Graduate Programs
2015-2016

• Master of Education
• Specialist in Education
• Doctor of Education in Higher Education Administration
• Doctor of Philosophy in Higher Education Administration
• Doctor of Education in Educational Leadership
• Master of Business Administration
• Master of Science in Counseling Psychology
• Master of Science in Counselor Education
• Master of Science in Nursing
• Doctor of Philosophy in Nursing Education and Administration
• Master of Science in Nursing—Master of Business Administration (dual degree)
• Master of Music in Church Music
• Master of Music in Music Education
• Master of Arts in English
• Master of Arts in History
• Master of Science in Biological Sciences

William Carey University
May, 2015

498 Tuscan Avenue                19640 Hwy. 67
Hattiesburg, MS 39401            Biloxi, MS 39532

www.wmcarey.edu

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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 university. The theme for 2015-2016 is “Going the Extra Mile” and is based on Matt. 5:41. In the Sermon on the Mount, Jesus describes the attitudes and actions expected of Christians. As William Carey University provides quality educational programs within a caring Christian academic community, this theme motivates the university and its students to go the extra mile in service, discipleship, and in the pursuit of education.
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GENERAL INFORMATION
ACADEMIC CALENDAR
2015-2016

August 2015

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 2015

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 2015

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

February 2016

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

March 2016

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

April 2016

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 2016

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 2016

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 2016

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
WCU ACADEMIC CALENDAR, 2015-2016

Fall Trimester Session 2015

August 17 .................................................................Application deadline for fall trimester
August 18 ........................................................................................................Fall faculty meeting
August 19 ............................................................................................................Registration for fall trimester
August 24 ..............................................................................................................Late registration; Fall classes begin
September 7 ...........................................................................................................Labor Day holiday (night classes meet)
October 5-16 .................................................................Advisement and registration for winter trimester
October 15 .................................................................Deadline for filing for May 2016 Graduation

Deadline for Filing for February 2016 Degree Conferral
(to receive diploma without commencement)

October 28 ...........................................................................................................Last day of class
October 29, 30, November 2 .................................................................Final examinations
November 3 ..........................................................................................................Grades due
November 3-6 ......................................................................................................Fall trimester break

Winter Trimester Session 2015-2016

November 2 .............................................................................................................Application deadline for winter trimester
November 5 ..............................................................................................................Registration for winter trimester
November 9-13 ........................................................................................................Late registration
November 9 ..........................................................................................................Winter classes begin
November 23-29 ....................................................................................................Thanksgiving holidays
November 30 ..........................................................................................................Classes resume
December 3 .................................................................................................Deadline for late filing of May 2016 graduation application
December 5 .....................................................................................................M.Ed. Comprehensive Examinations
December 18 ...........................................................................................................Christmas holidays begin
January 11, 2016 ..............................................................................................Classes resume
January 18 ..............................................................................................................Martin Luther King Day (night classes meet)
January 19-29 ........................................................................................................Advisement and registration for spring trimester
February 10 ......................................................................................................Last day of classes
February 11, 12, 15 ..............................................................................................Final examinations
February 16 .................................................................................................................Grades due
February 16-19 ......................................................................................................Winter trimester break

Spring Trimester Session 2016

February 15 ..........................................................................................................Application deadline for spring trimester
February 18 ..............................................................................................................Registration for spring trimester
February 22-26 ....................................................................................................Late registration
February 22 ..........................................................................................................Spring classes begin
March 14-18 .........................................................................................................Spring break
March 21 ..................................................................................................................Classes resume
March 25 ..................................................................................................................Easter holiday
March 28 ..................................................................................................................Classes resume
March 31..........................................................Deadline for filing for August 2016 Graduation
April 9..............................................................M.Ed. Comprehensive Examinations
April 11-22......................................................Advisement & registration for summer and fall
May 4..............................................................Last day of classes
May 6, 7, 10.....................................................Final examinations
May 10............................................................Grades due
May 12..........................................................Deadline for late filing for August 2015 Graduation
May 13...........................................................Graduate Commencement, Hattiesburg
May 14...........................................................Graduate Commencement, Tradition

Summer Sessions 2016

May 24..........................................................Application deadline for summer term
May 27..............................................................Registration for summer
May 31...........................................................Summer trimester and Term I classes begin
July 1..............................................................End of Term I
July 4..............................................................Independence Holiday
July 5..............................................................Term II classes begin
July 9...........................................................M.Ed. Comprehensive Examinations
July 15.........................................................Deadline for Filing for November 2016 Degree Conferral
                                           (to receive diploma without commencement)
August 5......................................................Summer academic session ends; Grades due
August 6........................................................Summer commencement
CHANGE OF CLASS SCHEDULE 2015-2016

FALL TRIMESTER (10 WEEKS)
August 25, 2015 ......................................................................................Classes Begin
August 28, 2015 .....................................................................................Last Day to Add a Class
August 31, 2015 ......................................................................................“W” Period Begins
September 7, 2015 ..................................................................................Labor Day Holiday (Night Classes Meet)
September 11, 2015 ................................................................................“WP-WF” Period Begins
September 14, 2015 ................................................................................Last Day to Drop With a “W”
September 28, 2015 ..............................................................................“WP-WF” Period Begins
September 28, 2015 ................................................................................Last Day to Drop With a “WP-WF”
September 29, 2015 ................................................................................“F” Period Begins
November 2, 2015 ...................................................................................Fall Term Ends

FALL I TERM (5 WEEKS)
August 24, 2015 ......................................................................................Classes Begin
August 26, 2015 .....................................................................................Last Day to Add a Class
August 27, 2015 ......................................................................................“W” Period Begins
September 2, 2015 ..................................................................................Last Day to Drop With a “W”
September 3, 2015 ................................................................................“WP-WF” Period Begins
September 9, 2015 ..................................................................................Last Day to Drop With a “WP-WF”
September 10, 2015 ................................................................................“F” Period Begins
September 25, 2015 ................................................................................Fall Term 1 Ends

FALL II TERM (5 WEEKS)
September 28, 2015 ................................................................................Classes Begin
September 30, 2015 ................................................................................Last Day to Add a Class
October 1, 2015 ......................................................................................“W” Period Begins
October 7, 2015 .....................................................................................Last Day to Drop With a “W”
October 8, 2015 ......................................................................................“WP-WF” Period Begins
October 14, 2015 ..................................................................................Last Day to Drop With a “WP-WF”
October 15, 2015 ......................................................................................“F” Period Begins
November 2, 2015 ...................................................................................Fall Term II Ends

WINTER TRIMESTER (10 WEEKS)
November 9, 2015 ......................................................................................Classes Begin
November 13, 2015 ..................................................................................Last Day to Add a Class
November 16, 2015 ................................................................................“W” Period Begins
December 4, 2015 ..................................................................................Last Day to Drop With a “W”
December 7, 2015 ......................................................................................“WP-WF” Period Begins
December 18, 2015 ................................................................................Last Day to Drop With a “WP-WF”
January 11, 2016 ......................................................................................“F” Period Begins
February 15, 2016 ..................................................................................Winter Term Ends
WINTER I TERM (5 WEEKS)
November 9, 2015 ..............................................................Classes Begin
November 11, 2015 ............................................................Last Day to Add a Class
November 12, 2015 ..........................................................“W” Period Begins
November 18, 2015 ..........................................................Last Day to Drop With a “W”
November 19, 2015 .........................................................“WP-WF” Period Begins
December 2, 2015 ..............................................................Last Day to Drop With a “WP-WF”
December 3, 2015 ............................................................“F” Period Begins
December 18, 2015 ..........................................................Winter Term I Ends

WINTER II TERM (5 WEEKS)
January 11, 2016 ..............................................................Classes Begin
January 13, 2016 ..............................................................Last Day to Add a Class
January 14, 2016 .............................................................“W” Period Begins
January 20, 2016 ..............................................................Last Day to Drop With a “W”
January 21, 2016 ............................................................“WP-WF” Period Begins
January 27, 2016 ..............................................................Last Day to Drop With a “WP-WF”
January 28, 2016 ............................................................“F” Period Begins
February 15, 2016 ..........................................................Winter Term II Ends

J-TERM (1 WEEK)
January 4, 2016 ..............................................................Classes Begin
(Must Add/Drop by noon...“W” Period Begins 1:00 p.m.)
January 5, 2016 ..............................................................“WP-WF” Period Until 5:00 p.m.
January 6-8, 2016 ............................................................“F” Period
January 8, 2016 ..............................................................Last Day of Classes/J-Term Ends

SPRING TRIMESTER (10 WEEKS)
February 22, 2016 ..........................................................Classes Begin
February 26, 2016 ..........................................................Last Day to Add a Class
February 29, 2016 ..........................................................“W” Period Begins
March 11, 2016 ...............................................................Last Day to Drop With a “W”
March 21, 2016 ...............................................................“WP-WF” Period Begins
April 1, 2016 .................................................................Last Day to Drop With a “WP-WF”
April 4, 2016 .................................................................“F” Period Begins
May 9, 2016 .................................................................Spring Term Ends

SPRING I TERM (5 WEEKS)
February 22, 2016 ..........................................................Classes Begin
February 24 2016 ..........................................................Last Day to Add a Class
February 25, 2016 ..........................................................“W” Period Begins
March 2, 2016 ...............................................................Last Day to Drop With a “W”
March 3, 2016 ...............................................................“WP-WF” Period Begins
March 9, 2016 ...............................................................Last Day to Drop With a “WP-WF”
March 10, 2016 ............................................................“F” Period Begins
April 1, 2016 ...............................................................Spring Term I Ends
SPRING II TERM (5 WEEKS)
April 4, 2016 .................................................................Classes Begin
April 6, 2016 .................................................................Last Day to Add a Class
April 7, 2016 .................................................................“W” Period Begins
April 13, 2016 .............................................................Last Day to Drop With a “W”
April 14, 2016 .............................................................“WP-WF” Period Begins
April 20, 2016 .............................................................Last Day to Drop With a “WP-WF”
April 21, 2016 .............................................................“F” Period Begins
May 9, 2016 .................................................................Spring Term II Ends

MAY-TERM
May 16, 2016 .................................................................Classes Begin
(Must Add/Drop by Noon/“W” Period Begins 1:00 p.m.)
May 17, 2016 .................................................................“WP-WF” Period Until 5:00 p.m.
May 18, 2016 .................................................................“F” Period Begins
May 27, 2016 .................................................................May Term Ends

SUMMER TRIMESTER (10 WEEKS)
May 30, 2016 ...............................................................Memorial Day Holiday (Night classes meet)
May 31, 2016 .................................................................Classes Begin
June 3, 2016 .................................................................Last Day to Add a Class
June 6, 2016 .................................................................“W” Period Begins
June 17, 2016 .............................................................Last Day to Drop With a “W”
June 20, 2016 .............................................................“WP-WF” Period Begins
July 1, 2016 .................................................................Last Day to Drop With A “WP-WF”
July 5, 2016 .................................................................“F” Period Begins
August 5, 2016 .............................................................End of Summer Term

