments.

# **Master of Education Educational Leadership**

The School of Education offers the Master of Education in Educational Leadership degree program which leads to elementary and secondary principal licensure in school administration (P-12). This leadership degree is pending approval from the Mississippi Department of Education in fall 2011.

## **Vision**

The vision of William Carey University's leadership program is to equip educational leadership candidates to become change agents for positively impacting students' lives, socially, emotionally and academically.

## **Goals and Objectives**

The vision and values are instilled through the following guiding principles:

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

## **Admissions Requirements**

### **A. General**

1. Each applicant must hold a baccalaureate degree or graduate degree from an accredited college or university.
2. Each applicant must file with the graduate office of admissions the following:
  - Documentation certifying at least three years of teaching experience
  - A resume, transcripts, and a five-year teaching licensure
  - Graduate Record Exam score or Miller's Analogy Score (competitive)
  - A letter of support from school superintendent and a letter of support from the principal
3. Additionally, applicant must have a GPA of 3.0 for the last 64 hours in the undergraduate program or 3.5 in the graduate program.
4. After acceptance by the graduate office of admissions, each applicant must complete a writing sample and interview administered by the department of educational leadership.

### **B. Other**

1. Students move through the program in cohorts.
2. A minimum of 36 semester hours of graduate work must be completed with a minimum grade point average of 3.25 maintained. Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat on one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program. All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.
3. A student must complete all required work within a period of six years after enrolling in graduate courses.

4. A written comprehensive examination will be required of each candidate prior to graduation. The contents of this examination will be determined by the graduate faculty. A student must have met all other degree requirements and be enrolled in the final six hours in order to take the comprehensive examination.
5. A signed program of study should be on file prior to completing 12 hours.
6. Candidates must successfully meet state requirements for Praxis SLLA (School Leadership Licensure Assessment) and any other licensure requirements mandated by the State of Mississippi as a graduation requirement.
7. Participation in the graduation ceremony is required. Degrees are not conferred in absentia, except by the office of academic affairs' special permission for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100.00 late fee in addition to the graduation fee.
8. Candidates are required to have two approved mentors (P-12 licensed administrators) and complete 900 hours of practicum and internship.

# Curriculum for Master of Education in Educational Leadership Degree

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

## **LANDSCAPE ONE: Organizational Horizons**

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

## **LANDSCAPE TWO: Instructional Horizons**

EDL 603	Research-Based Instruction	3 hours
EDL 604	Data Driven Instruction	3 hours
EDL 608	Best Practices	3 hours
EDL 607	Instructional Leadership	3 hours
EDL 617	Human and Student Diversity	3 hours

## **LANDSCAPE THREE: Humanistic Horizons**

EDL 605	Human Resources Management	3 hours
EDL 606	Judicial and Ethics Considerations	3 hours
EDL 688	School and Community Climates	3 hours
School Leadership Licensure Assessment (PRAXIS)		

## **LANDSCAPE FOUR: Practicing Horizons**

EDL 635	Practicum and Internship	6 hours
	Internship I (Pass or Fail Grade)	1 hour
	Internship II (Pass or Fail Grade)	1 hour
	Internship III (Pass or Fail Grade)	1 hour
	Internship IV (A, B, or C)	3 hours
EDU 000	Comprehensive Examination	0 hours



## Course Descriptions

### Educational Leadership (EDL)

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

- 617 Human and Student Diversity.** Three hours. This course helps the candidate to understand students from diverse and cultural backgrounds, and examines ways to develop learning environments that support and improve student learning.
- 635 Practicum and Internship.** Six hours. Participation in reflective field experiences and observations of all aspects of day-to-day school operations. (400 internship hours and 500 practicum hours)
- 688 School Community Climates.** Three hours. The course examines the relationship between organizations and communities, and explores strategies to maintain healthy school support.

School Leadership Licensure Assessment (PRAXIS)

# **Master of Education Dyslexia Therapy**

The purpose of the Master of Education (M.Ed.) in dyslexia therapy is to train candidates in research based Orton-Gillingham based methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining a state AA licensure in dyslexia therapy. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certification as a certified academic language therapist (CALT).

The M.Ed. in dyslexia therapy is designed to be in full compliance with the 2012 Mississippi Dyslexia Law (MS Code Sec. 37-173-1).

## **Definitions**

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

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

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

## Admission Requirements

Students are admitted to the Master of Education in dyslexia therapy program as a cohort class. When a sufficient applicant pool is available, prospective students will be interviewed, provide a handwritten writing sample, and complete other requirements. No students will be admitted on a provisional or probationary basis. Coursework used in a previous degree may not be used toward the master's degree.

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

- hold a baccalaureate degree from an accredited college or university.
- complete and file with the graduate education office the application packet for admission to the university. **This application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.**
- provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.
- have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work or the overall cumulative GPA presented for the baccalaureate degree. Applicants must hold, or be qualified to hold, a standard Mississippi State Department of Education teaching license. If an applicant has a GPA below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.
- have a TK20 account (tk20.wmcarey.edu), which is the School of Education's electronic portfolio.
- hold or qualify to hold a Class A teacher's license if planning to teach at the elementary or secondary level in Mississippi. A copy of the license must be filed in the School of Education graduate office or a transcript review indicating the candidate is qualified to hold a license.

- submit three letters of recommendation completed by a school superintendent or head master, a principal, and an immediate supervisor.
- this degree leads to an advanced license in dyslexia therapy as regulated by the Mississippi Department of Education. The master’s degree presently meets the MDE licensure requirements and has been approved the Mississippi Department of Education and State Board of Education. Should in the future additional requirements be added to the licensure requirements, this program would be adapted to meet those licensure requirements.

A weight system will be used when examining the submitted information. A committee will examine the information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

## **Course Requirements**

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

DYS 670	Introduction to Dyslexia Therapy and Multisensory Basic Language Skills I
DYS 671	Dyslexia Therapy—Theory and Practice of Multisensory Basic Language Skills I
DYS 672	Dyslexia Therapy—Internship I (15 class hrs; 120 clinical hrs)
DYS 673	Dyslexia Therapy—Internship II (15 class hrs; 120 clinical hrs)
DYS 674	Dyslexia Therapy—Internship III (15 class hrs; 120 clinical hrs)
DYS 675	Dyslexia Therapy—Planning and Application of Multisensory Basic Language Skills II
DYS 676	Dyslexia Therapy—Assessment and Evaluation of Multisensory Basic Language Skills II
DYS 677	Dyslexia Therapy—Internship IV (15 class hrs; 120 clinical hrs)
DYS 678	Dyslexia Therapy—Internship V (15 class hrs; 120 clinical hrs)
DYS 679	Dyslexia Therapy—Internship VI (15 class hrs; 120 clinical hrs)

## Course Descriptions

### Dyslexia Therapy (DYS)

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

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

**679 Dyslexia Therapy Internship VI/ Multisensory Basic Language Skills III Advanced.** (3 hours) This course offers an advanced study of multisensory structured language skills designed for students at the highest level of dyslexia therapy instruction. The course is an in-depth study of the components of advanced Orton-Gillingham based instruction and provides practical implementation of dyslexia therapy. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program.



# **Master of Education Interscholastic Athletic Administration**

The School of Education offers the Master of Education in interscholastic athletic administration. This degree is pending approval for AA Certification from the Mississippi Department of Education in the fall of 2013. The Master of Education degree in interscholastic athletic administration (IAA), coordinated by the Department of Health, Physical Education, Recreation, is a two-summer cohort program beginning in June of each year. Twelve hours will be completed each summer and interim session in mid-year. A field project will be required, and six hours of approved graduate work must be transferred in or completed at William Carey University for a total of 33 hours. This program focuses on building applied capabilities for effectively planning, organizing, and controlling the quality of interscholastic athletic and private sector sports programs. Understanding research-based leadership models will also be an integral part of the curriculum.

## **Vision**

William Carey University's interscholastic athletic administration program is to develop an innovative master's degree to meet the demands of sports organizations and serve professional development for those desiring to work in the management side of sport or as interscholastic athletic directors.

## **Goals and Objectives**

The vision and values are instilled through the following guiding principles:

- 1) Athletic administrators should develop understandings related to sport management issues.
- 2) Athletic administrators should be knowledgeable about managing sport facilities and events.
- 3) Athletic administrators should be leaders in planning and organizing.
- 4) Athletic administrators should be knowledgeable about marketing and promoting.
- 5) Athletic administrators should be knowledgeable about legal, ethical, and political concepts.

- 6) Athletic administrators should be skillfull in finance and resource allocation.
- 7) Athletic administrators should display leadership and organizational behavior.

### **Admission Requirements**

General graduate education requirements for the School of Education will be required—GPA of 2.5 in undergraduate work or in the last 64 undergraduate hours of the baccalaureate degree. Applicants will also be required to have completed three years of full-time work experience related to sports’ programs.

### **Curriculum for Master of Education in Interscholastic Athletic Administration**

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

#### **Interscholastic Athletic Administration**

PED 680	Sports Marketing	3 hours
PED 681	Sports Organizational Behavior	3 hours
PED 691	Sports Administration Issues	3 hours
PED 692	Sports Finance	3 hours
PED 693	Sports Leadership and Management	3 hours
PED 694	Sports Law	3 hours
PED 695	Facility and Event Management	3 hours
PED 696	Sports Media	3 hours
PED 697	Athletic Administration Field Work Project	3 hours

Electives: Three to six hours of electives approved by the coordinator of the IAA program.

## Course Descriptions

### Interscholastic Athletic Administration (PED)

- 680 **Sports Marketing.** Three hours. Marketing from a sports managerial perspective which includes analyzing market opportunities, strategies, making decisions, and managing and delivering sports marketing programs.
- 681 **Sports Organizational Behavior.** Three hours. The study of human behavior in sports organizations with emphasis on individual and team behavior as it relates to program success in K-12 schools and the private sector.
- 691 **Sports Administration Issues.** Three hours. This course provides students an overview of sports and athletic administration issues. It serves as a foundation for students' further studies in various subject areas in the field of sports and athletic administration management, including sports marketing, sports law, sports facility and event management, and sports finance/economics.
- 692 **Sports Finance.** Three hours. Financial management in sport will provide advanced principles and applications of finance and economics in the sport industry. It is an in-depth exploration of traditional and innovative revenue acquisition methods for sport organizations. The course maintains a strong practical orientation.
- 693 **Sports Leadership and Management.** Three hours. This course provides concise information and insight into the principles of management as they apply to sports organizations (amateur and professional) and to sport-related businesses of all types. Organizational leadership in sport administration is the education of the process, art, science, and issues in the management of sport. Emphasis will be placed on the organization planning, implementation, organization, leadership, and control aspects of sport administration.
- 694 **Sports Law.** Three hours. This course is designed to introduce students to legal concepts in the following core areas of law: constitutional, employment, agency, intellectual property, antitrust, labor, contract, bankruptcy, and business law. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in sport and athletic administration, and to equip students with the skills and strategies needed to resolve these issues.

- 695 **Facility and Event Management.** Three hours. This course will review the finance and construction of a sport facility, as well as the organizational, human resource, and operation management structures. Facility and event security issues will also be addressed, including threats to sports events. This course will examine risk assessment procedures, security planning options, emergency response and recovery, and training and exercises.
- 696 **Sports Media.** Three hours. The course will cover aspects of sports media and American culture including the development of sports media, coverage and business of sports media (print and broadcasting reporting, marketing and PR), and sports media audience (including critical cultural perspectives). Guest speakers from each area will address the class—giving a first-hand perspective of each area.
- 697 **Athletic Administration Field Work Project.** Three to six hours. The field work project provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program theme. With the assistance of the instructor/ advisor, an appropriate topic is selected.

# **SPECIALIST IN EDUCATION**

## *Concentrations:*

**Elementary Education**

**Elementary Education  
for MAT Graduates**

**Secondary Education**

**Higher Education Administration**

## **Vision**

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

## **Goals and Objectives**

The vision and values are instilled through the following principles:

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

# Elementary Education Concentration

## Admission Requirements

Students are admitted to the specialist program as a cohort class. When a sufficient applicant pool is available, prospective candidates will be interviewed, provide a writing sample, and complete other requirements. No students will be admitted on a provisional or probationary basis. Students may transfer in no more than six hours of coursework from any institution into the program. Coursework used in a previous degree may not be used toward the specialist degree.

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

1. Hold (or qualify to hold) a master's degree from an institution fully accredited by a recognized accrediting agency.
2. Hold (or qualify to hold) a Class AA certificate in elementary education.
3. Present evidence of acceptable scholarship:
  - An average of at least a **3.25** on previous master's degree work **and**
  - A minimum composite score of 800 (taken prior to July 2012) on the verbal and quantitative subsections of the Graduate Record Exam or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also acceptedOR
  - An average of at least a 3.50 on previous master's degree work and
  - A minimum composite score of 750 (taken prior to July 2012) on the verbal and quantitative subsections of the Graduate Record Exam or 285 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 350 is also accepted
4. Have completed at least **two years** of successful teaching experience (as indicated by the verification form).
5. Complete and file with the graduate admissions' office the proper application for admission to graduate school.

6. Complete the interview and writing components of the admission process.
7. Submit vitae or resume.

Potential students will hold or qualify to hold a master's degree from an institution fully accredited by a recognized accrediting agency, and hold or qualify to hold a Class AA certification in elementary education. Potential students applying for admission to the specialist program will provide a writing sample and participate in an interview process on a date set by the Education Department. Potential students will also submit official transcripts for undergraduate and/or graduate work, take the GRE or MAT and provide the scores, and will provide two letters of recommendation and a curriculum vitae or resume. A weight system will be used when examining the submitted information. A committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application for the program.

## **Requirements for All Candidates**

The academic requirements for a specialist in education degree are the 36-hour program outlined below, successful completion of a research component and a comprehensive examination taken during the final trimester of coursework.

### **Professional Education Core (12 hours)**

EDU 701	Seminar in K-12 Education
EDU 702	Advanced K-12 School Curriculum
EDU 703	Theories of Learning
RSH 720	Research Foundations

### **Research Component (6 hours)**

EDU 721	Field Research Project
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### **Special Education Requirement (6 hours)**

EDU 660	Organizational Procedures for Special Education
EDU 663	Learning Disabilities

### **Electives (12 hours)**

Choose *four* courses with approval of advisor. All courses must be at the 600 or higher level.