SUMMER I TERM (5 WEEKS)
May 30, 2016 ...............................................................Memorial Day Holiday (Night classes meet)
May 31, 2016 .................................................................Classes Begin
June 1, 2016 .................................................................Last Day to Add a Class
June 2, 2016 .................................................................“W” Period Begins
June 8, 2016 .................................................................Last Day to Drop With a “W”
June 9, 2016 .................................................................“WP-WF” Period Begins
June 15, 2016 .............................................................Last Day to Drop With a “WP-WF”
June 16, 2016 .................................................................“F” Period Begins
July 1, 2016 .................................................................Summer Term I Ends

SUMMER II TERM (5 WEEKS)
July 4, 2016 ...............................................................Independence Day Holiday (Night classes meet)
July 5, 2016 .................................................................Classes Begin
July 6, 2016 .................................................................Last Day to Add a Class
July 7, 2016 .................................................................“W” Period Begins
July 13, 2016 .............................................................Last Day to Drop With a “W”
July 14, 2016 .............................................................“WP-WF” Begins
July 20, 2016 .............................................................Last Day to Drop With a “WP-WF”
July 21, 2016 .................................................................“F” Period Begins
August 5, 2016 .............................................................Summer Term II Ends
WILLIAM CAREY UNIVERSITY HISTORY

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

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

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

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

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

Under the leadership of Dr. J. Ralph Noonkester as president, William Carey College enjoyed significant growth. In 14 years, a total of 14 new buildings rose on the Hattiesburg campus. The college attracted national attention with baseball, basketball, and tennis teams, the traveling chorale, the theatre performance groups, scientific honor societies, student mission efforts, a large number of mission volunteers, and a high percentage of acceptances to medical school. Dr. Noonkester served as president from 1956 to 1989.
In 1968 William Carey entered a new era when it announced a merger with the prestigious Mather School of Nursing in New Orleans. 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. Thirty acres were purchased in the Tradition Planned Community, and William Carey University–Tradition Campus opened in 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, and a trimester system was inaugurated. The Lucile Parker Gallery was opened on the Hattiesburg campus, and the Sarah Gillespie Art Gallery was upgraded. A campus beautification project was inaugurated.

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

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

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

The university is organized into the following academic units: the Ralph and Naomi Noonkester School of Arts and Letters; the School of Natural and Behavioral Sciences; the School of Business; the School of Education; the Donald and Frances Winters School of Music and Ministry Studies; the College of Health Sciences; and the College of Osteopathic Medicine. In 2015 the College of Health Sciences was formed consisting of the Fail School of Nursing, the Department of Physical Therapy, the Department of Health Information Management, and the Department of Health Administration and Education.

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

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

GOVERNANCE

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

Locations

William Carey University has two campuses:

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

The William Carey University—Tradition Campus is located on Highway 67 in Biloxi. The 50-acre campus has two state-of-the-art buildings housing administrative and academic offices and classrooms equipped with the latest technology, a guard house and facilities building. 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 and Ministry Studies is an accredited institutional member of the National Association of Schools of Music. The music therapy program is accredited by the American Music Therapy Association. The Joseph and Nancy Fail School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, (202-887-6792); by the board of trustees, Institutions of Higher Learning of the State of Mississippi, and approved by the Louisiana State Board of Nursing. Programs in education are approved by the Mississippi Department of Education using NCATE standards.

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

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

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

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

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

WCU Libraries’ online collection includes 65 research databases comprising e-journals and e-books. This online collection is accessible through the WCU Libraries website from any WCU on-campus computer. WCU students, faculty, and staff can also access online collections from any off-campus location via the WCU Libraries website by utilizing their WCU email addresses and passwords as logins when prompted for full-text access. Licenses for databases, electronic books and journals, and other online materials prohibit access to these materials by individuals who are not WCU students, faculty, or staff.

The WCU Libraries’ graduate research collections are located at the Dumas L. Smith/I.E. Rouse Library on the Hattiesburg campus, and at the Tradition Campus Library.
Smith/Rouse Library houses over 75,300 print and media items. The Tradition Campus Library houses over 9,000 print and media items. An online catalog, accessible through the WCU Libraries website, provides information about all library holdings, including the location of physical items. All items in the collection are available for checkout at any WCU Library. Requests for items from another library location can be made by emailing 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 Libraries 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 Libraries, 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.

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 Smith/Rouse, with access to the Internet as well as to word processing, spreadsheet, and presentation software. Printing and photocopying services are provided, as well as a microform reader/printer, and audiovisual equipment. Group study rooms for two-to-six persons are available on a first come first served basis, and a classroom equipped with student computers is available for targeted reference instruction.

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

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

CAMPUS HOUSING

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

CAMPUS SAFETY AND SECURITY

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

STUDENT RIGHTS AND RESPONSIBILITIES

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

STUDENTS WITH DISABILITIES

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

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

TECHNOLOGY RESOURCES

William Carey University provides a variety of technology resources to support student learning. These resources include the Indigo Student Self Service Portal, 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 issued 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 in higher education administration, the Doctor of Philosophy in higher education administration, the Doctor of Education in educational leadership, the Master of Business Administration, the Master of Science in psychology, the Master of Science in counselor education, 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 Science in Nursing–Master of Business Administration (dual-degree program), 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 at the William Carey University website (www.wmcarey.edu).

Early Admission

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

International Students

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

1. Application—Application for admission can be downloaded from the Carey website (www.wmcarey.edu). Applications may also be requested by mail through the Office of Graduate Admissions on the Hattiesburg campus. A US$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) or AACRAO Foreign Credential Services (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).

5. **Proof of Immunizations**—Documented proof of two immunizations for measles, mumps, and rubella (MMR) if born on or after January 1, 1957.

6. **Proof of Major Medical Coverage**—Proof of medical coverage while attending an institution of higher education in the United States is required. All international students are required to take a policy with the university. Students will be assessed for the policy coverage at the beginning of each trimester. More information on the health insurance policy adopted by William Carey University is available online (www.wmcarey.edu).

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

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

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

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

**Transfer Courses**

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

**Second Master’s Degree**

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

**Dual Degree**

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

**Changing Major or Emphasis**

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

Graduate Fees
(per trimester, unless otherwise indicated)

Tuition (per trimester hour) ......................................................... $330
Master’s Nursing Tuition (per trimester hour) ............................... $350
Ph.D. Nursing Tuition (per trimester hour) ................................. $450
Ed.D. and Ph.D. Tuition (per trimester hour) ............................... $350
Specialist in Education Tuition (per trimester hour) .................... $340
Auditing a Course ........................................................................ one-half the regular tuition cost
Application Fee ........................................................................... $30*
General Fee ................................................................................. $100*
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 — Master’s .......................................................... $100*
Graduation Fee — Specialist and Doctoral .................................. $150*
Late Graduation Fee (additional fee) ............................................. $100*
Returned Check Fee ..................................................................... $50*
Transcript Fee (mailed/faxed) ...................................................... $5/$10

* nonrefundable fees

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

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

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

The university offers a deferred payment plan for students who elect not to pay in full at the time of registration. There is a $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 in the business office and on the university website. Students with a balance owed who fail to set up on the deferred payment plan by the end of the first week of class will be automatically charged an additional $50 late payment fee. Failure to make payments by the due dates specified will result in a $15 late payment charge the following day. If a student is more than 15 days late in making payment, the university reserves the right to terminate the student’s enrollment.

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

An account becomes delinquent after the second deferred payment due date has passed. If satisfactory payment arrangements cannot be made, the business office will send a letter to the last known address with a final request for payment. If no response is received within ten days, the account will be sent to a collection agency. The collection agency will bill for the balance owed to WCU, plus up to an additional 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. For the security of our students’ financial information, credit/debit card payments are not taken by phone. Students may pay by card through the Indigo portal.
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 $75/$50*
- During the third week ..................................................40% less $75/$50*
- After the third week ......................................................None

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

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

STUDENT CREDIT BALANCE REFUND POLICY

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

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

Students who will receive a refund must indicate their preferred method for receiving funds by logging onto the website appearing on the Higher One Crusader Card received by mail. Refund methods are:

1. Direct deposit into an existing checking or savings account
2. Activation of a Higher One account
3. Paper check

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

Financial aid programs are available to graduate students who qualify. Financial aid applicants must be accepted for admission before financial aid can be awarded. Nondegree seeking students are not eligible for federal financial aid. For more information, contact the Financial Aid Office, (601) 318-6153 for Hattiesburg or (228) 897-7104 for Biloxi.
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 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 Ministry Studies, and from departments which offer graduate courses. Specific duties of the committee are:

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

Specialized Concentrations:

Art Education
Biology
Elementary Education
English
Gifted Education
Mathematics
Mild/Moderate Disabilities
Secondary Education
Social Science

Art of Teaching (Alternate Route)
• Elementary Track
• Secondary Track

Teaching and Learning Globally

Educational Leadership

Dyslexia Therapy

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 theses 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 2015–2016 will be given on these dates:

December 5, 2015
April 9, 2016 and July 9, 2016

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). 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.
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 2.75 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 21 ACT (with no subscore lower than 18) equivalent or a passing score on the PRAXIS Core Academic Skills for Educators examination; achieve the nationally recommended passing score on the specialty area examination (Elementary Education PRAXIS II). 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 the 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 Bongé, 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.
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.

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.

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.

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.

Proposal Preparation and Literature Research. Three hours. This course requires that a student complete a research proposal that includes a review of relevant literature.

Thesis Research. Three hours. This course requires that a student complete a research project and complete a thesis.

Education (EDU)

The Teacher’s Pedagogical Performance Analysis by Self-Study. One hour. A course designed to implement theory as well as foster professional growth and development through teacher pedagogical performance self-study. Emphasis is placed on the importance of informed decision-making and reflection in relation to classroom management, evaluation, and pedagogical skills and planning.

The Teacher’s Performance Self-Study through Student Engagement. One hour. This course is designed to implement theory and study of teacher-student engagement (actively engaged with content, time on task) in the classroom through self-study. Emphasis is placed on the importance of informed decision-making and reflection in relation to teacher-student active engagement.

The Teacher’s Performance Self-Study through Student Learning. One hour. This course is designed to implement theory and foster professional growth and development, through the study of student learning. Through this course, the first year teacher will work with assessment data to improve instruction and mastery in the classroom. Emphasis is placed on the importance of informed decision-making and reflection in relation to student learning and pedagogical skills, curriculum and planning.

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.
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.

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.

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.

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.

Teaching the Gifted Child.* Three hours. A study of the programs, curricula, methodologies, media and materials for the education of the gifted child.

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.

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.

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.

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.

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.

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. These requirements also apply to those seeking the add-on endorsement in English.

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

Graduate English classes are listed under the Master of Arts in English section of this catalog.
History and Social Science (HIS)

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


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 preeminent world power.

623 Reformation Historiography. Three hours. A study of the historio-graphical 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.
Mississippi History. Three hours. A study of the history of Mississippi from pre-history to the present.

The Later Roman Empire. Three hours. A study of the decline of the Roman world and its transformation into Medieval Europe.

Historiography of Medieval Europe. Three hours. An historiographic study of major works of scholarship on the history of medieval Europe, 300-1500.

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.

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.

The Italian City-State. Three hours. A study of the unique culture of the Italian city-republics during the late medieval and Renaissance periods.

European Historiography, 1815 to the Present. Three hours. An historiographical study of periods and topics from the age of Metternich to the present.

Historiography of Nineteenth Century America. Three hours. An historiographical study of topics and periods in nineteenth century America.