## For MAT Graduates

Instead of the 12 hours of electives for completion of the 36-hour program, the following courses are required for completion of the 51-hour program. *This program will allow an educator to add the K-4 license to an existing 4-8 license.*

### Additional Requirements (27 hours)

EDU 574	Reading in the Middle/Secondary School
EDU 601	Social Studies in the Elementary School
EDU 603	Seminar in Early Childhood
EDU 607	Math in Elementary School
EDU 609	Science in the Elementary School
EDU 615	Language Arts in the Elementary School
EDU 616	Art in the Elementary School
EDU 627	Performance Assessment
EDU 637	Advanced Diagnosis of Reading and Writing Difficulties

## Secondary Education Concentration

### Admission Requirements

Students are admitted to the specialist program as a cohort class. When a sufficient applicant pool is available, prospective candidates will be interviewed, provide a writing sample, and complete other requirements. No students will be admitted on a provisional or probationary basis. Students may transfer in no more than six hours of coursework from any institution into the program. Coursework used in a previous degree may not be used toward the specialist degree.

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

1. Hold (or qualify to hold) a master's degree in secondary education or a specific subject area related to secondary education from an institution fully accredited by a recognized accrediting agency.
2. Hold (or qualify to hold) a Class AA certification in secondary education or a specific subject area related to secondary education.

3. Present evidence of acceptable scholarship:

- An average of at least a **3.25** on previous master's degree work **and**
- A minimum composite score of 800 (taken prior to July 2012) on the verbal and quantitative subsections of the Graduate Record Exam or 290 (verbal and quantitative- taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.

**OR**

- An average of at least a **3.50** on previous master's degree work **and**
- A minimum composite score of 750 (taken prior to July 2012) on the verbal and quantitative subsections of the Graduate Record Exam or 285 (verbal and quantitative- taken after July 2012). The Miller's Analogy Test score of 350 is also accepted.

4. Have completed at least **two years** of successful teaching experience (as indicated by the verification form).
5. Complete and file with the graduate admissions' office the proper application for admission to graduate school
6. Complete the interview and writing components of the admission process.
7. Submit vitae or resume.

Potential students will hold or qualify to hold a master's degree in secondary education or a subject area related to secondary education from an institution fully accredited by a recognized accrediting agency, and hold or qualify to hold a Class AA certification in secondary education or a specific subject area related to secondary education. Potential students applying for admission to the specialist program will provide a writing sample and participate in an interview process on a date set by the School of Education. Potential students will also submit official transcripts for undergraduate and /or graduate work, take the GRE or MAT and provide the scores, and will provide two letters of recommendation and a curriculum vitae or resume. A weight system will be used when examining the submitted information. A committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application for the program.

## Requirements for all Candidates

The academic requirements for a specialist in education degree are the 36-hour program outlined below, successful completion of a research component, and a comprehensive examination taken during the final trimester of coursework.

### Professional Education Core (12 hours)

- EDU 701 Seminar in K-12 Education
- EDU 702 Advanced K-12 School Curriculum
- EDU 703 Theories of Learning
- RSH 720 Research Foundations

### Research Component (6 hours)

- EDU 721 Field Research Project

### Special Education Requirement (6 hours)

- EDU 660 Organizational Procedures for Special Education
- EDU 663 Learning Disabilities

### Electives (12 hours)

Choose **four** courses with approval of advisor. All courses must be at the 600 or higher level.

# **Specialist in Higher Education Administration**

## **Vision**

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

## **Goals and Objectives**

The vision and values are instilled through the following principles:

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

## **Admission Requirements**

Students are admitted to the specialist in higher education administration program as a cohort class. When a sufficient applicant pool is available, prospective candidates will be interviewed, provide a writing sample, and complete other requirements. No students will be admitted on a provisional or probationary basis. Students may transfer in no more

than six hours of coursework from any institution into the program. Coursework used in a previous degree may not be used toward the specialist degree.

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

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

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

## **Course Requirements**

The academic requirements for a specialist in the higher education administration degree are the 35-hour program outlined below, successful completion of a research component, and the completion of the action research project. Students must successfully complete and present findings of the field research project to a committee. Students must earn at least a 3.0 G.P.A. to graduate.

### **Higher Education Administration Core (21 Hours)**

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

### **Professional Writing Component (2 Hours)**

- RSH 702 APA Style for Professional Writing

### **Research Component (6 Hours)**

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

### **Action Research Project (6 Hours)**

- EDH 721 Field Research Project

**TOTAL: 35 Hours**

### **Cognate Content Area (Optional - 9 Hours)**

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

## Course Descriptions

### Education (EDU)

- 701 Seminar in Elementary Education.** Three hours. The advanced study of major problems in elementary education and elementary schools. Cannot be completed through independent study.
- 702 Advanced Elementary School Curriculum.** Three hours. A comprehensive in-depth study of the development and implementation of curricula in elementary schools.
- 703 Theories of Learning.** Three hours. The study of the process and theories of learning in direct relation to education.
- 721 Field Research Project.** Six hours. The investigation of a significant problem in elementary education using scientific research skills. A scholarly written report is required. Register for six hours. The field project must be completed in one academic year or three consecutive trimesters. (Prerequisite: EDU 720)

### Higher Education Administration (EDH)

- 701 History and Foundations of Higher Education.** Three hours. This course is an introduction and overview of higher education, including the development of higher education in the United States, the nature of institutions of higher education, and the major trends, challenges, and issues in higher education today.
- 702 Survey of the Community College.** Three hours. This course provides an overview of the administrative aspects of two-year institutions, including the scope and role of two-year institutions in higher education.
- 703 Legal and Ethical Issues in Higher Education.** Three hours. This course encompasses legal issues and policies that affect how higher education is governed and how administrators in higher education implement policies and practices to ensure compliance with federal and state laws. Specific legal cases will be examined and analyzed, and subsequent legal and ethical implications will be discussed.
- 704 Community Relations and Continuing Education.** Three hours. This courses examines the economic, social, and political issues associated with postsecondary continuing education programs, including the relationship between these programs and the communities they serve and strategies used to maintain strong public support.

- 705 **Teaching and Learning in Higher Education.** Three hours. This course studies the historical and theoretical development of higher education curricula in the United States. The elements that relate to best practices in teaching and learning will be examined, as well as the administrator's role to oversee curricula planning.
- 706 **Seminar of Current Issues in Higher Education.** Three hours. This course explores contemporary trends and issues in higher education.
- 707 **Finance in Higher Education.** Three hours. This course will explore the sources of funds, resources by institutional type, and the differences between funding sources for institutions of higher learning. This course will explain budget and financial terminology and prepare students to read and analyze higher education budgets for 2 and 4 year colleges, and study current and future issues which affect higher education finance and budgeting.
- 721 **Field Research Project.** Three hours. This course is designed as an investigation of a significant problem in higher education using scientific research skills. A scholarly written report is required. Students will meet with the Field Project Director as needed. During EDH 721, the field project will be investigated, analyzed, and reported upon to the advisory committee. Six hours total credit (two terms).

## **Research (RSH)**

- 702 **APA Style for Professional Writing.** Two hours. A study of the application of American Psychological Association (APA) style requirements for professional writing.
- 720 **Research Foundations.** Three hours. This course is designed to emphasize the application of foundational research methodology through the development of a research project pre-proposal in the area of major concentration. Candidates will develop a research project pre-proposal which must be approved by an advisory committee member. This course is for specialist and/or doctoral students only.
- 740 **Survey Design, Descriptive Statistics, and Evaluation.** Three hours. This course is a study of proper survey design and administration, descriptive statistics, data analysis, and evaluation.



**Doctoral  
Programs  
in  
Higher  
Education  
Administration**

# **Doctor of Education in Higher Education Administration**

## **Vision**

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

## **Goals and Objectives**

The vision and values are instilled through the following principles:

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

## Admission Requirements

Students are admitted to the Ed.D. program as a cohort class each fall term at the Hattiesburg campus. If a sufficient pool is available, prospective candidates will be interviewed and complete other requirements. No students will be admitted on a provisional or probationary basis. Students may transfer in no more than six hours of coursework from any institution into the program. Coursework used in a previous degree may not be used toward the doctoral degree. Students earn a specialist degree as they progress through the program. Therefore, the Education Specialist degree in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

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

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

Admission is competitive and highly selective based on the above criteria and other considerations. A weight system will be used when examining the submitted information. The higher education administra-

tion admissions committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

## **Requirements for All Candidates**

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

1. Must maintain a 3.0 GPA
2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has already completed a specialist degree in higher education administration, then the student will have three years to complete coursework and the dissertation.
3. A signed program of study must be on file prior to completing nine hours.
4. Students may only have one replacement grade. This includes specialist and doctoral level coursework. Other courses may be retaken and averaged in the student's GPA. Students who make more than two C's or below in the program (this includes specialist and doctoral coursework) will be dismissed from the program.

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

1. Complete 68 program hours as outlined in the curriculum.
2. Pass a written comprehensive examination.
3. Successfully complete all dissertation requirements as per the dissertation guidelines, chair, and committee. This includes successfully defending the dissertation proposal and final defense before the dissertation committee.
4. Have a cumulative GPA of 3.0 or higher.

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

**Higher Education Administration Core (21 Hours)**

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

**Professional Writing Component (2 Hours)**

- RSH 702 APA Style for Professional Writing

**Action Research Project (6 Hours)**

- EDH 721 Field Research Project

**Leadership Core (9 Hours)**

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

**Research Courses (15 Hours)**

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

**Electives (3 Hours)**

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

**Dissertation Requirement (12 Hours)**

- EDH 880 Higher Education Administration Dissertation

### **Cognate Content Area – Optional (up to 18 hours)**

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

The student will take and successfully pass a comprehensive examination after completing the doctoral coursework. It is the student's responsibility to see his/her advisor to schedule a test time. The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.

# **Doctor of Philosophy in Higher Education Administration**

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

## **Goals and Objectives**

The vision and values are instilled through the following principles:

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

## Admission Requirements

Students are admitted to the Ph.D. program as a cohort class each fall term at the Hattiesburg campus. If a sufficient pool is available, prospective candidates will be interviewed and complete other requirements. No students will be admitted on a provisional or probationary basis. Students may transfer in no more than six hours of coursework from any institution into the program. Coursework used in a previous degree may not be used toward the doctoral degree. Students earn a specialist degree as they progress through the program. Therefore, the Education Specialist degree in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

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

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

Admission is competitive and highly selective based on the above criteria and other considerations. A weight system will be used when examining the submitted information. The higher education administra-



tion admissions committee will examine the above listed information and make acceptance decisions after an evaluation of the information from all potential students who have made application to the program.

## **Requirements for All Candidates**

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

1. Must maintain a 3.0 GPA
2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has already completed a specialist degree in higher education administration, then the student will have three years to complete coursework and the dissertation.
3. A signed program of study must be on file prior to completing nine hours.
4. Students may only have one replacement grade. This includes specialist and doctoral level coursework. Other courses may be retaken and averaged in the student's GPA. Students who make more than two C's or below in the program (this includes specialist and doctoral coursework) will be dismissed from the program.

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

1. Complete 74 program hours as outlined in the curriculum.
2. Pass a written comprehensive examination.
3. Successfully complete all dissertation requirements as per the dissertation guidelines, chair, and committee. This includes successfully defending the dissertation proposal and final defense before the dissertation committee.
4. Have a cumulative GPA of 3.0 or higher.

The coursework for the doctoral program is outlined below:

**Higher Education Administration Core (21 Hours)**

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

**Professional Writing Component (2 Hours)**

- RSH 702 APA Style for Professional Writing

**Action Research Project (6 Hours)**

- EDH 721 Field Research Project

**Leadership Core (9 Hours)**

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

**Research Courses (15 Hours)**

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

**Electives (3 Hours)**

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

### **Proficiency Area (6 Hours)**

The student will complete one of the following:

1. Foreign Language: Successfully complete six graduate hours (600 level or higher) in one foreign language or successfully pass the language proficiency exam in a foreign language. The student must have preapproval by his/her advisor.
2. Instructional Design/Applications in Technology: Successfully complete six graduate hours (600 level or higher) in instructional design and /or application in technology. The student must have preapproval by his/her advisor.
3. Research: Successfully complete six additional graduate hours (600 level or above) of research and statistics courses with advisor approval.

### **Dissertation Requirement (12 Hours)**

EDH 880 Higher Education Administration Dissertation

### **Cognate Content Area – Optional (up to 18 hours)**

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

The student will take and successfully pass a comprehensive examination after completing the doctoral coursework. It is the student's responsibility to see his/her advisor to schedule a test time. The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.

## Course Descriptions

### Higher Education Administration (EDH)

- 701 **History and Foundations of Higher Education.** Three hours. This course is an introduction and overview of higher education, including the development of higher education in the United States, the nature of institutions of higher education, and the major trends, challenges, and issues in higher education today.
- 702 **Survey of the Community College.** Three hours. This course provides an overview of the administrative aspects of two-year institutions, including the scope and role of two-year institutions in higher education.
- 703 **Legal and Ethical Issues in Higher Education.** Three hours. This course encompasses legal issues and policies that affect how higher education is governed and how administrators in higher education implement policies and practices to ensure compliance with federal and state laws. Specific legal cases will be examined and analyzed, and subsequent legal and ethical implications will be discussed.
- 704 **Community Relations and Continuing Education.** Three hours. This course examines the economic, social, and political issues associated with postsecondary continuing education programs, including the relationship between these programs and the communities they serve and strategies used to maintain strong public support.
- 705 **Teaching and Learning in Higher Education.** Three hours. This course studies the historical and theoretical development of higher education curricula in the United States. The elements that relate to best practices in teaching and learning will be examined, as well as the administrator's role to oversee curricula planning.
- 706 **Seminar of Current Issues in Higher Education.** Three hours. This course explores contemporary trends and issues in higher education.
- 707 **Finance in Higher Education.** Three hours. This course will explore the sources of funds, resources by institutional type, and the differences between funding sources for institutions of higher

learning. This course will explain budget and financial terminology and prepare students to read and analyze higher education budgets for 2 and 4 year colleges, and study current and future issues which affect higher education finance and budgeting.

- 721 Field Research Project.** Three hours. This course is designed as an investigation of a significant problem in higher education using scientific research skills. A scholarly written report is required. Students will meet with the Field Project Director as needed. During EDH 721, the field project will be investigated, analyzed, and reported upon to the advisory committee. Six hours total credit (two terms).
- 880 Dissertation.** One to twelve hours. Completion of original research concluding in a written dissertation and oral defense as directed by dissertation chair and committee.

## Education (EDU)

- 750 Leadership and Professional Responsibilities.** Three hours. An introduction to peculiarities and challenges of leading an organization/institution as it relates to the legal, political, and ethical implications of education.
- 760 General Leadership Studies.** Three hours. An in-depth look at how educational administrators manage and lead educational organizations, and how leadership styles have evolved.
- 770 Education Organizational Behavior.** Three hours. An examination of how educational organizations are usually structured and designed to utilize human, technological, fiscal, and physical resources for maximizing talents and student achievement.

## Research (RSH)

- 702 APA Style for Professional Writing.** Two hours. A study of the application of American Psychological Association (APA) style requirements for professional writing.
- 720 Research Foundations.** Three hours. This course is designed to emphasize the application of foundational research methodology through the development of a research project pre-proposal in the

area of major concentration. Candidates will develop a research project pre-proposal which must be approved by an advisory committee member. This course is for specialist and/or doctoral students only.

- 740 Survey Design, Descriptive Statistics, and Evaluation.** Three hours. This course is a study of proper survey design and administration, descriptive statistics, data analysis, and evaluation.
- 750 Qualitative Designs and Analysis.** Three hours. This course is designed to introduce characteristics of and various approaches to designing and conducting qualitative research. Emphasis is placed on various qualitative design types, and data collection and analysis of qualitative research methodology. The course is also designed to have participants analyze various types of qualitative research.
- 770 Correlation and Regression Analysis and Evaluation.** Three hours. Advanced study of relationships between variables and predictive statistical models.
- 780 Quasi-Experimental Designs and Evaluation.** Three hours. Advanced study of quasi-experimental research designs, especially in educational studies.
- 800 Inferential Statistics, Analysis of Variance, and Evaluation.** Three hours. A study of statistical data analysis and subsequent generalizations made from inferential analysis.
- 850 Multivariate Analysis and Evaluation.** This course is designed to help students understand multivariate techniques for data analysis. This course will focus on the practical applications of the data analysis techniques. The following topics will be explored: factor analysis, general linear model, discriminant analysis, multiple linear regression, path analysis, and structural equation modeling (SEM).
- 860 Advanced Educational Research Software Applications.** This course will explore the use of statistical programming software in the analysis of data for educational research. This course will emphasize the development and use of computer skills in analyzing data.

**MASTER OF  
BUSINESS  
ADMINISTRATION**

## **Program Overview**

The Master of Business Administration is designed for working adult students and employers who are leaders in either private or public sector management. M.B.A. graduates from William Carey University complete a rigorous program that uniquely balances management theory with practical decision making. This program is available to students with no previous business course work, in addition to undergraduate business majors. Students accepted into the program will complete an individual plan of study ranging from 30 semester hours to 48 semester hours, depending on previous business course work. The M.B.A. degree is offered at the Hattiesburg and Tradition campuses and at Keesler Air Force Base.

## **Departmental Mission**

The School of Business strives to provide an environment that promotes student learning in the field of business in a caring, Christian community. The MBA program provides academic credentials which enhance employment advancement, appropriate technology skills, and the opportunity to develop leadership skills.

## **General Admissions Requirements**

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

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



## Admissions Process

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

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

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

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

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

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

$$\text{GMAT score} + (200 \times \text{undergraduate GPA}) + (10 \times \text{number of years of work experience}^*)$$

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

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

## **Admissions Status**

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

### **A. Regular Admission Status**

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

### **B. Probationary Admission Status**

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

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

### **C. Incomplete Admission Status**

A student may be enrolled in the M.B.A. program under the "Incomplete Admission Status" under the conditions that he or she presents a completed M.B.A. application, a copy of his or her college transcript reflecting graduation from an accredited college institution, submission of the completed "Graduate Incomplete Admission" form, and the application fee. This incomplete status will allow the M.B.A. student to complete one trimester in the M.B.A. program, but the student will not be allowed to continue without further completion of all requirements under the terms and conditions stated on the previous page under "Admissions Process."

This shall include: official transcripts of all college work completed, two nominations, and completion of the GMAT. All the requirements of admission must be completed before the student will be allowed to continue following the trimester admitted under the "Incomplete Admission Status." A student admitted under this status may take only nine hours of course credit. Upon completion of all the requirements as stated, the student will be further evaluated to determine his or her future status applying the standards of the "admission evaluation score" as specified under the previous section. Students on incomplete status, who would have been on probation once the incomplete is removed, will be considered on probation for that trimester.

#### **D. Nondegree Admission**

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

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

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

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

# Curriculum for Masters of Business Administration

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

## Foundation Courses

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

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

## Core Courses (required for all students)

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

## Electives

1 Elective Course

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

## Other Requirements for the Master of Business Administration

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

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

A typical plan of study will contain a minimum of 30 semester hours of credit. Students who have not had an undergraduate course in the area of accounting, economics, business law, finance, statistics, or business communication will be required to take the appropriate foundation courses as listed on page 116 of this catalog, which will extend the hours in their individual plan of study. With the permission of the advisor and written approval of the dean, a student can take an undergraduate course at William Carey University to meet the requirements of a foundation course. Permission to take such courses at another institution may be granted, but only in situations where a course is not available. Students wishing to earn credit at other institutions after the program plan is submitted must seek the written approval of the dean prior to enrollment. Approval of undergraduate courses to meet foundation course requirements is subject to the ten-hour course load limit described on page 33.

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

## Course Descriptions

- 611 Financial Accounting and Reporting**—Fundamentals of accumulating, reporting, and interpreting financial accounting information. Emphasis is placed on the preparation of financial statements and the use of accounting information by managers, investors, and creditors—3 hours.
- 613 Economic Principles and Concepts**—Micro and macro economic theory and applications including market structures; pricing and output decisions; and national income, output, employment, and inflation concepts; money and banking theory and practice—3 hours.
- 614 Statistical Methods for Management**—Study of forecasting techniques descriptive and inferential statistics; and analytical decision making concepts for management—3 hours.
- 621 Managerial Accounting and Reporting**—Traditional and contemporary topics in managerial accounting including cost determination, cost behavior, activity-based costing, budgeting, planning, controlling, and tactical decisionmaking. Emphasis is placed on the role of accounting in the management decision-making process—3 hours. Prerequisite: MBA 611 or two undergraduate principles of accounting courses.
- 622 Managerial Communications**—Skill development by improving written and oral communications and other areas of organizational dynamics including listening and nonverbal communication—3 hours. *Same as PSY 622.*
- 623 Marketing Strategy**—Marketing from a managerial perspective, which includes analyzing market opportunities, developing marketing strategies, making marketing decisions, and managing and delivering marketing programs—3 hours.
- 624 Managerial Finance and Policy**—Development of models for long- and short-run financial strategies for acquiring, managing, and use of business resources; discounted cash flow; receivables, payables, inventory management; capital budgeting; risk return analysis; leverage and long-term capital costs—3 hours. Prerequisite: MBA 611 or two undergraduate principles of accounting courses—3 hours.
- 625 Quantitative Analysis and Decision Making**—This course will cover the application of statistics and quantitative methods within the business environment to support the analysis of objective-based decision-making for management and organizational

- problems. Topics include elementary research design, data collection and measurement, descriptive and inferential statistics, sampling, data distribution modeling, regression techniques, and forecasting based on time-series and cause-and-effect models. An emphasis is placed on interpretation and communication.—3 hours. Prerequisite: MBA 614 or undergraduate statistics course.
- 626 Basic Business Law**—A course in the basics of business law which includes contracts, negotiable instruments, property, deeds, mortgages, torts, international trade, and other topics relevant to business operation—3 hours.
- 630 International Business: Environments and Operations**—This course covers the description of international business, the current analysis of the international business environment, with an in-depth understanding of exporting, importing, and foreign direct investment—3 hours.
- 631 Information Systems in Management**—An introduction to Information System (IS) taxonomies and to the IS/organizational relationship. Conceptual, sociological, and technical issues associated with IS and management decision-making will be examined. Operational, tactical, and strategic implications related to Information Systems and Information Technology will also be addressed—3 hours.
- 632 Economic Development and Technology Management**—Entrepreneurship and economic development; new business ventures and technologies; sources of innovation and new technologies; and locational and market analysis—3 hours.
- 633 Business Ethics and Leadership**—A study of business ethics with emphasis on the interaction between leadership styles and ethical behavior on an individual and corporate level—3 hours.
- 634 Policy Development and Organizational Change Strategies**—Identifies and analyzes those integrating forces which affect the organization's ability to change and compete effectively; strategies and policies are developed to provide a comprehensive course of action for change—3 hours.
- 640 Strategic Planning**—An integrative course designed to provide a top-management perspective of strategic planning and decision making in today's dynamic business environment. Prerequisite: 6 completed hours of MBA core courses, or permission of instructor—3 hours.

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



**MASTER OF SCIENCE  
IN  
COUNSELING PSYCHOLOGY**

*Specialized Concentrations:*

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

## **Program Overview**

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

## **Goals for the Programs**

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

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

## **Master of Science Degree**

The School of Natural and Behavioral Sciences at William Carey University offers the Master of Science degree in counseling psychology with concentrations in counseling, school counseling, school psychometry, Christian counseling, gerontology, and organizational counseling. The counseling degree program is designed to prepare professional counselors to practice in community health centers, private counseling centers, and private practice. Likewise, concentrations in gerontology, Christian counseling, and school counseling are intended to equip individuals to practice in their particular fields of interest. The counseling psychology degree programs are offered at the Hattiesburg campus. The school counseling program is offered on the Tradition campus along with an add-on endorsement in school psychometry. The organizational counseling concentration, which is available at Tradition only, is intended to equip graduates to serve in this cutting-edge and ever-expanding area of practice as well as covering the ten competency

areas required by the Mississippi Board of Examiners for Licensed Professional Counselors.

## **Academic Requirements for Admission**

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

- have completed a baccalaureate degree from an accredited college or university.
- have completed coursework that reflects adequate preparation for pursuing an advanced degree in either counseling psychology or organizational counseling.
- possess a minimum cumulative grade point average of 2.5 for the last 64 hours of course work.
- have submitted an official score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Although examination scores are only one factor considered in admission decisions, applicants should be aware that competitive scores significantly enhance the overall application.
- have completed undergraduate courses in general psychology, counseling psychology, abnormal psychology, and/or statistical methods.
- have made up any deficiencies in undergraduate course preparation prior to the completion of the first 18 hours of graduate coursework.

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

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

### **Undeclared Admission**

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

## Nondegree Admission

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

## Change of Concentration

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

## Probationary or Incomplete Admission

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

## Program Policies/ Requirements

- All application materials (application, application fee, official transcripts, recommendations, official test score reports) should be submitted to William Carey University office of graduate admissions no later than three weeks prior to the beginning of classes.
- All work for the degree must be completed within a period not to exceed six years.
- **Transfer Credit:** No more than nine semester hours of credit may be transferred from another institution. Transferred credits will be applicable only if they contribute to the overall plan of study designed for the student. No graduate work carrying a grade of less than "B" will be accepted. All transfer credits must meet the six-year limit on the completion of the degree. Independent study credit earned at another institution will not be accepted.
- **Class Attendance:** Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work

missed. The student who misses more than two classes will automatically fail the course.

- **Practica/Internships:** Students who intend to register for practica or internships must gain the approval of the appropriate instructor not less than five weeks prior to the beginning of the term.
- **Credentialing:** Completion of a degree program does not guarantee credentialing. Individuals who are seeking licensure or certification must satisfy all requirements of the various credentialing boards. Such students should make contact with the appropriate agency to obtain requirements prior to enrolling in a program at William Carey University. It is the student's responsibility to satisfy these requirements.
- **Financial Information:** Mississippi students may finance their program in a variety of ways. The program requires an important investment of time and money. Scholarships, veterans administration benefits, and loans are also sources. Additional information regarding need-based loans may be obtained by contacting the university's financial aid office in Hattiesburg at (601)-318-6153 and at Tradition at (228)-702-1809. Tuition may be changed without prior notice.
- **Advisements:** While advisors are assigned to each student, it is the student's responsibility to comply with all requirements of their degree program.
- **Dual Enrollment:** Students may not be enrolled simultaneously in the M.S. in counseling psychology and any other graduate degree program.
- **Professional Conduct:** The graduate program in psychology is designed to prepare students to function in a mental health setting. This may include institutional/agency employment or private practice. In either event a counselor is bound by the code of professional conduct of the American Counseling Association (ACA). Violations of the code may result in revocation of credentials or dismissal from the job. As a part of the training provided by William Carey University, all students are required to be familiar with and adhere to the Code of Professional Conduct; local, state and federal law; and rules and regulations of the university. Violations of any of these may result in disciplinary actions, including, but not limited to dismissal from the graduate program.

# Organizational Counseling

## Program Description

The Master of Science in Counseling Psychology, concentration organizational counseling, combines the knowledge and skill of counseling theory and practice with organizational behavior expertise. Students will learn core counseling skills and receive specialized training in organizational counseling. This degree provides experiential learning opportunities through participation in required internships. The program design integrates traditional counseling courses with organizational counseling strategies that utilize assessment, program planning, and consultation.

Courses required from the business and education curriculum will be cross listed with a psychology prefix. The specific competencies in the program are those competencies and education requirements outlined in the *Rules, Regulations, and Application Guidelines for the Mississippi Board of Examiners for Licensed Professional Counselors*.

## Other Requirements for the Master of Science

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

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

# Curriculum for Master of Science Degrees

## Master of Science in Counseling Psychology School Counseling Concentration

48 semester hours required

### **Prerequisites:**

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

### **Other Requirements for the 48-hour School Counseling Program**

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

### **Core Education Courses (9 hours)**

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

### **Specialized Courses (24-33 hours)**

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

### **Elective Courses (15 or 18 hours)**

PSY 506 Dynamics of Personality  
EDU 660 Organizational Procedures for Special Education  
PSY 601 Orientation to Professional Counseling  
PSY 630 Analysis of the Individual  
PSY 660 Techniques of Group Counseling  
PSY 667 Advanced Theories and Techniques of Counseling  
PSY 680 Practicum in Individual Counseling  
PSY 665 Behavior Management  
EDU 536 Classroom Management  
PSY 676 Individual Analysis: The Wechsler Scales  
PSY 677 Individual Analysis: The Stanford-Binet

PSY 632	Psychopathology
PSY 699	Thesis, Research and Publication (6 hours)
_____	Elective EDU/PSY course chosen with advisor
_____	Elective EDU/PSY course chosen with advisor

**Alternate program for individuals who do not hold a license:**

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

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



## **Master of Science in Counseling Psychology** **Christian Counseling Concentration**

60 semester hours required

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

### **CORE (42 hours)**

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

### **ELECTIVES**

A minimum of 18 hours of electives in psychology or education must be selected with the approval of the advisor.