Historiography of Modern America. Three hours. An historiographical study of topics and periods in modern America since 1950.

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.
General Admissions Requirements

Each applicant must

1. hold a baccalaureate degree from an accredited college or university, if a U.S. institution, or a university official government approval in the country where it is located.

2. complete and file with the graduate education office the application packet for admission to the university. This application must be submitted prior to registering for classes and before the deadline established by the graduate admission office.

3. provide official transcripts of all college work completed to date for the registrar and the graduate office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required.

4. have an overall minimum grade point average of 2.50 on a four point scale for the last 64 hours of undergraduate work or the overall cumulative G.P.A. presented for the baccalaureate degree. If an applicant has a G.P.A. below 2.50, the applicant may appeal the admissions decision by presenting a Graduate Record Exam minimum score of 800 (verbal and quantitative—taken prior to July 2012) or 290 (verbal and quantitative—taken after July 2012). The Miller's Analogy Test score of 370 is also accepted.

5. have a TK20 account (tk20.wmcarey.edu), which is the School of Education's electronic portfolio.

6. 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.

This degree will not lead to any type of teaching license in the State of Mississippi.
CURRICULUM FOR MASTER OF EDUCATION
IN TEACHING AND LEARNING GLOBALLY

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

   EDU 631 Historical/Philosophical Foundations of Education—Global Emphasis
   EDU 640 Curricula Planning
   EDU 641 Creating Productive Cultures in Schools
   EDU 611 Current Trends in Teaching Reading

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

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

III. Global Professional Courses (choose any 9 hours)

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

COURSE DESCRIPTIONS

Professional Education Core (EDU)

631 Historical and Philosophical Foundations of Education—Global Emphasis. 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.

641 Creating Productive Cultures in Schools. Three hours. This course will study models of leadership and organizational evolution and their influences on school. This course will discuss how school improvement, supportive communities, communities of professional practice for teachers, and communities of engagement are linked to create a productive culture in a school.

611 Current Trends in Reading. Three hours. Current research related to the effective teaching of reading in the elementary school is explored.
Teaching and Learning Professional (EDU)

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.

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.

610 Metacognition. Three hours. This course explores the management of thinking using the basic metacognitive strategies: (1) connecting new information to former knowledge; (2) selecting thinking strategies deliberately; (3) planning, monitoring, and evaluating thinking processes. The latest research will be identified, discussed, and implemented for classroom learning.

625 Technology of 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.

Global Professional Courses (EDU)

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.

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.

(EDL)

607 Instructional Leadership. Three hours. This course trains the candidate to organize human, financial, physical, and community resources for leading school improvement.

617 Multicultural 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.
MASTER OF EDUCATION
EDUCATIONAL LEADERSHIP

The School of Education offers the Master of Education degree in educational leadership, which leads to elementary and secondary principal licensure in school administration (P-12).

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 3.25 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 Requirements

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 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 degree in educational leadership consist of 36 semester hours from four categories (Landscapes).

LANDSCAPE ONE: Organizational Horizons
EDL 601 Organizational Leadership 3 hours
EDL 602 Roles of the Principal 3 hours

LANDSCAPE TWO: Instructional Horizons
EDL 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.
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.

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.

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.

Instructional Leadership. Three hours. This course trains the candidate to organize human, financial, physical, and community resources for leading school improvement.

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.

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.

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)

School Community Climates. Three hours. The course examines the relationship between organizations and communities, and explores strategies to maintain healthy school support.
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.
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.

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.

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.

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.

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.

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.

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

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

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

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

Vision

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

Goals and Objectives

The IAA program sets the following goals for its students:

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

Each applicant must file with the office of admissions:

- a baccalaureate degree from an accredited college or university,
- a resume and transcripts,
- transcripts indicating a GPA of 2.5 in undergraduate work or in the last 64 hours of the baccalaureate,
- Graduate Record Exam (GRE) or the Miller Analogy Test (MAT) results,
- a letter of recommendation from a supervisor or colleague.

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

- provide documentation of at least 3 years of teaching experience, and
- hold a current five-year teaching license.

CURRICULUM FOR MASTER OF EDUCATION IN INTERSCHOLASTIC ATHLETIC ADMINISTRATION

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

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

Total Required 33 hours
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.

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.

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.

See Master of Education in Educational Leadership for EDL Course descriptions.
SPECIALIST IN EDUCATION

Concentrations:

Educational Leadership
Instructional Leadership
Elementary Education
Elementary Education for MAT Graduates
Secondary Education
Higher Education Administration
SPECIALIST IN EDUCATION
EDUCATIONAL LEADERSHIP CONCENTRATION

The School of Education offers the Specialist of Education in Educational Leadership degree program, which leads to elementary and secondary principal licensure in school administration (P-12).

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 an approved master’s 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 3.25 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 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.
The academic requirements for a Specialist of Education in Educational Leadership degree consist of 36 semester hours from four categories (Landscapes).

**LANDSCAPE ONE: Organizational Horizons**
- EDL 601 Organizational Leadership 3 hours
- EDL 602 Roles of the Principal 3 hours

**LANDSCAPE TWO: Instructional Horizons**
- EDL 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)
School Community Climates. Three hours. The course examines the relationship between organizations and communities, and explores strategies to maintain healthy school support.
SPECIALIST IN EDUCATION
INSTRUCTIONAL LEADERSHIP CONCENTRATION

Mission

The program mission is to prepare instructional leaders to be caring, reflective decision makers. This program will equip instructional candidates to become change agents for positively impacting students' lives socially, emotionally, and academically.

Overview

This program is intended for students interested in careers in public, parochial, or private school leadership. Likely career paths for graduates of the program include leadership roles in school districts as lead teachers, curriculum supervisors, and directors of educational programs. This program does not lead to an administrator's license.

Admission Requirements

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

To fulfill requirements for admission to the specialist in instructional leadership 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. Meet the university's general requirements for graduate admission.
3. Have a GPA of 3.25 in a related master's program.
4. Have completed 30 hours of graduate work.
5. Valid teaching license or waiver of licensure form completed.
6. Submit two letters of references which may include a letter from a superintendent, professor, principal and/or supervisor.

Progression

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

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

The academic requirements for a specialist in instructional leadership are the 30-hour program outlined below.

### Core Courses of Instruction (12 hours required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 702</td>
<td>Ethical Issues in Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 703</td>
<td>Learning Research Based in Instruction Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDL 704</td>
<td>Data Driven Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>EDL 717</td>
<td>Innovative Approaches Leading to Administering a Diverse Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDL 788</td>
<td>Schools and Community Safety Management</td>
<td>3</td>
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</tbody>
</table>

### Leadership Concentration (6 hours required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 701</td>
<td>Advanced Organizational Leadership Models</td>
<td>3</td>
</tr>
<tr>
<td>EDL 730</td>
<td>School Finance Influenced by Current Trends &amp; Issues in Public Education</td>
<td>3</td>
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</tbody>
</table>

### Assessment Concentration (6 hours required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDL 732</td>
<td>Effective Data Analysis for Instructional &amp; Performance Improvement using Technology Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDL 791</td>
<td>Data Analysis Program Improvement through Professional Learning Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

### Field Project – 3 Hours Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 789</td>
<td>Educational Unit Self-Study through Assessment Inquiry Research</td>
<td>3</td>
</tr>
</tbody>
</table>

## COURSE DESCRIPTIONS

**EDUCATIONAL LEADERSHIP (EDL)**

### 701 Advanced Organizational Leadership Models.
Three hours. Fundamental principles, development and culture of the educational organization and how it was influenced by theories of historical and social foundations of education.

### 702 Ethical Issues in Administration.
Three hours. This course identifies and explores specific roles of the school administration and the leadership principles.

### 703 Learning Research Based in Instruction Theory.
Three hours. This course examines the research-based approaches to leading and assessing instructional processes given the study of theory and research in educational pedagogy.

### 704 Data Driven Decision Making.
Three hours. The utilization of educational data to make informed decisions regarding instruction and student achievement.

### 717 Innovative Approaches Leading to Administration a Diverse Culture.
Three hours. Understanding students from diverse and cultural backgrounds and developing positive learning environments will be the focus of this course.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>730</td>
<td><strong>School Finance Influenced by Current Trends and Issues in Public Education</strong></td>
<td>Three</td>
<td>This course informs students how to use financial resources to substantially increase student performance. Identifying resources and the mechanisms to distribute resources at the federal, state, district, and school level, the course delves into issues of equity of finance and whether there exists and adequate level of resources in the system.</td>
</tr>
<tr>
<td>732</td>
<td><strong>Effective Data Analysis for Instructional and Performance Improvement Using Technology Tools</strong></td>
<td>Three</td>
<td>This course emphasizes the leadership roles of instructional technologists, who can thoughtfully and strategically provide direction to selection, use and evaluation of constantly changing technologies for effective data analysis.</td>
</tr>
<tr>
<td>788</td>
<td><strong>Schools and Community Safety Management</strong></td>
<td>Three</td>
<td>Best practices in environmental protocols for internal and external safety management at school and the surrounding community.</td>
</tr>
<tr>
<td>789</td>
<td><strong>Educational Unit Self-Study through Assessment Inquiry Research</strong></td>
<td>Three</td>
<td>This class is designed to provide self-study which involves systematically exploring the tensions of practice and the dilemmas we encounter, along with university-supervised field experiences under the direction of an approved educational administrator. This is designed to promote appropriate application of academic course work and experiences in the school setting.</td>
</tr>
<tr>
<td>791</td>
<td><strong>Data Analysis Program Improvement through Professional Learning Communities</strong></td>
<td>Three</td>
<td>This research course focuses on using performance and assessment data as tools to improve decision-making for school improvement purposes at the building level through professional learning communities (PLC). This course highlights the concurrent use and analysis of multiples data sources to guide leaders through curriculum alignment, development and enhancement, supervision of instruction, and focus on professional development for teachers, administrators, and support staff that will increase student learning.</td>
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</table>
E L E M E N T A R Y  E D U C A T I O N  C O N C E N T R A T I O N

A d m i s s i o n  R e q u i r e m e n t s

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 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 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

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 can be admitted to the specialist in higher education administration program each term if the student meets the admission requirements. No students will be admitted on a provisional or probationary basis. Students may transfer up to 9 hours of course credit from a regionally accredited institution that has not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU’s higher education administration program and approved by the program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program.
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.
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.

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.

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.

Seminar of Current Issues in Higher Education. Three hours. This course explores contemporary trends and issues in higher education.

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.

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 to be taken over two terms, three hours each term. EDH 721 cannot be taken for more than four terms (12 hours).

Research (RSH)

APA Style for Professional Writing. Two hours. A study of the application of American Psychological Association (APA) style requirements for professional writing. This course is only for specialist and doctoral students.

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.

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
EDUCATION
DOCTOR OF EDUCATION IN
HIGHER EDUCATION ADMINISTRATION

Vision

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

Goals and Objectives

The vision and values are instilled through the following principles:

1. Effective institutional leaders 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 when a sufficient applicant pool is available. Admission requirements are competitive, and no students will be admitted on a provisional or probationary basis. Students may transfer up to 9 hours of course credit (including courses transferred into the specialist program) from a regionally accredited institution that has not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU’s higher education administration program and approved by the
program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program. Because students earn a specialist degree as they progress through the Ed.D. program, the education specialist degree in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

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

1. Meet the university’s general requirements for graduate admission.

2. Have completed the specialist in higher education administration degree awarded from William Carey University or a masters’ degree from a recognized accrediting agency.

3. Present evidence of acceptable scholarship with an average of at least a 3.25 GPA on the higher education administration specialist degree work or master’s level coursework.

4. Submit two written letters of recommendation—one from a professor and one from a supervisor.

5. Submit a resume or curriculum vita to the higher education administration program coordinator.

6. Complete an interview conducted by the higher education administration doctoral admissions committee.

7. Submit Graduate Record Exam (GRE) scores earned within the past five years of application submission date. These scores must include the quantitative, verbal, and written components.

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

Requirements for All Candidates

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

1. Must maintain a 3.0 GPA

2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has
already completed a specialist degree in higher education administration, 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 701</td>
<td>History and Foundations of Higher Education</td>
</tr>
<tr>
<td>EDH 702</td>
<td>Survey of the Community College</td>
</tr>
<tr>
<td>EDH 703</td>
<td>Legal and Ethical Issues in Higher Education</td>
</tr>
<tr>
<td>EDH 704</td>
<td>Community Relations and Continuing Education</td>
</tr>
<tr>
<td></td>
<td>Programs</td>
</tr>
<tr>
<td>EDH 705</td>
<td>Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td>EDH 706</td>
<td>Seminar of Current Issues in Higher Education</td>
</tr>
<tr>
<td>EDH 707</td>
<td>Finance in Higher Education</td>
</tr>
</tbody>
</table>

**Professional Writing Component (2 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>RSH 702</td>
<td>APA Style for Professional Writing</td>
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</table>

**Action Research Project (6 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 721</td>
<td>Field Research Project</td>
</tr>
</tbody>
</table>
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 credentializing. The student will select courses with advisor approval. All courses must be 600 level or higher.

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

Dissertation Requirement
The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.
DOCTOR OF 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 when a sufficient applicant pool is available. Admission requirements are competitive, and no students will be admitted on a provisional or probationary basis. Students may transfer up to 9 hours of course credit (including courses transferred into the specialist program) from a regionally accredited institution that has not been used toward a previous degree. The transfer course work must be relevant, comparable, and possess content and instructional rigor equivalent to that offered by WCU’s higher education administration program and approved by the program coordinator and dean of education. Only credits earned with grades of B or higher and no more than six years old at the time of admission may be transferred from another institution into the higher education administration program. Because students earn a specialist degree as they progress through the Ph.D. program, the education specialist degree
in higher education administration awarded from William Carey University will be accepted as credit toward the higher education administration doctoral degree.

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

1. Meet the university's general requirements for graduate admission.

2. Have completed the specialist in higher education administration degree awarded from William Carey University or a masters’ degree from a recognized accrediting agency.

3. Present evidence of acceptable scholarship with an average of at least a 3.25 GPA on the higher education administration specialist degree or master's level coursework.

4. Submit two written letters of recommendation—one from a professor and one from a supervisor.

5. Submit a resume or curriculum vita to the higher education administration program coordinator.

6. Complete an interview conducted by the higher education administration doctoral admissions committee.

7. Submit Graduate Record Exam (GRE) scores earned within the past five years of application submission date. These scores must include the quantitative, verbal, and written components.

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

Requirements for All Candidates

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

1. Must maintain a 3.0 GPA

2. Must complete all required program work within a period of six years after enrolling in the higher education administration program. If the student has already completed a specialist degree in higher education administration, 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.

Comprehensive Examination

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

Dissertation Requirement

The student must take 12 hours of dissertation study. It is recommended that the student take three hours over four trimesters, and the student must be enrolled in dissertation hours the trimester he/she successfully defends. Students must successfully defend the dissertation proposal and the final study results after data are collected. Students will receive specific dissertation requirements from their program coordinator and dissertation chairs.
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 to be taken over two terms, three hours each term. EDH 721 cannot be taken for more than four terms (12 hours)
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)

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.

General Leadership Studies. Three hours. An in-depth look at how educational administrators manage and lead educational organizations, and how leadership styles have evolved.

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)

APA Style for Professional Writing. Two hours. A study of the application of American Psychological Association (APA) style requirements for professional writing. This course is only for specialist and doctoral students.

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.

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.

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.

Correlation and Regression Analysis and Evaluation. Three hours. Advanced study of relationships between variables and predictive statistical models.


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).

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.
DOCTOR OF EDUCATION
IN EDUCATIONAL LEADERSHIP

Mission

The program mission is to prepare instructional leaders to be caring, reflective decision makers. This program will equip instructional candidates to become change agents for positively impacting students' lives socially, emotionally, and academically.

Overview

Applicants should have a background in PreK–12 education and be committed to seeking improvement and system change for the benefit of the students, teachers, parents, and community. This program is looking for applicants with potential to become a system leader and change agent. The Ed.D. program emphasizes an applied, project based approach to the development of appreciable improvements in the body of educational practice. The Ed.D. attracts individuals who are primarily professional administrators at the PreK-12 level (enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach—not perform research, educational consultants, and trainers in organizations). Research will focus on solving a problem in the workplace or in the professional field of education and results in an applied research dissertation, but also produce a "product" or solution. This degree is also intended to help students increase their own workplace leadership skills. An oral presentation of the applied research dissertation is required.

Goals and Objectives

1. Effective leaders develop and articulate reasonable personal and school goals.

2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.)

3. Effective leaders create nurturing and caring educational environments.

4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues.

5. Effective leaders skillfully communicate with internal and external publics.

6. Effective leaders emphasize the importance of literacy.

7. Effective leaders skillfully practice leadership theories in real world settings.
Admission Requirements

- Meet the university's general requirements for graduate admission.
- Submit a completed application to William Carey University and the graduate school.
- Pay application fee.
- Submit official transcripts from all colleges and universities attended.
- Valid teaching license or waiver of licensure form completed.
- Submit a scholarly narrative of 1-2 pages of personal philosophy of educational leadership and goals.
- Hold or qualify to hold a master's degree from an institution fully accredited by a recognized accrediting agency.
- Hold a G.P.A. of 3.25 in a related master's program.
- Graduate Record Exam score or Miller's Analogy Test Score (competitive).
- Submit two letters of reference which may include a letter from a superintendent, principal, professor, and/or supervisor.

Progression

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

- Maintain a G.P.A. of 3.0.
- Complete all required work within six years after enrolling in the program.
- File with the School of Education a signed program of study prior to completing 9 hours.
- 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.
- The student will be admitted to doctoral candidacy upon passing a comprehensive examination.
Requirements for Candidates

The academic requirements for a doctorate in educational leadership are the 62-hour program outlined below, successful completion of a comprehensive examination, and the completion of the dissertation process. Specifically, to meet the graduation requirements of the doctoral program, the student must:

1. Complete 62 program hours as outlined in the curriculum.
2. Pass a 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. Have a cumulative GPA of 3.0 or higher.

Course delivery will be in 5 week intervals.

Professional Education Core (15 hours)

EDL 702 Ethical Issues in Administration
EDL 703 Learning Research-Based Instruction Theory
EDL 704 Data Driven Decision Making
EDL 717 Innovative Approaches Leading to Administering a Diverse Culture
EDL 788 School and Community Safety Management

Leadership Concentration (6 hours)

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

Assessment Concentration (6 hours)

EDL 732 Effective Data Analysis for Instructional and Performance Improvement Using Technology Tools
EDL 791 Data Analysis Program Improvement through Professional Learning Communities

Field Project (3 hours)

EDL 789 Educational Unit Self-Study through Assessment Inquiry Research (Field Project)
Advanced Leadership Core (12 hours)

EDL 802 Professional Educational Development for Adult Learners
EDL 830 Developing the Culture of Learning
EDL 832 Developing Advocacy for the School and Community
EDL 834 Using Conflict Resolution and Mediation

Research Courses (14 hours)

EDL 786 Qualitative Methods in Educational Research
EDL 792 Primary and Secondary Interpretation of Quantitative Data
RSH 702 APA Style for Professional Writing
RSH 740 Descriptive Statistics and Survey Design
EDL 826 Advanced Applied Research (Developing Your Design)

Research Elective (1 hour) Select 1 credit hour that supports your research design.

EDL 836 Qualitative Methods
EDL 838 Quantitative Methods

Applied Doctoral Research (5 hours)

EDL 840 Applied Doctoral Research

Note: The professional doctorate (Ed. D.) requires 62 credit hours post-master depending on the time required to complete the applied research.

COURSE DESCRIPTIONS

Educational Leadership (EDL)

701 Advanced Organizational Leadership Models. Three hours. Fundamental principles, development, and culture of the educational organization and how it was influenced by theories of historical and social foundations of education.

702 Ethical Issues in Administration. Three hours. The course identifies and explores specific roles of the school administration and the leadership principles regarding school law and ethics of the position.

703 Learning Research-Based Instruction Theory. Three hours. Research-based approaches to leading and assessing instructional processes given the study of theory and research in educational pedagogy.

704 Data Driven Decision Making. Three hours. The utilization of educational data to make informed decisions regarding instruction and student achievement.
Innovative Approaches Leading to Administering a Diverse Culture. Three hours. Understanding students from diverse and cultural backgrounds and developing positive learning environments will be the focus of this course.

School Finance Influenced by Current Trends and Issues in Public Education. Three hours. This course informs students how to use financial resources to substantially increase student performance. Identifying resources and the mechanisms to distribute resources at the federal, state, district, and school level, the course delves into issues of equity of finance and whether there exists an adequate level of resources in the system.

Effective Data Analysis for Instructional and Performance Improvement Using Technology Tools. Three hours. This course emphasizes the leadership roles that serve as instructional technologists, those who can thoughtfully and strategically provide direction to selection, use and evaluation of constantly changing technologies for effective data analysis.

Qualitative Methods in Educational Research. Three hours. This course gives an introduction to qualitative research traditions and methods in education including interviewing, grounded theory, phenomenology, and case studies. Major methods include observational methods, qualitative interviewing, focus groups, and data and artifact analysis. Includes qualitative data analysis, ontology development, and an introduction to computer programs.

School and Community Safety Management. Three hours. Best practices in environment protocols for internal and external safety management at school and the surrounding community.

Educational Unit Self-Study through Assessment Inquiry Research (Field Project). Three hours. This class is designed to provide self-study which involves systematically exploring the tensions of practice and the dilemmas we encounter, along with university-supervised field experiences under the direction of an approved educational administrator. Designed to promote appropriate application of academic coursework and experiences.

Data Analysis Program Improvement through Professional Learning Communities. Three hours. This course focuses on using performance and assessment data as tools to improve decision-making for school improvement purposes at the building level through professional learning communities (PLCs). This course highlights the concurrent use and analysis of multiple data sources to guide leaders through curriculum alignment, development and enhancement, supervision of instruction, and focus on professional development for teachers, administrators, and support staff that will increase student learning.

Primary and Secondary Interpretation of Quantitative Data. Three hours. This course will concentrate on making meaningful interpretations of numerically coded data as a component of instructional change in schools and/or policy implementation.
Professional Educational Development for Adult Learners. Three hours. This course will reintegrate and synthesize the different forces and influences in our national life; to develop self-knowledge, unity, and changes in the machinery of our education. It will offer practical teaching and classroom management suggestions that are designed for anyone who works with adult learners. This course will discuss avenues to teach all students the skills they need to learn, no matter the topic or subject matter.