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

\*Required for licensure.

## **Master of Science in Counseling Psychology** **Christian Counseling Concentration**

36 semester hours required

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

### **CORE (27 hours)**

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

### **SPECIALIZED COURSES (Electives - 9 Hours\*)**

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

## **Master of Science in Counseling Psychology Counseling Concentration**

60 semester hours required

### **CORE COURSES (51 hours)**

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

### **ELECTIVES (9 hours)**

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

## **Master of Science in Counseling Gerontology Concentration**

60 semester hours required

### **CORE ( 57 hours)**

PSY 505	Advanced Developmental Psychology
PSY 506	Dynamics of Personality
PSY 570	Multicultural Counseling
PSY 572	Psychological Aspects of Aging
PSY 574	Case Management
PSY 575	Use and Interpretation of Tests
PSY 600	Lifestyle and Career Development
PSY 601	Orientation to Professional Counseling
PSY 620 or EDU 620	Introduction to Research
PSY 632	Psychopathology
PSY 641	Crisis Counseling
PSY 648	Consultation: Theory, Models and Practices
PSY 651	Drug and Alcohol Abuse Counseling
PSY 654	Organization and Administration of Senior Services
PSY 660	Techniques of Group Counseling
PSY 661	Mental Retardation
PSY 667	Advanced Theories and Techniques of Counseling
PSY 680	Practicum in Individual Counseling
PSY 698	Internship in Counseling: Gerontology (3-12 hours)

### **ELECTIVES (3-6 hours)**

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

## **Master of Science in Counseling Psychology** **Child and Adolescent Counseling Concentration**

60 semester hours required

### **Core Courses (48 hours)**

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

### **Electives (12 hours)**

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

## **Master of Science in Counseling Psychology** **School Psychometry**

48 semester hours required

### **Core Courses (9 hours)**

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

### **Specialized Courses (21 hours)**

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

### **Electives (18 hours)**

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

### **Adding Licensure**

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

## School Psychometry Endorsement (213)      Prerequisite: AA License

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

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

PSY 505	Advanced Developmental Psychology <b>or</b> any course(s) which covers the physical, emotional, and social development of the child across the lifespan (example: child <b>and</b> adolescent psychology)	3 hours
PSY 575	Use and Interpretation of Tests <b>or</b> PSY 630, Analysis of the Individual <b>or</b> Tests and Measurements (a course that covers basic testing procedures)	3 hours
PSY or EDU 620	Introduction to Research or Teacher as Researcher	3 hours
EDU 640	Curricula Planning	3 hours
PSY 648	Consultation: Theory, Models and Techniques	3 hours
EDU/PSY 660	Organizational Procedures for Special Education or a course that involves the study of special education regulations and procedures. (EDU 661, 663, 572)	3 hours
PSY/EDU 665	Behavior Management or a course in teaching the emotionally or behaviorally disabled—must include an emphasis on functional behavioral assessment.	3 hours
PSY 676	Individual Analysis: The Wechsler Scales and other tests of ability and achievement.	3 hours

PSY 677	Individual Analysis: The Stanford Binet and measures of adaptive behavior and emotionality.	3 hours
PSY 696	Practicum in school psychometrics	3 to 6 hours



## **Master of Science in Counseling Psychology Organizational Counseling Concentration**

60 semester hours required

### **Core Courses (51 hours)**

PSY 505*	Advanced Development Psychology
PSY 515	Counseling and Organizational Behavior
PSY 520	Organizational Context and Workforce Culture
PSY 551	Psychological Statistics <b>OR</b>
PSY 625	Quantitative Analysis and Decision Making
PSY 570*	Multicultural Counseling <b>OR</b>
PSY 670	Intercultural and Organizational Communication Topics
PSY 600*	Lifestyle and Career Development
PSY 601*	Professional Orientation to Counseling
PSY 620*	Introduction to Research
PSY 630*	Analysis of the Individual
PSY 632*	Psychopathology
PSY 642*	Marriage and Family Counseling
PSY 648	Consultation: Theory, Models, and Practices
PSY 660*	Techniques of Group Counseling
PSY 667*	Advanced Theories and Techniques of Counseling
PSY 675	Psychology of Training and Evaluation

### **6 semester hours required**

PSY 695 / 698	Internship in Organizational Counseling or Clinical Counseling
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### **Electives (9 hours)**

PSY 506	Dynamics of Personality <b>OR</b>
PSY 622	Managerial Communication <b>OR</b>
PSY 641	Crisis Counseling <b>OR</b>
PSY 643	Strategic Planning for Leadership Resources <b>OR</b>
PSY 651	Drug and Alcohol Abuse Counseling <b>OR</b>
PSY 678	Individual Assessment: Personality <b>OR</b>
PSY 680 / 685	Practicum in Individual Counseling or Organizational Counseling
PSY 686	Consensus Decision Making and Conflict Resolution
PSY ___	Elective to be approved by advisor <b>OR</b>
PSY ___	Elective to be approved by advisor <b>OR</b>
PSY ___	Elective to be approved by advisor

\*Required for licensure as a Licensed Professional Counselor

**A total of 60 hours with the PSY prefix is required for licensure.**

## Course Descriptions

- 505 Advanced Developmental Psychology**—Advanced studies in human development emphasizing the physical, social, and cultural influences on the cognitive and psychological development of the individual. Emphasis is placed on psychological approaches used to explain, predict, and modify human behavior—3 hours.
- 506 Dynamics of Personality**—An advanced study of personality theories and human behavior for effective living—3 hours.
- 515 Counseling and Organizational Behavior**—A study of counseling and organizational behavior theories and models to address communication and relationships within the organization. Participants will explore issues of conflict resolution, burnout, workplace violence, executive coaching, team building, and the provision of employee assistance services such as brief behavioral counseling, crisis intervention, addiction assessment, and work and family issues—3 hours.
- 520 Organizational Context and Workplace Culture**—A study of the orientation to organizational culture and a presentation of variations in workplace structure and context with an exploration of the complex nature of organizations, human resource roles and policies, and management issues.—3 hours.
- 551 Psychological Statistics**—A study of statistical procedures commonly used in psychological research. Descriptive and inferential statistics are covered, including measures of central tendency, variability and correlation. Tests of significance and analysis of variance are studied. No mathematical ability is assumed beyond the basic skills of arithmetic and algebraic manipulations—3 hours.
- 570 Multicultural Counseling**—A study of the social and cultural foundations of counseling, including studies of ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns—3 hours.
- 572 Psychological Aspects of Aging**—The purpose of this course is to expand upon the sociological aspects of aging presented in PSY 570. The role of the psychologist, as well as the psychological factors surrounding the person who is aging, will be emphasized. The importance of planning for this stage of life span in order to remain psychologically healthy will be discussed . This course will

require extensive research and a poster session exhibiting results of the research proposal—3 hours.

- 573 **Fundamentals of School Counseling**—This course covers all aspects of the school counselor’s role, including history and philosophy of school guidance, multicultural issues, organization and administration of a school counseling program, licensure and professional roles of a school counselor. In addition to classroom lectures and discussion, observation in the school and contact with practicing school counselors are major components of the course—3 hours.
- 574 **Case Management**—Advanced studies in case management, including case management as an approach to service delivery, is the focus of this course. Emphasis will be placed on networking and linkage using various roles and techniques. This course will require extensive research and a poster session exhibiting results of the research proposal—3 hours.
- 575 **Use and Interpretation of Tests**—Studies in the theory of individual and group tests of intelligence, personality, interests and attitudes. Interpretation of test results and use of results in therapy/program planning is included.—3 hours.
- 576 **Psychopharmacology**—An introduction to psychopharmacology with a focus on features and characteristics of psychotropic drugs which are commonly used in applied settings of interest to psychologists and counselors.—3 hours. Prerequisite: PSY 651.
- 578 **Advanced Studies in Addiction**—A study of psychological and psycho-physiological theories of addiction, including methods of assessment and treatment. Prerequisites: PSY 651 and PSY 576.
- 600 **Lifestyle and Career Development**—This course presents a broad understanding of career developmental theories, occupational and educational information sources, and lifestyle and career decision-making models—3 hours.
- 601 **Orientation to Professional Counseling**— An introductory course to the field of counseling, providing a comprehensive overview of counseling roles and functions, goals and objectives, organization and associations, history and trends. Special attention is given to multicultural and pluralistic issues, preparation, credentialing, ethical and legal issues—3 hours.

- 605 History and Philosophy of Vocational Education/Counseling**—A study of the historical and philosophical underpinnings of the vocational education and guidance movement, including the influence of federal and state legislation on the development of vocational education and guidance—3 hours.
- 620 Introduction to Research**—The course is designed to enable the student to be both a producer and a consumer of research. Research methodology and statistical techniques that are appropriate for a variety of settings will be mastered. A research proposal and design will be required. The course will provide training in the use of assessment data for evaluation of individuals and programs—3 hours.
- 622 Managerial Communications**—Skill development by improving written and oral communications and other areas of organizational dynamics including listening and nonverbal communication—3 hours. *Same as MBA 622.*
- 625 Quantitative Analysis and Decision Making**—Quantitative techniques for analysis and decision making; inventory control; linear programming, simulation, network models; and other applications to management—3 hours. *Same as MBA 625.*
- 630 Analysis of the Individual**—This course introduces a wide variety of individual and group instruments designed to assess the individual, academic, social, personal, emotional, and lifestyle functioning of an individual. Methods of data gathering, scoring, and interpretation. Attention is given to appropriate psychometric techniques, as well as psychometric properties of acceptable instruments. Ethnic, cultural, and gender factors are given special consideration—3 hours.
- 632 Psychopathology**—A general introduction to the field of abnormal psychology with emphasis on DSM IV. Approaches to clinical interviewing, diagnosis and projectives assessment instruments are introduced—3 hours.
- 640 Principles of Christian Counseling**—This course introduces and provides experiences in sound principles of psychology which are consistent with counseling in a Christian setting—3 hours (offered in the spring of even-numbered years).
- 641 Crisis Counseling**—This course emphasizes an array of systematic approaches to crisis counseling. Recognition of behavioral precursors of violence, violence prevention and conflict resolution are the primary focus—3 hours.

- 642 Marriage and Family Counseling**—An introduction to the theory and practice of marriage and family counseling. Assessment procedures as well as models and techniques of counseling are emphasized—3 hours.
- 643 Strategic Planning for Leadership Resources**—Designed for students to gain a better understanding of their leadership styles, abilities, and values as they relate to future career decisions. Identifies and analyzes those integrating forces which affect the organization's ability to change and compete effectively; strategies and policies are developed to provide a comprehensive course of action for change—3 hours. *Same as MBA 640.*
- 648 Consultation: Theory, Models and Practices**—The course provides insight into the unique theories and practices of consultation in a variety of settings. A broad understanding of societal trends, multicultural dynamics, and pluralistic approaches is emphasized—3 hours.
- 651 Drug and Alcohol Abuse Counseling**—An introductory course presenting theories and methods utilized in drug and alcohol abuse counseling. Physiological and psychopharmacological aspects of addiction, as well as treatment procedures, are presented. Observation and involvement with twelve step programs are required—3 hours.
- 654 Organization and Administration of Senior Services**—The course will introduce the student to the legislative and administrative issues and practices which serve as the foundation for senior services. Not only will the student become quite knowledgeable about the Older American's Act but will also be aware of other state and federal laws and regulations surrounding services for this population. The course will serve as the foundation for the Gerontology Internship which will be served in a service system for seniors—3 hours (offered in the summer of odd-numbered years).
- 660 Techniques of Group Counseling**—A study of theory and types of groups, as well as descriptions of group practices which includes a group experience. An investigation and understanding of leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision-making—3 hours.

- 661 Mental Retardation**—This course is an overview of mental retardation including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics—3 hours. Same as EDU 661.
- 662 Teaching Individuals with Mild Mental Retardation**—This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with mild mental retardation—3 hours. Same as EDU 662.
- 663 Learning Disabilities**—This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical and learning characteristics—3 hours. Same as EDU 663.
- 665 Behavior Management**—This course will examine the laws, history, and prevalence of behavior disorders. Assessment instruments and procedures will be presented along with extensive coverage of intervention plans, curricula, and classroom management strategies. Field experience may be included—3 hours. Same as EDU 665.
- 666 Psychology of Religion**—A study of religious beliefs, practices and customs in light of current psychological thought—3 hours (offered in the spring of odd-numbered years).
- 667 Advanced Theories and Techniques of Counseling**—An in depth study of counseling theories and techniques is presented. Intensive application of techniques studied is expected—3 hours.
- 670 Intercultural and Organizational Communication Topics**—A survey of current topics in intercultural communications including non-verbal as well as culture and co culture issues. A survey of organizational communication theories with emphasis on interpersonal, group and leadership topics—3 hours. Same as MBA 670.
- 675 Psychology of Training and Evaluation**—A study of the theory and techniques used to design, conduct, and evaluate instructional programs which includes needs assessment and the characteristics of the job and trainees. An investigation of strategies of design issues such as pre- and post-testing and control groups, as well as organizational constraints, necessary for planning evaluation—3 hours.

- 676 Individual Assessment: Wechsler Scales**—The major objective of this course is mastery of the Wechsler Scales. General psychometric principles and properties of acceptable psychometric instruments is emphasized. Other current instruments designed to measure verbal and nonverbal intelligence are reviewed. Prerequisite: PSY 630, or EDU 650, or PSY 575 and permission of program advisor—3 hours.
- 677 Individual Assessment: Stanford-Binet**—Mastery of the administration, scoring, and interpreting of the Stanford-Binet Intelligence Test is the major focus of the course. Introduction to the Bender, individual measures of achievement, social competence, and functional behavioral instruments are included. Prerequisite: PSY 630 or EDU 650 and permission of program advisor—3 hours.
- 678 Individual Assessment: Personality**—This course deals with the concepts and issues in individual differences in personality and its assessment. The emphasis is on content, significance, and interpretation of personality traits and scales. Major alternative approaches to personality scales development and assessment are examined. Prerequisite: PSY 630 and PSY 632 and permission of program advisor—3 hours.
- 680 Practicum in Individual Counseling**—Supervised experiences in a variety of settings which utilize an array of psychological techniques. Prerequisite: PSY 667 and permission of program advisor—3-6 hours.
- 682 Counseling with Children and Adolescents**—This introductory course addresses basic assessment procedures, therapeutic techniques, and models for counseling children and adolescents. Special emphasis will be given to age-appropriateness, development needs and working with the child or adolescent within the context of the family. The student will also develop skills in working with parents, as they relate to their children—3 hours (offered odd-numbered years).
- 683 Child Psychotherapy and Play Therapy**—This course will explore specific techniques of play therapy and child psychotherapy. It will address treatment modalities for working successfully with special client populations. Treatment for trauma, family violence, attachment disorder, loss and grieving will be addressed, as well as other issues specific to childhood—3 hours (offered even-numbered years).