Advanced Applied Research (Developing Your Design). Three hours. The content of the course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in educational and community settings. This course is designed as an initial course in single subject research methodology. It will cover a number of specific topic areas including behavioral measurement, single subject research designs, and methods of data analysis.

Developing the Culture of Learning. Three hours. The main emphasis for this course is to challenge leaders to create a learning culture within the organization that will empower people to easily adapt to and actually anticipate change in order to grow through innovation.

Developing Advocacy for the School and Community. Three hours. The emphasis for this course includes building partnerships and providing supports and opportunities that promote active and positive working relationships. The discussions, assignments, and in-class activities will provide students with a vision and practical knowledge of what effective partnerships look like and how to strategize ways of tapping into community resources.

Using Conflict Resolution and Mediation. Three hours. An analysis of the nature of conflict and the methods to resolve conflict with an emphasis on collaborative problem solving and mediation. A research project and supporting specialized reading will be required.

Qualitative Methods. One hour. This course provides an introduction to qualitative methods used in comparative education and the social sciences. It is intended to provide an overview of particular techniques in research design, data collection, and data analysis most commonly associated with qualitative research.

Quantitative Methods. One hour. Surveys quantitative methods of inquiry as they are currently used in the study of the contexts, processes, and effects of education. Introduces students to elementary statistics, exploratory data analysis, research design, and computer-based data analysis methods.

Applied Doctoral Research. Four hours. 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 program faculty members. There will be an online written comprehensive examination during the second year to determine mastery of the content.
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.

740 Descriptive Statistics and Survey Design. Three hours. The study of survey design, descriptive statistics, data analysis, and evaluation.
MASTER OF BUSINESS ADMINISTRATION
PROGRAM OVERVIEW

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

DEPARTMENTAL MISSION

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

GENERAL ADMISSIONS REQUIREMENTS

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

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

ADMISSIONS PROCESS

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

- the completed application form,
- official transcripts of all college work completed,
- GMAT scores,
- two 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 determined 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 633 Business Ethics and Leadership
- MBA 640 Strategic Planning
- MBA 643 Organizational Behavior
- MBA 689 Contemporary Issues in Business

**Electives**

1 Elective Course

An individual plan of course study is developed for each student as part of the application process in order to assure timely completion of the M.B.A.
OTHER REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

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

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

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

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.

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.

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.

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.

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.

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.

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.

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.

Policy Development and Organizational Change Strategies—Identifies and analyzes those integrating forces which affect the organization's ability to change and compete effectively; strategies and policies are developed to provide a comprehensive course of action for change—3 hours.
640 **Strategic Planning**—An integrative course designed to provide a top-management perspective of strategic planning and decision making in today’s dynamic business environment. Prerequisite: 6 completed hours of MBA core courses, or permission of instructor—3 hours.

641 **Entrepreneurship**—An introductory course which examines the impact of entrepreneurship and the function of the entrepreneur in new-venture creation. A framework is developed which incorporates marketing feasibility studies and financial analysis into a comprehensive business plan—3 hours.

643 **Organizational Behavior**—The study of human behavior in organizations with emphasis on individuals and group behavior as it relates to organizational success in the global business environment—3 hours.

644 **Operations Management**—Management science application including optimization techniques; capacity and aggregate planning; quality and project control; facilities location and layout; and linear programming—3 hours.

645 **Research Problems in Operations Management**—Special topics and research studies of contemporary issues in optimizing the use of human and technological resources—3 hours.

670 **Intercultural and Organizational Communication Topics**—A survey of current topics in intercultural communications including non-verbal as well as culture and co-culture issues. A survey of organizational communication theories with emphasis on interpersonal, group and leadership topics—3 hours. *Same as PSY 670.*

671 **Investment Analysis**—An introductory course which examines valuation issues in both fixed income and equity securities. A framework of analysis is developed in which commodities, futures and international markets are analyzed and portfolio management theory is viewed—3 hours.

689 **Contemporary Issues in Business**—This course will examine recent issues in the business world which have an important impact on business administration. This will include the areas of accounting, finance, economics, management and marketing, plus the legal and social environments of business, but the emphasis may vary by instructor. Prerequisite: six completed hours of MBA core courses or permission of instructor—3 hours.
MASTER OF SCIENCE
IN
COUNSELING PSYCHOLOGY

Specialized Concentrations:

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

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

GOALS FOR THE PROGRAMS

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

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

MASTER OF SCIENCE DEGREE

The School of Natural and Behavioral Sciences at William Carey University offers the Master of Science degree in counseling psychology with concentrations in counseling, school counseling, school psychometry, Christian counseling, 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.

- **Advisement:** While advisors are assigned to each student, it is the student’s responsibility to comply with all requirements of their degree program.

- **Dual Enrollment:** Students may not be enrolled simultaneously in the M.S. in counseling psychology and any other graduate degree program.

- **Professional Conduct:** The graduate program in psychology is designed to prepare students to function in a mental health setting. This may include institutional/agency employment or private practice. In either event a counselor is bound by the code of professional conduct of the American Counseling Association (ACA). Violations of the code may result in revocation of credentials or dismissal from the job. As a part of the training provided by William Carey University, all students are required to be familiar with and adhere to the Code of Professional Conduct; local, state and federal law; and rules and regulations of the university. Violations of any of these may result in disciplinary actions, including, but not limited to dismissal from the graduate program.
OTHER REQUIREMENTS FOR THE MASTER OF SCIENCE

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

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

Master of Science in Counseling Psychology
School Counseling Concentration

48 semester hours required

Prerequisites:
Hold a standard teaching license/certificate
Satisfy State requirements for Praxis 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)

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

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

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<tr>
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<tbody>
<tr>
<td>PSY 620</td>
<td>* Introduction to Research</td>
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<tr>
<td>PSY 651</td>
<td>Drug and Alcohol Abuse Counseling</td>
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<tr>
<td>PSY 654</td>
<td>Organization and Administration of Senior Services</td>
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<tr>
<td>PSY 656</td>
<td>Dynamics of Personality</td>
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<tr>
<td>EDU 621</td>
<td>Theories of Learning</td>
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<tr>
<td>PSY 630</td>
<td>* Analysis of the Individual</td>
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<tr>
<td>PSY 665</td>
<td>Behavior Management</td>
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<tr>
<td>PSY 648</td>
<td>* Consultation: Theory, Models and Practices</td>
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<tr>
<td></td>
<td>Elective to be approved by advisor</td>
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<td>Elective to be approved by advisor</td>
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</table>

*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)

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SPECIALIZED COURSES (Electives - 9 Hours*)

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<tbody>
<tr>
<td>PSY 570</td>
<td>Multicultural Counseling</td>
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<tr>
<td>PSY 572</td>
<td>Psychological Aspects of Aging</td>
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<tr>
<td>PSY 601</td>
<td>Orientation to Professional Counseling</td>
</tr>
<tr>
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<td>Psychopathology</td>
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<td>Drug and Alcohol Abuse Counseling</td>
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<td>PSY 654</td>
<td>Organization and Administration of Senior Services</td>
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<tr>
<td>PSY 506</td>
<td>Dynamics of Personality</td>
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<tr>
<td>PSY 630</td>
<td>Analysis of the Individual</td>
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<tr>
<td>PSY 665</td>
<td>Behavior Management</td>
</tr>
<tr>
<td>PSY 648</td>
<td>Consultation: Theory, Models and Practices</td>
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</table>
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)

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<tr>
<td>PSY 574</td>
<td>Case Management</td>
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<td>PSY 575</td>
<td>Use and Interpretation of Tests</td>
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<td>PSY 600</td>
<td>Lifestyle and Career Development</td>
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<td>PSY 601</td>
<td>Orientation to Professional Counseling</td>
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<tr>
<td>PSY 620 or EDU 620</td>
<td>Introduction to Research</td>
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<tr>
<td>PSY 632</td>
<td>Psychopathology</td>
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<tr>
<td>PSY 641</td>
<td>Crisis Counseling</td>
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<tr>
<td>PSY 648</td>
<td>Consultation: Theory, Models and Practices</td>
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<tr>
<td>PSY 651</td>
<td>Drug and Alcohol Abuse Counseling</td>
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<td>PSY 654</td>
<td>Organization and Administration of Senior Services</td>
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<td>PSY 660</td>
<td>Techniques of Group Counseling</td>
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<td>PSY 661</td>
<td>Mental Retardation</td>
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<td>PSY 667</td>
<td>Advanced Theories and Techniques of Counseling</td>
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<td>PSY 680</td>
<td>Practicum in Individual Counseling</td>
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<tr>
<td>PSY 698</td>
<td>Internship in Counseling: Gerontology (3-12 hours)</td>
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### ELECTIVES (3-6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 551</td>
<td>Psychological Statistics</td>
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<tr>
<td>EDU 640</td>
<td>Curricula Planning</td>
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<tr>
<td>EDU 660</td>
<td>Organizational Procedures for Special Education</td>
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<tr>
<td>PSY 665</td>
<td>Behavior Management</td>
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<tr>
<td>PSY 667</td>
<td>Advanced Theories and Techniques of Counseling</td>
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<tr>
<td>PSY 676</td>
<td>Individual Assessment: The Wechsler Scales</td>
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<tr>
<td>PSY 677</td>
<td>Individual Assessment: Stanford-Binet</td>
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<tr>
<td>PSY 662</td>
<td>Teaching Individuals With Mild Mental Retardation</td>
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<tr>
<td>PSY 699</td>
<td>Thesis, Research and Publication (6 hours)</td>
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</tbody>
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________ 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  Introduction to Research
       or EDU 620  Teacher as Researcher
PSY 632  Psychopathology
PSY 642  Marriage and Family Counseling
PSY 660  Techniques of Group Counseling
PSY 667  Advanced Theories and Techniques of Counseling
PSY 676  Individual Assessment: Weschler Scales
       or PSY 677  Individual Assessment: Stanford Binet
PSY 680  Practicum in Counseling
PSY 682  Counseling Children and Adolescents
PSY 683  Child Psychotherapy and Play Therapy
PSY 684  Adventure-Based Counseling with Children and Adolescents
PSY 698  Internship in Counseling Child and Adolescent Emphasis (3-12 hours)

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

Specialized Courses (21 hours)

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

Electives (18 hours)

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

Adding Licensure

Individuals who hold a master’s degree (AA Teacher License) and desire to add psychometry licensure must complete the prescribed program on the following page.
School Psychometry Endorsement (213)  Prerequisite: AA License

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

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

PSY 505 or COU 507  Advanced Developmental Psychology 3 hours
or Human Growth and Development
or any course(s) which covers the physical, emotional, and social development of the child across the lifespan (example: child and adolescent psychology)

PSY 575 or PSY 630 or COU 627
Use and Interpretation of Tests 3 hours
Analysis of the Individual
School-Based Assessment (a course that covers basic testing procedures)

PSY 620 or EDU 620 or COU 621
Introduction to Research 3 hours
Teacher as Researcher
Research Design and Evaluation

EDU 640  Curricula Planning 3 hours

PSY 648 or COU 650
Consultation: Theory, Models and Techniques 3 hours
Collaboration and Consultation

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)

PSY/EDU 665 Behavior Management or a course in teaching the emotionally or behaviorally disabled—must include an emphasis on functional behavioral assessment.

PSY 676 Individual Analysis: The Wechsler Scales and other tests of ability and achievement. 3 hours

PSY 677 Individual Analysis: The Stanford Binet and measures of adaptive behavior and emotionality. 3 hours

PSY 696 Practicum in school psychometrics 3-6 hours
COURSE DESCRIPTIONS (PSY)

505 Advanced Developmental Psychology—Advanced studies in human development emphasizing the physical, social, and cultural influences on the cognitive and psychological development of the individual. Emphasis is placed on psychological approaches used to explain, predict, and modify human behavior—3 hours.

506 Dynamics of Personality—An advanced study of personality theories and human behavior for effective living—3 hours.

551 Psychological Statistics—A study of statistical procedures commonly used in psychological research. Descriptive and inferential statistics are covered, including measures of central tendency, variability and correlation. Tests of significance and analysis of variance are studied. No mathematical ability is assumed beyond the basic skills of arithmetic and algebraic manipulations—3 hours.

570 Multicultural Counseling—A study of the social and cultural foundations of counseling, including studies of ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns—3 hours.

572 Psychological Aspects of Aging—The purpose of this course is to expand upon the sociological aspects of aging presented in PSY 570. The role of the psychologist, as well as the psychological factors surrounding the person who is aging, will be emphasized. The importance of planning for this stage of life span in order to remain psychologically healthy will be discussed. This course will require extensive research and a poster session exhibiting results of the research proposal—3 hours.

573 Fundamentals of School Counseling—This course covers all aspects of the school counselor’s role, including history and philosophy of school guidance, multicultural issues, organization and administration of a school counseling program, licensure and professional roles of a school counselor. In addition to classroom lectures and discussion, observation in the school and contact with practicing school counselors are major components of the course—3 hours.

574 Case Management—Advanced studies in case management, including case management as an approach to service delivery, is the focus of this course. Emphasis will be placed on networking and linkage using various roles and techniques. This course will require extensive research and a poster session exhibiting results of the research proposal—3 hours.

575 Use and Interpretation of Tests—Studies in the theory of individual and group tests of intelligence, personality, interests and attitudes. Interpretation of test results and use of results in therapy/program planning is included.—3 hours.

576 Psychopharmacology—An introduction to psychopharmacology with a focus on features and characteristics of psychotropic drugs which are commonly used in applied settings of interest to psychologists and counselors.—3 hours. Prerequisite: PSY 651.

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.

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.

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.

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.

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.

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.

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).

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.

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.

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.

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.
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 are 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.

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.

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.

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.

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).

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).

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.

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.

Consensus Decision Making and Conflict Resolution—Designed to help teachers and administrators improve their skills in working with faculty and community groups in educational decision making and resolving conflict—3 hours. Same as EDU 686.
695 **Internship in Industrial Organization**—Internship in organizational counseling. Supervised on the job experiences in appropriate settings. Prerequisites: consent of the program advisor and completion of 48 hours of coursework—3-6 hours.

696 **Practicum in School Psychometrics**—Supervised practice in psychometrics, consultation, functional behavior assessment and planning, and multidisciplinary team planning. May be taken for 3 or 6 hours. Prerequisites: PSY 676 and PSY 677 and permission of the program advisor—3-6 hours.

698 **Internship (School Counseling, Christian Counseling, Gerontology, Child/Adolescent or Clinical Counseling)**—The final internship in a community agency, private clinic, school or religious setting under the supervision of a qualified professional. The course may be taken for up to 12 semester hours, depending on, the requirements of the credentialing body. Prerequisite: Completion or course requirements for the degree and permission of program advisor—3-12 hours.

699 **Thesis, Research and Publication**—The course requires that the student complete a formal research proposal and, after approval by the major professor, complete the research project and thesis—3-6 hours.
MASTER OF SCIENCE
IN
COUNSELOR EDUCATION

Specialized Concentrations:

Clinical Mental Health Counseling
School Counseling
PROGRAM OVERVIEW

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

GOALS FOR THE PROGRAMS

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

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

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

Master of Science in Counselor Education Degree

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

The school psychometrics program and the endorsement program in school psychometrics are also offered on the Tradition campus.
ACADEMIC REQUIREMENTS FOR ADMISSION

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

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

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

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

ACADEMIC ADVISEMENT

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

REGULAR ADMISSION STATUS

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

UNDECLARED ADMISSION

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

NONDEGREE ADMISSION

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

CHANGE OF CONCENTRATION

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

PROBATIONARY OR INCOMPLETE ADMISSION

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

PRACTICUM AND INTERNSHIP

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

PROGRAM POLICIES/ REQUIREMENTS

- All application materials (application fee, official transcripts, official test score reports, resume, statement of professional counseling career goals, counselor education informed consent checklist) should be submitted to the William Carey University office of graduate admissions no later than three weeks prior to the beginning of classes.
- All work for the degree must be completed within a period not to exceed six years.
- **Transfer Credit:** No more than nine semester hour of credit may be transferred from another institution of program. Transferred credits will be applicable only if they contribute to the overall plan of study designed for the student. No graduate work with a grade of less than “B” will be accepted. All transfer credits must meet the six-year limit on the completion of the degree. Independent study credit earned at another institution or program will not be accepted.
- **Class Attendance:** Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. It is the student’s responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. Students who miss more than two classes will automatically fail the course.
• **Credentialing:** Completion of a degree program does not guarantee credentialing. Individuals who are seeking licensure or certification must satisfy all requirements of the various credentialing boards. Such students should make contact with the appropriate board to obtain requirements prior to enrolling in a program at William Carey University. It is the student's responsibility to satisfy these requirements.

• **Financial Information:** Mississippi student may finance their program of study in a variety of methods. The program of study requires an important investment of time and finances. Scholarships, veterans' administration benefits, and loans are sources of funding. Additional information regarding need-based loans may be obtained by contacting the university's financial aid office in Biloxi at (228) 702-1809 and in Hattiesburg at (601) 318-6153. Tuition may be changed without prior notice.

• **Advisements:** While advisors are assigned to each student, it is the student's responsibility to comply with all requirements of his/her degree program.

• **Dual enrollment:** Students may not be enrolled simultaneously in the M.S. in counselor education and any other graduate degree program.

• **Professional Conduct:** The graduate program in counselor education is designed to prepare professional counselors to practice in community mental health centers, mental health institutions and agencies, primary care settings, private practice, and K-12 school counseling settings. The most recent edition of the American Counseling Association Code of Ethics binds all counselors. Violations of this code may result in revocation of credentials or dismissal from a job. As part of the training provided by William Carey University, all students are required to be familiar with and adhere to local, state, and federal laws, and rules and regulations of the university. Violations of any of these may result in disciplinary actions, including, but not limited to dismissal from the graduate program.

**OTHER REQUIREMENTS FOR THE MASTER OF SCIENCE**

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

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

**60 semester hours required**

### Common Core (27 hours)
- **COU 507** Human Growth and Development
- **COU 508** Counseling Theories
- **COU 571** Social and Cultural Diversity
- **COU 602** Lifestyle and Career Development
- **COU 603** Professional Orientation, Foundations, and Ethical Practice
- **COU 621** Research Design and Evaluation
- **COU 626** Clinical-Based Assessment
- **COU 664** Group Counseling
- **COU 668** Counseling Skills

### Required (24 hours)
- **COU 635** Diagnosis
- **COU 693** Practicum in Clinical Mental Health Counseling (3 hours)
- **COU 697** Internship in Clinical Mental Health Counseling (6-12 hours)
- **PSY 551** Psychological Statistics
- **PSY 641** Crisis Counseling
- **PSY 642** Marriage and Family Counseling
- **PSY 651** Drug and Alcohol Abuse Counseling

### Elective Courses (9 hours)
- **COU 626** School-Based Assessment
- **COU 681** Patient-Centered Behavioral Healthcare
- **PSY 576** Psychopharmacology
- **PSY 578** Advanced Studies in Addiction
- **PSY 640** Principles of Christian Counseling
- **PSY 665** Behavior Management
- **PSY 676** Individual Assessment: Wechsler Scales
- **PSY 677** Individual Assessment: Stanford-Binet
- **PSY 678** Individual Assessment: Personality
- **PSY 682** Counseling with Children and Adolescents
- **PSY 683** Child Psychotherapy and Play Therapy
- **PSY 684** Adventure-Based Counseling with Children and Adolescents
- **PSY 686** Consensus Decision-Making and Conflict Resolution

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* Required for licensure as a Licensed Professional Counselor in Mississippi.
MASTER OF SCIENCE IN COUNSELOR EDUCATION
SCHOOL COUNSELING CONCENTRATION

60 semester hours required

Common Core (27 hours)
- COU 507 Human Growth and Development
- COU 508 Counseling Theories
- COU 571 Social and Cultural Diversity
- COU 602 Lifestyle and Career Development
- COU 603 Professional Orientation, Foundations, and Ethical Practice
- COU 621 Research Design and Evaluation
- COU 627 School-Based Assessment
- COU 664 Group Counseling
- COU 668 Counseling Skills

Required (24 hours)
- COU 577 Leadership and Administration in School Counseling
- COU 650 Collaboration and Consultation
- COU 692 Practicum in School Counseling (3 hours)
- COU 694 Internship in School Counseling (6-12 hours)
- PSY 551 Psychological Statistics
- PSY 641 Crisis Counseling
- PSY 651 Drug and Alcohol Abuse Counseling

Elective Courses (9 hours)
- COU 635 Diagnosis
- COU 626 Clinical-Based Assessment
- COU 681 Patient-Centered Behavioral Healthcare
- PSY 576 Psychopharmacology
- PSY 578 Advanced Studies in Addiction
- PSY 640 Principles of Christian Counseling
- PSY 642 Marriage and Family Counseling
- PSY 665 Behavior Management
- PSY 676 Individual Assessment: Wechsler Scales
- PSY 677 Individual Assessment: Stanford-Binet
- PSY 678 Individual Assessment: Personality
- PSY 682 Counseling with Children and Adolescents
- PSY 683 Child Psychotherapy and Play Therapy
- PSY 684 Adventure-Based Counseling with Children and Adolescents
- PSY 686 Consensus Decision-Making and Conflict Resolution
- Elective course chosen with advisor
- Elective course chosen with advisor
COURSE DESCRIPTIONS (COU)

507 Human Growth and Development—Advanced studies focusing on physical, cognitive, social, and cultural development across the lifespan with an emphasis on psychological approaches to explain, predict, and modify human behavior. (3 hours)

508 Counseling Theories—Provides an understanding of major counseling theories. The primary focus is for students to have a theoretical understanding of counseling, so that they begin to develop a personal model of counseling. (3 hours)

571 Social and Cultural Diversity—Studies that provide an understanding of cultural theories, context of relationships, and issues and trends in a multicultural society including the exploration of self, multicultural concepts, and counseling techniques. (3 hours)

577 Leadership and Administration of School Counseling—Studies that provide an understanding of the history and philosophy, design, implementation, management, evaluation, and ethics of a comprehensive school counseling program with a focus on principles, skills, and styles of effective leadership, the ASCA National Model, the Mississippi K-12 Counselor Curriculum and the Mississippi School Counseling Model. (3 hours)