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



**MASTER OF  
SCIENCE  
IN NURSING**

## Program Overview

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

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

The post-master's in healthcare simulation education is designed to prepare healthcare educators (who have a master's degree in a nursing or a health related field) as simulation educators. Graduates will be able to utilize sound principles and concepts to develop, implement, and evaluate simulation in the academic nurse educator role or staff development role in healthcare settings. The program is also designed to facilitate the graduate in successfully writing the Society for Simulation in Healthcare (SSH) certification exam. Successful students receive a certificate of completion.

## Graduate Outcomes

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

The graduate will be able to:

1. Integrate knowledge gained from nursing, bio-psychosocial fields, genetics/genomics, public health, quality improvement, and organizational sciences for the continual improvement of nursing education in diverse settings.

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

## **Admission Requirements for the M.S.N. Program**

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

1. hold a baccalaureate degree from a nationally accredited school of nursing.
2. submit a statement of professional goals and current resume.
3. hold a current unencumbered RN license with no pending action in any state.
4. have an overall undergraduate GPA of 3.0 or a GPA of 2.5 on the last 30 undergraduate hours.

## Admission Requirements for the Post-Master's Programs

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

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

Each post-master's in healthcare simulation education applicant must:

1. hold a health related master's degree from an accredited university
2. have earned a GPA of > 3.5 on master's course work.
3. submit a statement of professional goals and current resume.

## Admission Status

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

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

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

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

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

## **Health Status Requirements**

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

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

## **Criminal Background Check**

All students enrolled in nursing must have clearance of criminal background checks prior to participating in nursing clinical courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972 and in accordance with R.S. 37:921, LAC 64:XLVII.3403 and LAC 46:XLVII.3331 of the Louisiana State Board of Nursing.

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

## **Drug Testing**

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

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

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

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

## **Malpractice Insurance**

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

## **Computer Requirements**

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

## **Requirements for the Master of Science in Nursing Degree**

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

1. Each student must have acquired regular graduate admissions status.
2. All required courses must be completed with a minimum grade point average of 3.0. Only two grades lower than a B are allowed. Only one grade below a C is allowed and must be repeated for a grade of C or better.
3. Proficiency in writing and speaking the English language is a requirement for the Master of Science in Nursing degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage or by other appropriate methods. An informal interview with a candidate for the purpose of determining a plan of action in this area may be requested.
4. A student must complete all required work within a period of six years after enrolling in graduate nursing courses.
5. Participation in the graduation ceremony is required. Degrees are not conferred in absentia, except by special permission of the Office of Academic Affairs, for which students must submit a written request. Students who are candidates for May degrees are required to file applications for their degrees in the registrar's office by October 15. Candidates for August graduation must file by March 31. Late applications will be accepted up to 30 days after the respective deadlines. There will be a \$100.00 late fee in addition to the graduation fees.

# Curriculum for Master of Science in Nursing Degree

## Nurse Educator

35 semester hours required

### **CORE CURRICULUM (19 hours)**

- NUR 601 Theoretical Foundations of Professional/Advanced Practice Nursing
- NUR 606 Informatics Issues in Nursing Practice
- NUR 612 Advanced Health Assessment Across the Life Span
- NUR 615 Health Care Policy, Organization, and Finance
- NUR 622 Advanced Physiology & Pathophysiology Across the Life Span
- NUR 642 Advanced Research Methods in Nursing
- NUR 645 Application of the Research Process
- NUR 646 Capstone Project

### **NURSE EDUCATOR SPECIALTY COURSES (16 hours)**

- NUR 611 Role Development for the Nurse Educator
- NUR 626 Teaching Adult Health I
- NUR 633 Curriculum Development and Program Planning
- NUR 634 Nursing Education Practicum
- NUR 636 Teaching Adult Health II
- NUR 640 Nursing Education Seminar



## **Post-Master's Program Option**

### **Post-Master's in Nursing Education**

12 semester hours required.

For individuals who hold a master's degree in nursing, a post-master's program option may be completed by taking the following courses:

- NUR 611 Role Development for the Nurse Educator (2 hours)
- NUR 633 Curriculum Planning (3 hours)
- NUR 634 Nursing Education Practicum (3 hours)
- NUR 638 Teaching Strategies and Evaluation (2 hours)
- NUR 640 Nursing Education Seminar (2 hours)

### **Post-Master's in Healthcare Simulation Education**

15 semester hours required.

The post-master's healthcare simulation education program prepares healthcare educators to use simulation in instruction. Registered nurses with master's degrees, and other healthcare educators with master's degrees, are eligible for this program.

The post-master's in healthcare simulation education program may be completed by taking the following courses:

- NUR 638 Teaching Strategies and Evaluation (2 hours)
- NUR 671 Theoretical Foundations of Simulation (3 hours)
- NUR 672 Clinical Simulation Teaching and Evaluation Strategies (3 hours)
- NUR 673 Simulation Lab Design (3 hours)
- NUR 674 Simulation Capstone I (2 hours)
- NUR 675 Simulation Capstone II (2 hours)

# Course Descriptions

## Nursing (NUR)

- 601 Theoretical Foundations of Professional/Advanced Practice Nursing.** 2 hours. Selected concepts and theories useful for guiding professional and advanced nursing practice are discussed. Concepts and theories are drawn from nursing, behavioral, natural and applied sciences and will be examined within the context of advancing nursing knowledge and nursing practice.
- 606 Informatics Issues in Nursing Practice.** 2 hours. This course examines a variety of informatics theories, models and issues within complex health care systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management as it affects nursing practice.
- 611 Role Development for the Nurse Educator.** 2 hours. This course focuses on the role of the nurse as educator, including the use of principles and theories of teaching and learning in nursing education. Issues related to the nurse educator will be explored.
- 612 Advanced Health Assessment Across the Life Span.** 3 hours, including 1 hour of lab. This course builds on prerequisite knowledge of assessment. The learner gains the theoretical and clinical assessment skills for nursing practice.
- 615 Health Care Policy, Organization, and Finance.** 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities.
- 622 Advanced Physiology & Pathophysiology Across the Life Span.** 2 hours. This course focuses on in-depth pathophysiology of disease processes. Emphasis is on regulatory and compensatory functions in health and disease.
- 626 Teaching Adult Health Nursing I.** 3 hours. This course focuses on advanced clinical concepts as they influence positive health outcomes in the adult. Course includes 45 clinical hours.

- 633 Curriculum Development and Program Planning.** 3 hours. This course is designed for graduate nursing students who plan to teach in schools of nursing or in institutions in which they work. The principles and processes of curriculum building and program planning will be explored.
- 634 Nursing Education Practicum.** 3 hours. The purpose of this course is to synthesize nursing education theory in practicum experiences. The educator role is practiced under the supervision of a preceptor. Course includes 135 clinical hours. Prerequisite: NUR 626, NUR 636.
- 636 Teaching Adult Health Nursing II.** 3 hours. Continued analysis of advanced clinical concepts and care to foster positive health outcomes in the adult. Course includes 45 clinical hours. Prerequisite: NUR 626.
- 638 Teaching Strategies and Evaluation.** 2 hours. This course is designed for graduate nursing students enrolled in the post-master's program for the nurse educator. Strategies for teaching and evaluation in the classroom and clinical setting will be discussed.
- 640 Nursing Education Seminar.** 2 hours. This course provides a forum for the discussion of issues and trends encountered in nursing education. Emphasis is on the educator's critical analysis and management of these issues.
- 642 Advanced Research Methods in Nursing.** 2 hours. This course explores the methodology of nursing research and its relevancy to nursing education and nursing practice. Emphasis is on research design, implementation and application of research.
- 645 Application of the Research Process.** 3 hours. This course allows the students as a group to carry out a research project exposing them to all aspects of the research process. Prerequisite: NUR 642.
- 646 Capstone Project:** 1-3 hours (total of 3 hours required). The purpose of this course is to allow the student, facilitated by a member of the graduate faculty, to complete an original capstone project. Prerequisites: NUR 642, NUR 645.
- 661 Teaching Advanced Assessment Across the Lifespan.** 3 hours. This course emphasizes the transfer of knowledge to clinical practice as students apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural

and psychosocial client characteristics, normal anatomy and physiology, pathophysiology, and normal growth and development.

- 662 Teaching Pathophysiology and Pharmacology Across the Lifespan.** 2 hours. This course focuses on teaching in-depth pathophysiology of disease processes. Emphasis is on regulatory and compensatory functions in health and disease. Course includes teaching pharmacology and nursing-related measures in health and disease.
- 663 Teaching Healthcare for Diverse Populations I.** 3 hours. This course focuses on the utilization of sound teaching-learning practices as they apply to teaching students in the class and clinical settings in order to foster positive health outcomes for diverse populations. Course includes 45 clinical hours.
- 664 Teaching Healthcare for Diverse Populations II.** 3 hours. Continued analysis and application of sound teaching-learning practices as they apply to teaching students in the class and clinical settings in order to foster positive health outcomes for diverse populations. Course includes 45 clinical hours. Prerequisite: NUR 663.
- 665 Foundations in Research Designs and Methods.** 2 hours. This course explores the design, implementation, and application of research as they relate to nursing education and practice.
- 671 Theoretical Foundations of Simulation.** 3 hours. This course explores selected concepts and theories useful for guiding simulation pedagogy. Concepts and theories are drawn from nursing and adult behavioral learning theories. These concepts and theories will be examined within the context of advancing nursing knowledge and practice with a focus on medium and high-fidelity simulation.
- 672 Clinical Simulation, Teaching, and Evaluation Strategies.** 3 hours. This course is designed for graduate nursing students enrolled in the post-master's program for the nursing clinical simulation educator. Strategies for teaching and evaluation in the classroom and simulation lab will be discussed.
- 673 Simulation Lab Design.** 2 hours. This course is designed for graduate nursing students who plan to design, implement, and evaluate simulation based learning in institutions in which they work. The principles and processes of medium and high-fidelity simulation design and implementation will be explored.

- 674 Simulation Capstone I.** 2 hours. The purpose of this course is to incorporate simulation pedagogy in practicum experiences. The simulation educator role is practiced under the supervision of a preceptor. Course includes 150 clinical simulation practicum hours. Prerequisite: NUR 672 & NUR 673.
- 675 Simulation Capstone II.** 2 hours. The purpose of this course is to incorporate simulation pedagogy in practicum experiences. The simulation educator role is practiced under the supervision of a preceptor. Course includes 150 clinical simulation practicum hours. Prerequisite: NUR 672, NUR 673, & NUR 674.



**DOCTOR OF  
PHILOSOPHY  
IN NURSING**

## **Program Overview**

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

## **Graduate Outcomes**

The following graduate competencies were adapted from the NLN educator core competencies (NLN, 2005) AACN Essentials for Master's Education for Advanced Practice Nursing, 2008.

The graduate will:

1. Utilize concepts, knowledge, and skills to create an environment that facilitates classroom and clinical learning in the cognitive, affective, and psychomotor domains.
2. Facilitate students' development as professional nurses.
3. Utilize sound principles to develop strategies to assess academic achievement in the classroom and clinical settings and in the cognitive, affective, and psychomotor domains.
4. Design, implement, evaluate, and revise nursing curricula and program outcomes that reflect the academic institution's mission and goals, reflect current trends and evidence-based practice, and prepare graduates to function as professional nurses.



5. Function as a change agent in order to promote the profession of nursing.
6. Develop and articulate a vision for the professional nursing practice within the healthcare delivery system.
7. Employ sound management, decision-making, problem-solving, and communication skills to establish collaborative partnerships, resolve conflict, and effectively utilize resources.
8. Utilize information and communication technology effectively in the global environment of nursing and healthcare.
9. Establish relationships with the community of interest.
10. Demonstrate proficiency in scholarly writing.
11. Utilize Christian principles as a nurse administrator.

## **Admissions Requirements for the Ph.D. Program**

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

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

- Have an unencumbered nursing license with no pending legal or state board action
- Be eligible to re-enter any previously attended college or university in good standing
- Demonstrate computer literacy involving proficiency in word processing, email correspondence, and the internet.
- Demonstrate basic competence in statistics as evidenced by successful completion, with a grade of B or better, in an undergraduate or graduate level statistics course within the past five years or substantial experience in nursing research projects.
- Provide documentation of a negative drug screening within the past year.
- Submit current curriculum vita.

## **Admission Status**

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

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

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

Incomplete admission status may be granted for one term for a student who appears to be eligible for admission but is unable to supply certain required records prior to registration (see page 25 for further explanation.)

## **Criminal Background Check**

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

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

## **Drug Testing**

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

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

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

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

## **Malpractice Insurance**

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

## **Computer Requirements**

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

## **Progression**

Successful progression through the program requires the following:

- Complete all assignments with a passing grade.
- Make no grade below a B. The student is allowed to repeat only one course to improve the grade to a B. A student who makes less than a B in a second course is not eligible to progress in the program.
- Student grades will be reviewed at the end of each term by the administrator of the graduate program and other WCU SON administration to determine status in achieving the GPA necessary to graduate.
- NUR 801, 802, 803 and 804 Research Process grading criteria will be pass/fail. The student must successfully complete each course in sequence.

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

## **Graduation**

Graduation requires:

- The student will have to submit a degree application.
- Successful completion of all degree requirements with a GPA of 3.5.
- Be nominated by the dean.
- Participation in graduation is mandatory.

## **Curriculum of the Ph.D. in Nursing Education and Administration**

The Ph.D. program is designed to be completed in two years, including summer terms. Students are allowed to attend on a part-time basis. The total number of hours required is 52-60 hours depending upon the content and focus of the student's master's degree. A maximum of 15 hours may be transferred from another university. Approval of transfer hours is considered on an individual basis. The program is in a hybrid (web-enhanced) format. Students will meet face-to-face three weekends a term, usually once a month; the rest of the content and student activities will be conducted via D2L (Desire to Learn learning management system).