602 Lifestyle and Career Development—Studies that provide an understanding of career development and related life factors, including theories, decision-making, systems, planning, and assessment. (3 hours)

603 Professional Orientation, Foundations, and Ethical Practice—Studies that provide an understanding of the history and philosophical foundations of the profession, professional roles, supervision models and techniques, professional organizations, advocacy, licensure and credentialing, and ethical standards. (3 hours)

621 Research Design and Evaluation—Studies that provide an understanding of research design methods, statistical methods, needs assessments, and training in the use of assessment data for individual and program evaluation as it relates to the field of counseling. A research proposal and design will be required. (3 hours)

626 Clinical-Based Assessment—Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the appropriate use of assessments in clinical settings including diagnostic interviews, mental status examinations, personality assessments, and screening instruments. (3 hours)
627 School-Based Assessment—Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the use of psycho-educational assessments along with the most recent Mississippi Policies Regarding Children with Disabilities Act and the Mississippi eligibility requirements for special needs students. (3 hours)

635 Diagnosis—An overview of clinical mental health pathology based on the current classification used by the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the diagnostic processes of clinical assessment, mental status examination, clinical interviewing, recognition of differential diagnosis, co-occurring disorders and dual diagnosis, and development of skills in suicide and violence assessment. (3 hours)

650 Collaboration and Consultation—This course promotes an understanding and implementation of the collaboration and consultation process to create synergistic efforts among various stakeholders to promote the academic, career, and personal development of students and other stakeholders. (3 hours)

664 Group Counseling—Processes and principles of group formation, interactions and dynamics are studied from a didactic and experiential perspective. Theoretical foundations, methods, leadership styles, application to a variety of settings as well as multicultural issues will be explored. (3 hours)

668 Counseling Skills—Counseling skills and conceptualization processes are taught. Attention is given to interviewing clients, establishing therapeutic relationships, treatment planning, consultative/collaborative relationships, crisis intervention, and evidence-based interventions. This course provides the foundation for all practicum and internship experiences. Prerequisite: COU 5080. (3 hours)

681 Patient Centered Behavioral Healthcare—Studies that provide an exploration of behavioral health needs in primary care that include research of chronic mental health illness, substance abuse, cultural impact, and application of the professional behavioral health provider's roles and skills in primary care or the patient-centered medical home. Prerequisite for COU 6930 and COU 6970 in primary care setting. (3 hours)

687 Supervision for Counselor Supervisors—Studies that provide supervision training specifically for supervisors or becoming supervisors of counselors. Includes roles and functions of counselors, models of supervision, mental health related professional development, methods and techniques in supervision, supervisory relationship issues, cultural issues in supervision, group supervision, legal and ethical issues of supervision, and the evaluation of supervisee competence and the supervision process. Online. Intended to meet July 1, 2008 requirements for becoming a Mississippi LPC board qualified supervisor (LPC-S). (3 hours)
**Practicum in School Counseling**—Supervised 300-clock hour experience in school counseling with application of principles, techniques, and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences take place in a K-12 setting. Prerequisites: COU 5080, COU 5710, COU 5770, COU 6030, COU 6270, COU 6680, and permission of program advisor. (3 hours required)

**Practicum in Clinical Mental Health Counseling**—Supervised 300-clock hour practicum experience in counseling with the application of principles, techniques and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences will take place in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 5080, COU 5710, COU 6030, COU 6260 or COU 6270, COU 6350, COU 6680, COU 6810 (if placed in primary care setting), and permission of program advisor. (3 hours required)

**Internship in School Counseling**—Supervised minimum 600-clock hour internship experiences that integrate and apply knowledge, skills, and attitudes acquired in the school counseling training program. The course will include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Internship experiences will take place in K-12 settings. Prerequisites: COU 5080, COU 5710, COU 5770, COU 6030, COU 6270, COU 6680, and permission of program advisor. (6 hours required)

**Internship in Clinical Mental Health Counseling**—Supervised 600-clock hour internship experiences that enable students to integrate and apply knowledge, skills, and attitudes learned throughout the counseling training program and that include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Field experience is gained in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 5080, COU 5710, COU 6030, COU 6260 or COU 6270, COU 6350, COU 6680, COU 6810 (if placed in primary care setting), and permission of program advisor. (6 hours required, may take up to 12 semester hours)

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

Dean – Janet K. Williams, RN, MSN, MBA, PhD

The College of Health Sciences includes the following graduate programs:

- **School of Nursing**
  Master of Science in Nursing
  Master of Science in Nursing/Master of Business Administration
  Doctor of Philosophy in Nursing

- **Department of Physical Therapy**
  Doctor of Physical Therapy—*Beginning Fall 2016*
MASTER OF SCIENCE IN NURSING
PROGRAM OVERVIEW

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

Five post-master's program options are available. The post-master's is available for registered nurses holding a master's degree or higher from an accredited school of nursing or related health care field who desire to have preparation in one of the following five specialty areas: case management, gerontological nursing, nursing administration, nursing education, and clinical nursing education. Upon completion of the designated courses, the student will receive a letter indicating successful completion of the program.

GRADUATE OUTCOMES

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

The graduate will be able to:

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

2. Incorporate leadership, collaborative, and organizational skills into educational practice in order to emphasize ethical and critical decision-making, effective working relationships, and a system-perspective.

3. Integrate the principles of quality improvement and evaluation into the advanced nurse educator role.

4. Utilize evidence-based practice, research findings, and collaborative skills to affect accountable change in nursing practice, education, and policy.

5. Analyze practice, legal, and ethical considerations of current and emerging healthcare technologies utilized in patient care and nursing education.

6. Integrate the principles of patient-centered and culturally appropriate concepts of planning, delivering, and evaluating prevention and population care into nursing education and clinical practice care.
ADMISSION REQUIREMENTS FOR THE M.S.N. PROGRAM

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

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

ADMISSION REQUIREMENTS FOR THE POST-MASTER'S PROGRAMS

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

1. hold a master’s degree or higher from an accredited school of nursing, or
2. hold a master’s in a health related field from an accredited university
3. have earned a GPA of \geq 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.

ADMISSION STATUS

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

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

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

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

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

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

All 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 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.

ATTENDANCE

Students are to attend all graduate (M.S.N. or Ph.D.) nursing classes. Missing a face-to-face class will result in a reduction of the overall course grade. Any missed activities may be made up at the discretion of the course faculty.

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**

41 semester hours required for degree confirmation

**CORE CURRICULUM (29 hours)**

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

**SPECIALTY COURSES (12 hours required)**

**Nursing Administration**

The Master of Science degree in Nursing Education with an emphasis in nursing administration, will prepare nurses to serve in a variety of leadership and management roles within healthcare. It requires the nursing student to complete courses focusing on nursing administration competencies that are essential for practice in the role of a nurse administrator.

The specialization track may be completed by taking the following courses:

- NAN 630 MSN Organizational and Administrative Theory
- NAN 631 Strategic Health Care Management and Planning
- NAN 633 Nursing Administration Role Practicum
**Gerontology**

The gerontology specialty track is designed to meet the growing needs of an aging population. The didactic and clinical experience offered in the gerontology specialty facilitates preparation to meet the eligibility criteria to sit for the American Nurses Credentialing Center’s (ANCC) Clinical Nurse Specialist in Adult-Gerontology certification examination.

The specialization track may be completed by taking the following courses:

- **NGN 620** Gerontological Nursing I: Common Physiological Variations in Health
- **NGN 621** Gerontological Nursing II: Acute and Episodic Physiological Occurrences in Health
- **NGN 622** Clinical Decision Making in Advanced Gerontological Nursing
- **NGN 623** Gerontological Clinical Nurse Specialist Practicum

**Case Management**

The Master of Science in Education with a nurse case management track will prepare the nurse to perform the application of case management concepts in diverse population settings including inpatient acute, long term facilities, homeless shelters, and the managed care setting. The case management track will allow the student to function in the expanded role of a case manager and utilize expertise in the concepts of cost containment and resource allocation. This will not allow one to qualify for the case management examination. Additional work and practice guidelines must be met before taking the examination in case management.

The specialization track may be completed by taking the following courses:

- **NCM 610** Fundamentals of Case Management
- **NCM 611** Healthcare Reimbursement and Insurance Principles
- **NCM 612** Legal, Ethical and Financial Management Issues in Nursing Case Management
- **NCM 613** Case Management Practicum
Clinical Nursing Education

The Master of Science degree in Nursing Education Clinical Nurse Faculty specialty track is designed for nurse educators with an interest in providing clinical instruction in a variety of healthcare settings. Students will choose a population focus based on individual clinical expertise. The clinical nurse faculty role will be developed utilizing a variety of teaching/learning methods employed in the clinical setting. The principles and processes of low, medium and high-fidelity simulation design and implementation will be explored. Students will be required to complete both didactic content as well as a clinical practicum in the healthcare practice setting. The specialization track may be completed by taking the following courses:

- NCE 601 Theoretical Foundations of Simulation for the Clinical Nurse Faculty
- NCE 602 Teaching and Evaluation Utilizing Clinical Simulation
- NCE 621 Population Focused Clinical Education
- NCE 623 Population Focused Clinical Education Practicum

COURSE DESCRIPTIONS

Nursing (NUR)

621 Informatics in Nursing Education and Introduction to Professional Writing. 3 hours. The informatics portion of this course examines a variety of informatics theories, models, and issues within complex healthcare systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management as it affects nursing practice. The introduction to professional writing portion of this course provides an overview of the basic concepts of scholarly writing in nursing through application of American Psychological Association (APA) style requirements for professional writing. Readings, discussion, and writing projects have an emphasis on writing conventions, style, design, and APA formatting.

623 Research Methods and Applications in Nursing. 4 hours. This course explores the methodology and application of nursing research and its relevancy to nursing education, nursing practice, and the student's specialty focus area. Emphasis is on research design, implementation and application of research. The student will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.

634 Nursing Education Practicum. 3 hours. (135 clock hours) The purpose of this course is to synthesize nursing education theory in practicum experiences. The educator role is practiced under the supervision of a preceptor. Prerequisite: NUR 666.

660 Healthcare Policy and Resource Allocation. 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities.
661 Teaching Advanced Assessment Across the Lifespan. 3 hours. This course emphasizes the transfer of knowledge to clinical practice as students apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural and psychosocial client characteristics, normal anatomy and physiology, and normal growth and development.

662 Teaching Pathophysiology and Pharmacology Across the Lifespan. 2 hours. This course focuses on teaching concepts of the pathophysiologic processes in disease states. Emphasis is on teaching pharmacology and nursing-related measures for health promotion as well as in illness for diverse populations across the lifespan.

663 Theoretical Foundations of Professional/Advanced Practice in Nursing. 2 hours. Nursing theories and concepts are addressed as frameworks for guiding professional and advanced practice nursing. Concepts and theories are drawn from nursing, behavioral, natural, and applied sciences. Students explore the nature of theory development in nursing, examine the relevance of concepts, and analyze selected frameworks and theories. An historical analysis of nursing’s professional progress to its present state provides the background for analysis, discussion, and evaluation of different frameworks and theories.