Each student must complete a dissertation. The dissertation process will proceed over the last term of the first year and the first

three terms of the second year for full-time students. The research courses will be developed to help the student design the essential components of a dissertation. Each student will have a committee of three Ph.D. program faculty members. There will be a written comprehensive examination during the second year to determine mastery of the Ph.D. content.

Basic statistics competency prior to admission by undergraduate/graduate statistics course within five years of admission to the Ph.D. program.

- NUR 611 Role Development for the Nurse Educator
- NUR 613 Role Development for the Administrator
- NUR 633 Curriculum Development and Program Planning
- NUR 635 Healthcare Systems
- NUR 638 Teaching Strategies and Evaluation
- NUR 713 Theoretical Foundations of Organizations and Administration
- NUR 714 Human Resources
- NUR 715 Information Systems and Technology
- NUR 730 Advanced Curriculum Planning and Revision
- NUR 731 Distance Learning
- NUR 732 Teaching in the Global Environment
- NUR 733 Electronic Educational Design
- NUR 734 Program Evaluation Design
- NUR 735 Strategic Management and Planning
- NUR 736 Role Practicum
- NUR 737 Nursing Education and Administration Seminar
- NUR 739 Healthcare Economics
- NUR 748 Advanced Research Designs and Methods
- NUR 751 Issues and Trends in Health Insurance and Managed Care
- NUR 800 Statistics
- NUR 801 Research Process I
- NUR 802 Research Process II
- NUR 803 Research Process III
- NUR 804 Research Process IV

# Course Descriptions

## Nursing (NUR)

- 611 Role Development for the Nurse Educator.** 2 hours. This course focuses on the role of the nurse as educator, including the use of principles and theories of teaching and learning in nursing education. Issues related to the nurse educator will be explored.
- 613 Role Development for the Administrator.** 2 hours. This course explores the skills necessary to develop as a nurse administrator. These include facilitating collaborative relationships, team-building, problem-solving/decision making, consumer advocacy, conflict resolution, and managing change effectively. Emphasis is placed on developing and articulating a vision for the practice of nursing administration within a complex healthcare delivery system.
- 633 Curriculum Development and Program Planning.** 3 hours. This course is designed for graduate nursing students who plan to teach in schools of nursing or in institutions in which they work. The principles and processes of curriculum building and program planning will be explored.
- 635 Health Care Systems.** 2 hours. This course explores the major health care delivery systems both nationally and internationally. Historical development and current trends that have an impact on health care policies will be examined. Emphasis will be placed on the critical review of health care policy and delivery both nationally and internationally.
- 638 Teaching Strategies and Evaluation.** 2 hours. This course is designed for graduate nursing students enrolled in the post-master's program for the nurse educator. Strategies for teaching and evaluation in the classroom and clinical setting will be discussed.

- 639 Health Care and Finance.** 2 hours. This course explores the economic and finance principles underlying health care delivery systems. Students will analyze current and future factors that have an impact on health care delivery in health care facilities and in the community. Emphasis is on identifying opportunities for the nurse administrator to facilitate change in equitable allocation of health care resources.
- 640 Nursing Education Seminar.** 2 hours. This course provides a forum for the discussion of issues and trends encountered in nursing education. Emphasis is on the educator's critical analysis and management of these issues.
- 713 Organization and Administrative Theory.** 3 hours. This course explores the differences among administration, leadership, and management. The historical development, current trends, and future directions of administrative/ leadership/organization theories will be analyzed to identify the relevant skills and principles to develop a personal administrative theory. The student will also analyze organizational and individual factors that influence administration. Concepts and principles underlying organizational structure, behaviors, and management will be explored. Emphasis will be placed on practical application of these skills and principles to facilitate an efficient and effective institutional environment. Further emphasis will be on critical application of knowledge and principles of organization to a complex organization.
- 714 Human Resources.** 2 hours. This focuses on the requirements of the nurse administrator in relation to delegation, assignments, problem solving, and evaluation. Concepts and principles underlying selection, development and evaluation of faculty and/or staff will be examined. Emphasis is on the skills necessary for an upper level academic or health care organization administrator.



- 715 **Information Systems and Technology.** 3 hours. This course critically analyzes the role of the nurse administrator in selecting, implementing, and evaluating information systems and technology in health care. Legal and ethical issues are explored. Emphasis is placed on the utilizing information systems and technology in achievement of health care consumer outcomes.
- 730 **Advanced Curriculum Planning and Revision.** 2 hours. This course analyzes the role of the nurse educator in developing, implementing, evaluating, and revising nursing curricula. The processes for developing curricula that reflect the academic organization's and nursing program's philosophies, health care trends, and community/societal needs are explored. Emphasis is placed on identifying graduate outcomes, writing learner objectives, selecting teaching-learning strategies, and student evaluation methods that are based on sound education principles.
- 731 **Distance Learning.** 2 hours. This course analyzes the theoretical concepts underlying the process of teaching effectively using distance learning strategies. Student characteristics, barriers to distance learning, teaching-learning strategies, technology, and required resources are explored. Emphasis is placed on synthesizing the knowledge, principles and skills of distance learning to develop a syllabus using distance learning.
- 732 **Teaching in the Global Environment.** 2 hours. This course examines the implications for teaching across cultures and geographic boundaries. Economic, legal, and ethical issues, barriers, and strategies will be analyzed. Emphasis is placed on understanding and effectively using the technology and teaching-strategies for providing global education.
- 733 **Electronic Educational Design.** 2 hours. This course analyzes the implications for incorporating electronic technology into nursing courses. Design and implementation of electronic teaching-learning strategies will be

explored. Emphasis is placed on content that can be effectively taught via electronic technology.

- 734 **Program Evaluation.** 3 hours. This course analyzes the role of systematic and comprehensive evaluation in nursing education programs. Theoretic concepts and qualities of effective evaluation and measurement are explored. Emphasis is placed on relating program outcomes with the mission and philosophy of the nursing program.
- 735 **Strategic Management and Planning.** 3 hours. This course analyzes the theoretical foundations of strategic management and planning. The processes by which strategic management and planning facilitate the effectiveness of an organization will be explored. Emphasis will be placed on applying principles and concepts to develop and evaluate a strategic plan.
- 736 **Role Practicum.** 2 hours. This course focuses on the practical application of principles, knowledge, and skills learned in the classroom setting to the actual education or administrative setting.
- 737 **Nursing Education and Administration Seminar.** 2 hours. This course provides a forum for the critical examination of issues and trends encountered in the profession of nursing. Emphasis will be placed on those issues relevant to nursing education and administration.
- 739 **Healthcare Economics.** 2 hours. This course is an integration of the economic and finance principles underlying diverse healthcare delivery systems. Students will analyze current and future factors that have an impact on healthcare delivery in healthcare facilities and in the community. Emphasis is on identifying opportunities for the nurse administrator to facilitate change in equitable allocation of healthcare resources which align with HealthyPeople 2020 for the improvement of health outcomes.

- 748 **Advanced Research Designs and Methods.** 3 hours. This course analyzes the elements of the research process as it applies to nursing education or administration. Emphasis is placed on evaluating, critiquing current nursing research, and developing a pilot research project.
- 751 **Issues and Trends in Health Insurance and Managed Care.** 2 hours. This course analyzes the concepts underlying the design, function, management, and regulation of health insurance and managed care healthcare plans. National and international healthcare insurance and managed care will be explored. Emphasis will be placed on current trends and factors that influence health insurance and managed care systems and the impact on diverse healthcare consumer groups.
- 800 **Statistics.** 3 hours. This course explores the methods of statistical analysis and decision-making. Methods of data collection, sampling, hypothesis-testing, and decision-making are included. (Student must have evidence of a statistics course/research experience within the past five years or take a masters level statistics course as a prerequisite.) Emphasis is placed on gaining competency in utilizing statistical software packages.
- 801 **Research Process I.** 3 hours. This course explores the initial processes involved in nursing research. Emphasis is placed on ethical and legal considerations and conducting a literature review.
- 802 **Research Process II.** 3 hours. This course is intended to identify a researchable problem. Emphasis is placed on developing: a problem statement, purpose, hypotheses/research questions, and identifying a research design.
- 803 **Research Process III.** 3 hours. This course is designed to develop and defend a research proposal.

**804 Research Process IV.** 3 hours. In this course, the student conducts and defends the research identified in NUR 802 and 803.

**MASTER OF MUSIC  
IN  
MUSIC EDUCATION**

## **Program Overview**

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

## **Program Objectives**

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

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

## **Admission**

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

- All students accepted must have completed a bachelor's degree in music from an institution accredited by NASM (National Association of Schools of Music) and must provide official transcripts as documentation.

- Entering students must have a minimum undergraduate grade point average of 2.5 over their last 64 credit hours of coursework.
- Students accepted into the program must either have a teaching license or have successfully passed Praxis I and Praxis II (music content, only) examinations.
- The Test of English as a Foreign Language (TOEFL exam) is required of all applicants, international or U.S. citizen, whose native language is not English. A minimum score of 550 (or 213, computer based) is required for admission.

## Degree Requirements

Continuance toward degree completion is based upon the following requirements:

- Students must complete a minimum of two summer terms in residence.
- Students in the program must maintain a grade point average of 3.0 (A = 4.0). This also applies to students with previous graduate study. A student whose GPA drops below 3.0 is placed on academic probation. Students may retake one, and only one, graduate course at William Carey University. Students may not improve their GPA by taking courses at other institutions. A student on academic probation must raise their GPA to 3.0 by the end of the following term enrolled or the student will be dismissed from the program.
- Proficiency in writing and speaking the English language is a requirement for the Master of Music degree. Students failing to exhibit an acceptable proficiency while performing class work will be asked to eliminate such deficiency by enrolling in a noncredit course in English usage.
- Students must complete all required work within a period of six years after enrolling in the graduate program.
- The Master of Music degree will require a minimum of 30 semester hours beyond the bachelor's degree.
- Each candidate for graduation will undergo a comprehensive examination, both written and oral, that will fully evaluate the student's skills in musicianship, teaching, performance, and evaluation. Questions will also delve into philosophical, historical, and curricular perspectives in music education.

- Final Project Requirement.
  - o Students choosing the thesis track will formulate a topic for investigation with the collaboration of a graduate faculty member. The topic will be submitted for approval by a graduate thesis committee consisting of three faculty members. Students must enroll in 6 hours of thesis work, during which time research will be done and written documentation will be completed. The final document will be given to the graduate thesis committee in a formal presentation for acceptance.
  - o Students choosing the non-thesis track will complete a directed study with one of the graduate faculty members. This final project will center on a pedagogical topic chosen by the student with collaboration from the faculty member. The focus will be to enhance personal skills, investigate current trends, or evaluate historical practices.

## **Program Features**

### **NASM Standards**

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

All students will be required to demonstrate proficiency and artistry on an instrument of their choice by enrolling in applied lessons each semester in residence. All students will have an ensemble experience each semester in residence. Students will be expected to demonstrate a mastery of pedagogical skills as well as speak and write with authority within the context of the history and current practices of music education. Individuals in the Master's program in Music Education will be evaluated against a high standard for written and artistic performance.

### **Distance Learning**

Face-to-face interactions between teachers and students in classrooms, rehearsal halls, and studios will be considered essential; at least two summers of residency will be required. However, certain



courses will be offered in a distance learning format: MUE 650—Research in Music Education, MUE 652—Foundations and Principles of Music Education, and MUE 654—Curriculum Development. No more than 30% of the curriculum will be offered in the distance learning format.

### **Breadth of Competence**

The requirements for the M.M. in music education affords each student an opportunity to expand competencies in performance, both individual and group; in pedagogy; theoretical aspects; literature; research; curriculum; world music; as well as historical perspectives. In essence, students will demonstrate competence in the specific areas listed above. Due to the small number of graduate students in the program, each will receive much personal attention from the graduate faculty. Whether electing the thesis or non-thesis route, students will be challenged to investigate a topic of their choice to further broaden their realm of expertise.

## **Curriculum for Master of Music in Music Education Degree**

30 semester hours required

### **CORE CURRICULUM (15 hours)**

MUE 650	Research in Music Education	3 hours
MUE 652	Foundations and Principles of Music Education	3 hours
MUE 654	Curriculum Development	3 hours
MUE 670	Thesis	6 hours
MUE 672	Thesis Defense	0 hours
<i>or</i>		
MUE 680	Directed Study	3 hours
MUE ____	Additional Music Education Elective <i>(chosen from list of electives below)</i>	3 hours
MUE 685	Comprehensive Exam	0 hours

## MUSIC SUPPORT AREA (10 hours)

Upon entrance to the program, the student will undergo an assessment of musicianship in the areas of music theory, music history, and applied performance. Those who fail to demonstrate competence in music theory and/or music history must take MUT 610—Graduate Survey of Music Theory and/or MUM 610—Graduate Survey of Music History. Those who fail to demonstrate competence in performance may be required to take remedial instruction in applied music—not applicable to the degree.

When the assessment is complete, the advisor will develop a program of study including the courses that will be required in the music support area, and a copy of the program of study—signed by student and advisor—will be kept on file in the School of Music.

MUM 610	Graduate Survey of Music History	3 hours
	<i>(or directed study in music history if entrance exam is passed)</i>	
MUT 610	Graduate Survey of Music Theory	3 hours
	<i>(or directed study in music theory if entrance exam is passed)</i>	
MU_ 630, 730	Applied Music (two trimesters)	2 hours
MUG 630, 730	Ensemble (two trimesters)	2 hours

## ELECTIVES (5 hours)

MUE 610	The Orff Approach	3 hours
MUE 612	Choral Literature	3 hours
MUE 614	Music Technology	1 hour
MUE 616	Show Choir	1 hour
MUE 620	Vocal Pedagogy	3 hours
MUE 622	Choral Conducting	2 hours
MUE 623*	Implementing Successful Teaching	1 hour
MUE 624*	Choral Music in the Middle School	1 hours
MUE 680	Directed Reading	Variable
MU_730	Additional applied music	2 hours
	Approved graduate course from the School of Education (EDU)	3 hours

\*one of these courses is required of alternate route students

## Course Descriptions

- MUE 650 Research in Music Education (3 hours)**  
Methods, resources, and techniques needed for successful and meaningful exploration in music education.
- MUE 652 Foundations and Principles of Music Education (3 hours)**  
A historical survey of the methods and materials of teaching music that transcends current trends and includes prescriptions for the future.
- MUE 654 Curriculum Development (3 hours)**  
The structure of curriculum offerings in school settings, including scope and sequence, is investigated and solidified.
- MUM 610 Survey of Music History (3 hours)**  
A review of the stylistic periods of music history from ancient times to the present.
- MUT 610 Survey of Music Theory (3 hours)**  
A review of common-practice harmony, ear training, form and analysis, twentieth-century techniques.
- MUE 670 Thesis (6 hours)**  
A speculative study on a topic chosen in coordination with a graduate faculty member.
- MUE 672 Thesis Defense (0 hours)**  
An oral interview with the designated graduate committee.
- MUE 680 Directed Study (3 hours)**  
An individual study on a topic relevant to the enhancement of music education, under the guidance of a graduate music faculty member. Those electing to perform a recital as a directed study must first pass a hearing and subsequently register for three terms of applied lessons in preparation for recital presentation.
- MUE 685 Comprehensive Exam (0 hours)**  
A written and oral examination that will fully evaluate the student's skills in musicianship, teaching, performance, and evaluation. Questions will also delve into philosophical, historical, and curricular perspectives in music education.
- MUE 610 The Orff Approach (3 hours)**  
The rhythmic, melodic, and physical movement approach of composer Carl Orff is studied for use in building musicianship in children.

- MUE 612 Choral Literature (3 hours)**  
An in-depth historical, cultural, and musical study of the gamut of choral music from Renaissance to the 21st century is encompassed in this one-semester course.
- MUE 614 Music Technology (1 hour)**  
Students are expected to demonstrate proficiency in computer assisted composition as well as the use and operation of sound systems, power-point presentations, and other technical devices in music teaching.
- MUE 616 Showchoir (1 hour)**  
Techniques involved in establishing a showchoir from the ground up are taught with emphasis placed on vocals, literature, costuming, and accompaniment. Concurrent enrollment in music technology is highly recommended.
- MUE 618 Directed Study (3 hours)**  
All students taking the non-thesis option will choose a topic for a directed project with one faculty member.
- MUE 620 Vocal Pedagogy (3)**  
The investigation of the physiological, psychological, and acoustical challenges in singing with specific emphasis in methods of teaching voice to individuals and groups is the purpose of this course.
- MUE 622 Choral Conducting (2 hours)**  
Advanced techniques in choral conducting, as well as videotaped analysis of individual style and interpretation, are emphasized.
- MUE 623 Implementing Successful Teaching (1 hour)**  
MUE 623 is designed as a one-term course to equip alternate-route students with national standards for music education, the state framework for content strands, lesson planning experience, appropriate content for students in grades K-12, assessment/evaluation methods, and classroom management techniques for ensured success in the classroom.
- MUE 624 Choral Music in the Middle School (2 hours)**  
MUE 624 is designed as a one-term course to equip teachers in concept development, sight-reading pedagogy, the changing voice, appropriate choral literature, vocal development, and rehearsal techniques within the context of a current middle school music situation.

**MUG 630, 730 Choir**

A performing ensemble undertaking the mastery of literature from a variety of musical styles.

**MUP 630, 730 Applied Piano**

Individual study of literature from the significant style periods.

**MUV 630, 730 Applied Voice**

Individual study of vocal technique and literature including the major languages.



**MASTER OF  
BIOMEDICAL  
SCIENCE**

## Program Overview

The Master of Biomedical Science degree program is an intense, one-year program designed to provide the student with a graduate degree that may be useful in many capacities—entrance into professional schools (osteopathic and allopathic medical school, dental school, optometry school, podiatry school, Ph.D. and other doctoral programs) and job improvement (teaching, public health, pharmaceuticals). Graduate students in the MBS program will take courses alongside first year medical students in William Carey University's College of Osteopathic Medicine.

## Admission Requirements

The requirements for admission to the program are:

- Official transcript documenting completion of a bachelor's degree from an accredited college or university
- Medical College Admission Test (MCAT), Dental Aptitude Test (DAT), or Graduate Record Examination (GRE)
- Letters of recommendation from three college faculty
- Graduate program application fee
- Compliance with other graduate catalog requirements
- \$750 nonrefundable acceptance fee applied toward tuition.

Students entering this program should have a strong background in the biological and physical sciences, notably physics and chemistry. The student's undergraduate coursework should include one year each in such areas as: biology (12 hours: general biology, genetics, cell biology, vertebrate biology, human anatomy, human physiology); general physics (8 hours); general chemistry (8 hours); organic chemistry (8 hours); the respective laboratory courses assigned to each discipline noted; English (6 hours); mathematics (6 hours). The science and mathematics courses must be taken in science departments of colleges or universities and not as on-line or correspondence courses.

The prospective student should have strong computer skills in Microsoft Windows® based applications. Admission is competitive, and the university will select each class from the best qualified applicants.



## Progression and Graduation Requirements

In order to continue in the program, students must maintain a 'B' or 3.0 grade average, and students anticipating matriculating into medical school should have no grades lower than a 'B.'

Graduation from the program requires the following:

- Completion of the course of instruction with at least a 3.0 GPA
- Recommendation of the faculty
- Compliance with the other requirements of WCU.

## Curriculum for the Master of Biomedical Science

The MBS degree program consists of 34-35 semester hours to be completed in one academic year. The curriculum includes sequenced courses in human gross anatomy, histology, embryology/genetics, biochemistry, physiology, neuroanatomy, and immunology as well as a course addressing current topics.

### Required Courses

MBS 611	Embryology and Medical Genetics	4 hours
MBS 612	Medical Histology	7 hours
MBS 613	Human Gross Anatomy	6 hours
MBS 614	Medical Neuroanatomy	3 hours
MBS 615	Medical Physiology	9 hours
MBS 616	Medical Immunology	3 hours
MBS 617	Medical Biochemistry	<u>8 hours</u>
MBS 620	Current Topics in Biomedical Science	3 hours
	<b>Total</b>	<b>34-35 hours</b>

## Course Descriptions (MBS)

- 611 Embryology and Medical Genetics.** Four hours. This course provides an understanding of the structural modifications and underlying genetic mechanisms that transform the embryo into an adult human being. An understanding of the origin of various tissues and organs provides the student the necessary background to understand the basic principles underlying abnormal development and the nature of mechanisms that may result in specific congenital malformations.
- 612 Medical Histology.** Seven hours. This course is the study of tissue organization which examines the human body from a cellular and sub-cellular level. It is essential for understanding the mechanism and pathogenesis of disease states and the intricate relationships among the organ systems. Histology also provides the visual picture of the molecular mechanisms of cellular growth, cellular differentiation, tissue repair, and the inter- and intra-cellular defense mechanisms.
- 613 Human Gross Anatomy.** Six hours. An introduction to the reciprocal interrelationship between the anatomical structure and function of the human body as a whole. Lecture and exposure to prosected human cadavers provides an enriched learning experience which allows the student to develop a working mental image of the human body and how it functions. The body's ability to self-regulate, self-heal, and maintain itself is stressed throughout the course.
- 614 Medical Neuroanatomy.** Three hours. Neuroanatomy is primarily a lecture course providing an in-depth introduction to the structure and integrated function of the central and peripheral nervous systems. The course prefaces a multi-disciplinary neuroscience course in the second year of the medical curriculum that truly addresses the basic science of the nervous system and its application in the clinical sciences.
- 615 Medical Physiology.** Nine hours. A study of the chemical and physical bases of life. This course in medical physiology involves the study of fundamental concepts, principals, and details specifically related to cellular, membrane, organ system, and whole organism function. The course lays the foundation for the study of the mechanisms of disease, the mechanism of action of drugs, and other natural phenomena important to both the basic and clinical medical sciences.

- 616 Medical Immunology.** Three hours. The purpose of this course is to provide a basic knowledge of the immune response and its involvement in health and disease. This course will cover all of the major topics in both basic and clinical immunology including: cells and organs of the immune system, B cell development and activation, T cell development and activation, major histocompatibility complex, antigen processing and presentation, antibody diversity, tolerance, complement, cytokines, inflammation, hypersensitivity, vaccination, autoimmunity and immunodeficiency diseases, and host pathogen interactions.
- 617 Medical Biochemistry.** Eight hours. The purpose of this course is to provide a solid understanding of the principles of medical biochemistry. The course will focus on: 1) molecular structure and its functional consequences; and 2) the metabolism of the human body and its relation to both wellness and medical disorders.
- 620 Current Topics in Biomedical Science.** Three hours. An exploration of selected topics of interest in current biomedical science research. Discussions of assigned readings from the biomedical science literature are enhanced by seminars given by visiting research scientists. Topics will include both basic and translational research as well as an introduction to the responsible conduct of research.



**MASTER OF  
ARTS IN  
ENGLISH**

## Program Overview

The Department of Language and Literature provides a strong academic curriculum and excellent instruction enriched with Christian values for students of all backgrounds to achieve their highest potential in scholarship. The Master of Arts (M.A.) in English extends the undergraduate curriculum and offers expanded study in language, literature, composition theory and practice, literary theory and criticism, literary history, cultural studies, and readings in diverse texts. Students in the program are expected to write with a high degree of accuracy, effectiveness, and fluency. The program will give emphasis to bibliographical study and research techniques at an advanced level. Students will be given the opportunity to read critically and appreciatively in the best of the world's literatures.

Master's level study in English, including required competence in a foreign language, prepares students for a variety of possible careers, including doctoral level study/research and college level teaching. In addition to graduate study and community college teaching, graduate study in English can lead to careers in publishing, professional writing, library work, and government service, as well as study and work in law and the ministry. Students may choose between thesis and non-thesis options in the planned curriculum, depending on interest in research, focus, and possibilities for further study.

## Admission Requirements

In addition to the general admission requirements for all graduate programs at William Carey University, admission to the M.A. in English is based upon the following criteria:

1. At least 15 hours of undergraduate English courses with a 3.0 GPA in these courses, not including courses in the core curriculum;
2. A combined score of 293 (850 on the old scale) on the verbal and quantitative sections of the GRE. Students may be admitted on a discretionary basis if GRE score is above 291 (800 on the old scale) and they have at least a 3.5 undergraduate GPA.
3. Critical writing sample (10-15 page paper in MLA format) and three letters of recommendation.
4. Have 12 semester hours or intermediate level proficiency in one modern foreign language or agree to meet those requirements during the course of study for the M.A.

## Curriculum

A minimum of 30 semester hours of graduate work in English is required for the M.A. degree. The degree offers thesis (24 hours of course work plus 6 hours of thesis) and non-thesis (30 hours of course work) options, giving students increased flexibility and research opportunities. A required course for all students in the M.A. program focuses on bibliography and research methods with special attention to reference tools and practical application. Bibliographic inquiry, textual questions, data retrieval, and study in literary theory are included. The course serves as an introduction to the program and to graduate study in English. A second required course for all students includes study in the history of the English language. Other courses may be selected from the graduate course list which will be generally offered on a two-year rotation schedule. In the last trimester of enrollment, candidates for the M.A. in English who elect the non-thesis option must take written comprehensive examinations based on course work; students who elect the thesis option must take an oral exam which will include a defense of the thesis.

## Requirements

A minimum of 30 semester hours of graduate work in either the thesis option (24 hours of course work plus 6 hours of thesis) or the non-thesis option (30 hours of course work) is required.

1. Six required semester hours for all M.A. students must be ENG 601 (bibliography and research) and ENG 515 (history of the English language);
2. For non-thesis option, 24 semester hours of graduate electives in English chosen in consultation with advisor;
3. For students electing the thesis option, 18 hours of graduate electives in English, chosen in consultation with advisor, and six hours of thesis, ENG 698 and ENG 699.
4. In the last trimester of enrollment, candidates for the M.A. in English must take either a written comprehensive examination based on course work (non-thesis option) or an oral exam to include defense of the thesis (thesis option). If judged unsatisfactory, all or part of the written/oral examination may be retaken once in the following trimester or summer term.
5. Students are reminded that no more than nine hours of the course work to be applied toward the degree can be at the 500 level. A 400

level course taken for undergraduate credit at Carey cannot be changed to graduate credit nor repeated for graduate credit on the 500 level. Students must maintain a B or 3.0 GPA to continue in the program, and graduate work must be completed with a minimum grade point average of 3.0. Students making a third grade of C or lower may not repeat any other courses and will be dismissed from the program.

6. After nine hours are completed in the program, students will be required to complete a progress report with an advisor and complete a signed program of study for the degree.
7. The foreign language requirement may be satisfied with 12 semester hours of undergraduate course work in one modern foreign language (or the equivalent of the intermediate level). An alternative option is the submission of an acceptable score demonstrating intermediate level proficiency on the CLEP in French, German or Spanish. If the student does not pass the CLEP in two attempts, a locally-administered test may be arranged. If the student does not pass the local exam, the foreign language requirement must be met by passing the intermediate level courses.

## Course Descriptions (ENG)

- 503 Advanced Grammar and Linguistics.** Three hours. A study of the grammatical aspects of language—morphology syntax, semantics, phonetics, and phonology; the social aspects of language; and the biological aspects of language.
- 504 Survey of Drama.** Three hours. Critical and historical study of major plays from the classical Greek period through the 18th century.
- 506 The Pre-Renaissance Age.** Three hours. The literature of the Middle Ages through the early English lyricists.
- 507 Psychology and Literature.** Three hours. Study of selected literary texts in relation to issues and problems in psychology, including the use of psychology in literary theory and approaches to reading.
- 509 Pedagogical Grammar.** Three hours. An examination of the philosophy of teaching grammar, a thorough review of traditional grammar, and a focus on eliminating the stylistic faults that most often impede reading and obscure meaning.



- 511 **The Age of Elizabethan/Jacobean Drama.** Three hours. A survey of representative plays.
- 515 **History of the English Language.** Three hours. A study of the history and development of the English language from its Indo-European ancestry to the twentieth century.
- 524 **The Novel.** Three hours. A study of representative European and/or American novels selected from various literary, historic, or thematic types with an emphasis on various critical approaches.
- 534 **The Renaissance Age.** Three hours. A critical study of non-epic and non-dramatic works of Milton and other seventeenth century writers.
- 540 **The Age of Enlightenment.** Three hours. A study of British prose and poetry of the eighteenth century.
- 550 **The Romantic Age.** Three hours. A study in the British prose and poetry of the early nineteenth century.
- 560 **The Victorian Age.** Three hours. A study in the British prose and poetry of the middle and later nineteenth century.
- 565 **Development of the Short Story.** Three hours. A study of selected short fiction as representative of the development of the genre.
- 572 **Contemporary Literature.** Three hours. Poetry, fiction, and selected drama of the Western world from the late nineteenth century to the present.
- 575 **Modern and Contemporary Drama.** Three hours. A study of Western dramatic literature from Ibsen to contemporary dramatists.
- 580 **Studies in American Literature I.** Three hours. Readings in works of American literature from its beginnings to 1865.
- 581 **Studies in American Literature II.** Three hours. Readings in works of American literature from 1865 to the present.
- 585 **Southern Literature.** Three hours. Study of selected works in relation to southern literary history and southern culture.
- 600 **Creative Writing.** Three hours. A study of artistic techniques in selected masterpieces of short fiction, drama, poetry, and the essay. During the course students will submit several original works following the review of each literary genre.

- 601 **Bibliography and Research.** Three hours. Required introduction to graduate study for all beginning students in M.A. program, offering an introduction to current issues in the discipline and advanced instruction in research.
- 603 **Seminar in American Literature, I.** Three hours. A study of literature from the colonial, early national, and romantic periods.
- 604 **Seminar in American Literature, II.** Three hours. A study of literature from the realist to the post-modernist periods.
- 611 **Seminar in World Literature to 1650.** Three hours. A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.
- 612 **Seminar in World Literature from 1650 to the present.** Three hours. A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.
- 614 **Seminar in Theories and Methods of Teaching Grammar.** Three hours. A study of the competing theories of teaching grammar and application to the classroom.
- 615 **Seminar in Theories and Methods of Teaching Literature.** Three hours. A study of literary theory and application to the classroom.
- 616 **Seminar in Theories and Methods of Teaching Composition.** Three hours. A study of composition theories and application to the classroom.
- 620 **Seminar in Fiction.** Three hours. An examination of major fictional works beginning with *Don Quixote*.
- 622 **Seminar in Poetry.** Three hours. A study of the major developments in poetry.
- 626 **Seminar in Shakespearean Drama.** Three hours. An in-depth study of selected Shakespearean plays.
- 627 **Seminar in Contemporary Drama.** Three hours. A study of major dramatic works.
- 630 **Seminar in Literary Criticism.** Three hours. Presents a broad overview both of the the schools of literary critical thought and of the major documents of literary theory.
- 635 **Seminar in Religion and Literature.** Three hours. Establishes a working definition of religion and the religious experience that will be used to evaluate various works by western authors.

- 640 **Seminar in Mythology.** Three hours. An overview of the basic elements of mythology followed by a brief survey of major world mythologies.
- 655 **Seminar in American Southern Literature.** Three hours. Selected essays, fiction, folk tales, plays, and poetry by representative Southern authors, past, and present.
- 656 **Seminar in Mississippi Writers.** Three hours. A study of writers associated with Mississippi, focusing on modern and contemporary writers and texts.
- 657 **Seminar in African-American Writers.** Three hours. A study of selected writing by African Americans, ranging from early texts to contemporary.
- 698 **Thesis I.** Three hours. Includes preparation of proposal for graduate thesis and satisfactory progress in research as determined by advisor.
- 699 **Thesis II.** Three hours. Completion of thesis and oral defense as determined by thesis committee.



**MASTER OF  
ARTS IN  
HISTORY**

## **Program Overview**

The Department of History and Social Sciences at William Carey University offers a unique Master of Arts in History program with a focus on the development of empires in world history. The M.A. program is designed to introduce high-achieving students to the various historiographical and methodological issues related to imperial studies, to critical analysis of primary source material and other related research skills, and to the appropriate secondary historical works relevant to their specific area of study. In addition to graduate coursework, M.A. students will be expected to demonstrate high-level skills in research and writing by completion and successful defense of a thesis-length project. Graduates of this program will be prepared for further graduate work on the doctoral level, teaching in community colleges, as well as a number of other academic and nonacademic jobs.

## **Admissions Requirements**

1. Completed graduate application form and application fee (\$30). The form and fee must be submitted to the office of graduate admissions.
2. A minimum 3.0 GPA in undergraduate coursework and 24 undergraduate hours of history courses.
3. A minimum score of 500 on the verbal section of the GRE.
4. Critical writing sample (10-15 pages).
5. Three narrative letters of recommendation from academic referees.
6. Final approval by the history department graduate admissions committee.

## Program of Study

1. A total of 27 hours of graduate history coursework, which must include:
  - a. HIS 601: Empires and Imperialisms (3 hours).
  - b. At least 12 hours of coursework in the student's chosen field of study, either pre-modern empires or modern empires.
  - c. Subsequent course hours may be taken from any other HIS courses.
  - d. Only 6 hours of 500-level history coursework may count towards the degree.
  - e. Students may only transfer up to 6 hours of history coursework from a previously completed degree program.
2. Prior to completion of coursework, the student must demonstrate reading proficiency in one of the following research languages: for pre-modern empires, Greek or Latin; for modern empires, French or German. Language examinations will be administered by competent faculty within the history department.
3. Upon completion of course work and demonstration of language proficiency, the student must pass a 4-hour written comprehensive exam.
4. Upon successfully passing the comprehensive exam, the student will move on to the thesis stage. The student may take 3-6 hours of thesis coursework towards the degree. All students in the M.A. in history program are required to complete a thesis. There is not a nonthesis option for the M.A. in history program. The thesis must successfully pass an oral defense before a committee of three history faculty members.
5. Students must maintain a 3.0 GPA to continue in good standing in the program and must have a 3.0 GPA in order to graduate. Students making a third C or lower may not repeat any other courses and will be dismissed from the program.

## Course Descriptions (HIS)

- 502 **Progressive Era.** Three hours. A study of reformers and reform in the United States during the early twentieth century.
- 511 **History of Christianity.** Three hours. A study of Christianity's historical foundations, expansion, historical theology, and cultural influences.
- 513 **Renaissance and Reformation.** Three hours. A study of the Renaissance and the Protestant Reformation with primary attention given to the interrelationship of these movements.
- 521 **Historiography.** Three hours. The theory and practice of historical writing from Herodotus to the antiquarian empiricists.
- 532 **History of Russia.** Three hours. A survey of Russian history from Slavic origins to the present day.
- 558 **The Contemporary World.** Three hours. A regional study of the world since 1945.
- 570 **The Roman Republic.** Three hours. A study of the origins, growth, and demise of the Roman Republic in the ancient Mediterranean world, 509 B.C. to 31 B.C.
- 571 **The Roman Empire.** Three hours. A study of the transition from Roman Republic to Roman Empire, 31 B.C. to 312 A.D.
- 572 **The Byzantine Empire.** Three hours. A study of the survival of the Roman Empire in the East down to the fall of Constantinople in 1453.
- 601 **Empires and Imperialisms.** Three hours. A theoretical and methodological survey of historical empires from the ancient, medieval, and modern periods. This course serves as the required foundational study for the Master of Arts program.
- 602 **Bronze Age Empires of the Near East and Egypt.** Three hours. A study of the inception and development of empire in western Asia and Egypt from its beginnings to the collapse of the Bronze Age world about 1200 BC.
- 603 **Iron Age Empires of the Near Eastern World.** Three hours. A study of the Assyrian, Neo-Babylonian, and Persian Empires of the Near Eastern Iron Age, about 1200-333 BC.



- 604 **Roman Imperialism.** Three hours. A study of the development of Roman imperial ideology, government and warfare from the Middle Republican Period through the collapse of the Western Roman Empire.
- 605 **Religion in the Roman Empire.** Three hours. A study of the various religions within the Roman Empire, including pagan cults, mystery religions, Judaism and Christianity, and the various interactions between these religions.
- 606 **Byzantine Empire.** Three hours. A study of the political, social, religious and cultural history of the Eastern Roman Empire, from 284 to 1453 AD.
- 607 **The Imperial City.** Three hours. A study of the critical role of urban centers, urban planning and civic architecture in the social, economic, political and religious life of the Roman Empire.
- 620 **The British Empire.** Three hours. A study of British Imperialism from its foundations in the sixteenth century to its effective end in the late twentieth century.
- 621 **Britain, 1485-1714.** Three hours. A study of the government and culture of Britain and Ireland during the reigns of the Tudors and the Stuarts.
- 622 **Britain, 1714-1850.** Three hours. The study of the emergence of Britain as the pre-eminent world power.
- 623 **Reformation Historiography.** Three hours. A study of the historiographical trends that have governed recent understandings of the European Reformation.
- 624 **French Revolution.** Three hours. A study of the collapse of the Bourbon monarchy and its replacement by a revolutionary regime.
- 625 **Mississippi History.** Three hours. A study of the history of Mississippi from pre-history to the present.
- 626 **Sea-Borne Empires:** Three hours. A study of European expansion and competition on the high-seas between the sixteenth and nineteenth centuries.
- 627 **European Imperialism:** Three hours. A study of modern European imperialism focusing on the nineteenth and twentieth centuries, including decolonization and independence movements.
- 630 **The Later Roman Empire.** Three hours. A study of the decline of the Roman world and its transformation into Medieval Europe.

- 631 **Historiography of Medieval Europe.** Three hours. An historiographic study of major works of scholarship on the history of medieval Europe, 300-1500.
- 632 **The Crusades.** Three hours. A study of the development and history of the crusading movement in western history through the use of both primary and secondary sources.
- 633 **The Early Church.** Three hours. A study of the rise of the early church as well as the various internal and external challenges faced by the earliest Christians.
- 634 **The Italian City-State.** Three hours. A study of the unique culture of the Italian city-republics during the late medieval and Renaissance periods.
- 650 **European Historiography, 1815 to the Present.** Three hours. An historiographical study of periods and topics from the age of Metternich to the present.
- 659 **Historiography of Nineteenth Century America.** Three hours. An historiographical study of topics and periods in nineteenth century America.
- 660 **Historiography of Modern America.** Three hours. An historiographical study of topics and periods in modern America since 1950.
- 669 **Historiography of Asia and Africa.** Three hours. An historiographical study of Asian and African topics.
- 699 **Master's Thesis.** Three–six hours.

**MASTER OF  
SCIENCE IN  
BIOLOGICAL  
SCIENCES**

## Program Overview

The Department of Biological Sciences offers the Master of Science degree in biological sciences. Students choose between a thesis or non-thesis option, which each require 30 hours of credit. The nonthesis option requires 30 hours of course work and a comprehensive exam, and the thesis option requires 24 hours of course work, a thesis (that includes 6 hours of research), and a comprehensive exam. At least two credit hours in either option would be in seminar (discussion) courses. The nonthesis option is considered a terminal degree; therefore, students wishing to pursue higher degrees should take the thesis option. Comprehensive exams will be oral, written, or both at the discretion of the advisor.

## Admission Requirements

Students admitted to the program must satisfy the general admission requirements for graduate programs and must have a GRE score of 290 (or 900 on the old scale) or above, with the score being less than five years old when submitted.

## Graduation Requirements

Students must maintain a 3.0 grade point average to continue in the program. Any grade below a 'B' will not count towards graduation. Both thesis and nonthesis option students must form an advisory committee before the end of their first trimester. Committees must consist of at least three members (no more than five) and two of these members must be faculty at WCU. The advisory committee will approve the program of study, grade the comprehensive exam, and approve the thesis (when the thesis option is selected). Students pursuing the thesis option should seek out a faculty member to act as their advisor by the end of the first trimester (preferably before enrolling). No more than six hours of credit may be transferred from another institution.

## Course Descriptions

- 531 Ichthyology.** Four hours. An introduction to the study of fishes. This course covers the anatomy, physiology, ecology, and evolutionary relationships of these vertebrates. A one semester laboratory/field/collection experience is included.
- 532 Herpetology.** Four hours. An introduction to the anatomy, physiology, ecology, and evolutionary relationships of amphibians and reptiles. A one semester hour laboratory/field/collection experience is included.

- 601 **Applications of the Scientific Method.** Three hours. An introduction to the philosophy and practice of the scientific method, with applications to teaching science. Analysis of the current scientific literature will be emphasized in this course.
- 602 **Systematics.** Three hours. A survey of the historical and modern classification of organisms into groups based on their phylogenetic relationships.
- 610 **Environmental Impacts.** Three hours. A study of environments impacted by human activities. Methods that federal and state governments employ to regulate these impacts and options for restricting the long term impact of these environmental changes are covered.
- 611 **Microbial Ecology.** Three hours. A survey of current topics in microbial ecology, including microbial diversity, microbial interactions within communities, and microbe-mediated nutrient cycling in the biosphere.
- 612 **Recombinant DNA and Society.** Three hours. A course exploring the history, development, and impact of recombinant DNA technologies on society. Current applications of recombinant DNA technology will be examined.
- 620 **Biology of Endangered Species.** Four hours. The biology of populations impacted by human-induced changes to environments. The design and implementation of long-term management practices are discussed. A one semester-hour lab which includes trips to visit managed populations is included.
- 625 **PCR Theory and Applications.** Four hours. A course exploring the theoretical and practical aspects of PCR, including current methods and their applications. A one semester-hour lab is included.
- 630 **Population and Community Ecology.** Four hours. A survey of the important concepts and theories in population and community ecology. Methods of collecting and analyzing data are presented. A one semester-hour lab that includes field trips and data collection is included.
- 635 **Genomics.** Four hours. A survey of current concepts and methods in genomics and bioinformatics. Analysis of recent and ongoing public genomics projects will be an integral part of the course. Special attention will be given to current research on the human genome. A one semester-hour lab is included.

- 640 Animal Behavior.** Four hours. A survey of the field of animal behavior with emphasis on proximate/ultimate causes, predator-prey interactions, social interactions, foraging, migration, and parental care. A one semester-hour lab which includes data collection and analysis is included.
- 645 Proteomics.** Four hours. An introduction to the concepts and methods of proteomics. Analysis of recent and ongoing public proteomics projects will be an integral part of the course. A one semester-hour lab is included.
- 650 Mississippi Flora.** Four hours. A survey of both natural and introduced plants found in Mississippi. The habitat requirements of various plant species and keys used to identify plants are covered. A one semester-hour lab involving field trips to natural areas is included.
- 698 Proposal Preparation and Literature Research.** Three hours. This course requires that a student complete a research proposal that includes a review of relevant literature.
- 699 Thesis Research.** Three hours. This course requires that a student complete a research project and complete a thesis.

# UNIVERSITY PERSONNEL

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Dean, Cooper School of Missions and Biblical Studies

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