664 Role Development for the Nurse Educator. 2 hours. Students will explore fundamental knowledge and acquire skill sets to facilitate learning using various modalities. Areas to be investigated and discussed include history of nursing education, curriculum design, learning theories, teaching strategies, resources, and accreditation of nursing programs. Focus is also on facilitating learner development and socialization by exploring different techniques for helping prelicensure students develop as nurses and by assisting them to acquire behaviors to fulfill that role. Complex theories and concepts in nursing education will be examined and discussed to help the future nurse educator in assessing and evaluating student learning in multiple settings. Students will engage in scholarship by exhibiting a spirit of inquiry and evidence-based teaching by designing and implementing presentations on selected teaching-learning topics.

665 Curriculum Development and Program Planning. 2 hours. Focus is on the nature of curriculum development and program planning in higher education based on educational theories and principles. The development of curricula for a variety of academic programs in nursing education are explored. Major societal, educational, and professional influences on nursing education are examined.

666 Instructional Strategies and Evaluation of Student Learning. 2 hours. This course explores a variety of teaching and evaluation strategies for both the theory and clinical components of nursing education. An emphasis will be placed on innovative, evidence-based practices. This course includes a 45-hour clinical component intended to help the student put acquired strategies into practice.

667 Issues and Trends in Advanced Practice Nursing. 1 hour. This course provides a forum for the discussion of emerging issues and trends encountered in the areas of nursing education, population focused practice, case management, simulation, and nursing administration. Emphasis is on the educator’s critical analysis and management of these issues.
Capstone Project Planning. 2 hours. Facilitated by a member of the graduate faculty, the student will discover and develop an evidence base for an original capstone project related to the student's specialty focus area. The student will begin the professional manuscript to be completed in NUR 669. Prerequisite: NUR 662

Capstone Project Implementation and Analysis. 1 hour. Facilitated by a member of the graduate faculty, the student will implement and analyze findings of the capstone project developed in NUR 668. The student will develop a poster for professional presentation and complete a manuscript from which a publishable article can be derived. Prerequisites: NUR 662, NUR 668.

SPECIALTY COURSES

Nursing Administration (NAN)

Organizational and Administrative Theory. 3 hours. This course examines the evaluation of the concepts, models, and theories of health care organizations. Emphasis will be placed on the analysis of quantitative and qualitative decision making models in health care systems. Continuous quality improvement strategies will be analyzed in terms of patient safety and staff outcomes. This course will serve as an introduction to database management for administrative decision making.

Strategic Health Care Management and Planning. 3 hours. This course examines the effectiveness of strategic management and planning in health care organizations. Emphasis will be placed on applying principles and concepts in the development of strategic plans which set long-term goals for the healthcare organization, identify key initiatives, and accountability of results.

Healthcare Economics and Financial Management. 3 hours. This course examines health care from an economic perspective tailored for the nurse manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financial management, management control systems, budgeting and nurse staffing.

Nursing Administration Role Practicum. 3 hours. (135 practicum hours) This administrative practicum will be individually tailored to meet each student's career goals. Students will be placed with a practicing nurse executive. The setting may vary according to the student's interests and objectives. Examples include, but are not limited to acute care, home care, long term care, occupational health, community based clinics, consulting groups and political/ legislative experiences. Prerequisites: NAN 630, 631, 632.
Gerontology (NGN)

620  Gerontological Nursing I: Common Physiological Variations in Health. 3 hours. This course provides the theoretical basis for advance assessment, diagnostic reasoning, and decision making for collaborative management of common physiological variations among the gerontological population. Focus will be on the collective identification and management of normal transition of aging throughout the body systems.

621  Gerontological Nursing II: Acute and Episodic Physiological Occurrences in Health. 3 hours. This course provides the theoretical basis for advance assessment, diagnostic reasoning, and decision making for the collaborative management of acute and episodic gerontological situations and evaluation for nursing practice. Focus will be on the collective identification and management of acute and episodic health concerns such as but not limited to: diabetes, hypertension, acute renal failure, pulmonary disease, endocrine anomalies, neurological disorders, acute respiratory failure, heart failure, cerebral vascular accident, elimination disorders, and post-surgical complications.

622  Clinical Decision Making in Advanced Gerontological Nursing. 3 hours. This course provides role support to explore and analyze interrelations of societal values, societal issues, political policies, developmental health care policy, and employ advocacy that impacts the gerontological population.

623  Gerontological Clinical Nurse Specialist Practicum. 3 hours. (135 practicum hours) The gerontological practicum is a supervised clinical practice occurring in either the acute, episodic, or long term care setting for the gerontological population. The focus of the clinical is to perfect the student's clinical skills including: assessment, diagnostic reasoning, and clinical decision making. Students are precepted by a registered nurse working in the setting of focus. Prerequisites: NGN 620, 621, 622.

Case Management (NCM)

610  Fundamentals of Case Management. 3 hours. Students will explore the essentials of case management, including the fundamental domains and subdomains of case management. This course will examine the delivery of case management services to clients in various settings with an emphasis on current evidence based practice and case management models.

611  Healthcare Reimbursement and Insurance Principles. 3 hours. This course will address multiple payor sources and discuss HHRG, DRGs, outliers and coding practices that generate healthcare payment. This course will emphasize the importance of documentation and discharge planning while networking with payor sources to contain cost. Topics pertaining to capitation, fee-for service, risk band and threshold protection.

612  Legal, Ethical and Financial Management Issues in Nursing Case Management. 3 hours. The student will review the legal aspects associated with case management practice and evaluate the laws affecting clients in their own state. This course will explore the expanded scope of practice for case managers and the financial and resource management issues that are inherent in case management roles.
613 **Case Management Practicum. 3 hours.** (135 practicum hours) The practicum allows the student to practice with an experienced RN preceptor in case management in the healthcare setting. The student will integrate theory and case management concepts in the application of case management principles for appropriate client outcomes. Prerequisites: NCM 610, 611, 612.

**Clinical Nursing Education (NCE)**

601 **Theoretical Foundations of Simulation for the Clinical Nurse Faculty.** 3 hours. Selected concepts and theories useful for guiding simulation pedagogy used by clinical educators. Concepts and theories are drawn from nursing and 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.

602 **Teaching and Evaluation Utilizing Clinical Simulation.** 3 hours. Strategies building on the concepts in NCF 601 are utilized and discussed using the simulation method as a teaching/learning practice. Prerequisite: NCF 601.

621 **Population Focused Clinical Education.** 3 hours. This course is designed to focus on advanced clinical concepts as they influence positive health outcomes in the population selected by the individual student. Emphasis will be placed on supervision and evaluation of students in the selected clinical population areas. Development of clinical reasoning skills, ethical clinical decision making, and appropriate clinical behavior of students will be discussed.

623 **Population Focused Clinical Education Practicum.** 3 hours (135 hours) This practicum course will focus on the specific population identified by the student. The setting may vary according to the student's interest and objectives. Competencies related to concepts as learned in NCF 601, NCF 602, and NCF 621 and will be developed related to student supervision in the clinical area. Prerequisites: NUR 666, NCF 601, 602, 621.
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 effective in the global environment of nursing and healthcare.
9. Establish relationships with the community of interest.
10. Demonstrate proficiency in scholarly writing.
11. Utilize Christian principles as a nurse administrator.
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 ≥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 competency in scholarly writing by submission of GRE Analytical Writing score of 4.0 or better within the last five years OR passing the NUR 692 Scholarly Writing for Healthcare Professionals with a grade of B or better.
- Demonstrate basic competence in statistics as evidenced by successful completion, with a grade of B or better, in an undergraduate or graduate level statistics course within the past ten years or substantial experience in nursing research projects.
- 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. Students may also be admitted as incomplete admission status for one term without demonstrating writing competency; however, the student may not register for courses within the dissertation track (see page 21 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.

**MALPRACTICE INSURANCE**

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

**COMPUTER REQUIREMENTS**

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

**ATTENDANCE**

Students are to attend all graduate (M.S.N. or Ph.D.) nursing classes. Missing a face-to-face class will result in a reduction of the overall course grade. Any missed activities may be made up at the discretion of the course faculty.
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.
- Any student who makes an “F” in a Ph.D. course will be dismissed from the program and be ineligible to readmit.
- Student grades will be reviewed at the end of each term by the administrator of the graduate program and other WCU SON administration to determine status in achieving the GPA necessary to graduate.
- 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 to submit a degree application.
- successful completion of all degree requirements with a GPA of 3.5.
- the student to be nominated by the dean.
- mandatory participation in graduation.
CURRICULUM OF THE PH.D.
IN NURSING EDUCATION AND ADMINISTRATION

The Ph.D. program is designed to be completed in two years, including summer terms. Students are allowed to attend on a part-time basis. The total number of hours required is 60 hours. 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).

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

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.

NUR 611 Role Development for the Nurse Educator
NUR 613 Role Development for the Administrator
NUR 665 Curriculum Development and Program Planning
NUR 666 Instructional Strategies and Evaluation of Student Learning
NUR 713 Organization and Administrative Theory
NUR 715 Information Systems and Technology
NUR 720 Human Resources in Healthcare Administration and Education
NUR 721 Creating an Online Educational Environment
NUR 722 Healthcare and Teaching in the Global Environment
NUR 723 Healthcare Economics and Finance
NUR 724 Healthcare Systems, Insurance, and Managed Care
NUR 725 Advanced Curriculum Assessment and Evaluation
NUR 726 Role Perspectives and Practicum
NUR 734 Program Evaluation Design
NUR 735 Strategic Management and Planning
NUR 748 Advanced Research Designs and Methods
NUR 800 Statistics
NUR 801 Research Process I
NUR 802 Research Process II
NUR 803 Research Process III
NUR 804 Research Process IV
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.

665 Curriculum Development and Program Planning. 2 hours. Focus is on the nature of curriculum development and program planning in higher education based on educational theories and principles. The development of curricula for a variety of academic programs in nursing education are explored. Major societal, educational, and professional influences on nursing education are examined.

666 Instructional Strategies and Evaluation of Student Learning. 2 hours. This course explores a variety of teaching and evaluation strategies for both the theory and clinical components of nursing education. An emphasis will be placed on innovative, evidence-based practices. This course includes a 45-hour clinical component intended to help the student put acquired strategies into practice.

692 Scholarly Writing for Healthcare Professionals. 2 hours. The purpose of this course is to develop the student's skills in professional writing and presentation using the American Psychological Association style manual as the format for referencing.

713 Organization and Administrative Theory. 3 hours. This course explores the differences among administration, leadership, and management. The historical development, current trends, and future directions of administrative/leadership/organization theories will be analyzed to identify the relevant skills and principles to develop a personal administrative theory. The student will also analyze organizational and individual factors that influence administration. Concepts and principles underlying organizational structure, behaviors, and management will be explored. Emphasis will be placed on practical application of these skills and principles to facilitate an efficient and effective institutional environment. Further emphasis will be on critical application of knowledge and principles of organization to a complex organization.

715 Information Systems and Technology. 3 hours. This course critically analyzes the role of the nurse administrator in selecting, implementing, and evaluating information systems and technology in health care. Legal and ethical issues are explored. Emphasis is placed on the utilizing information systems and technology in achievement of health care consumer outcomes.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>720</td>
<td>Human Resources in Healthcare Administration and Education</td>
<td>3</td>
<td>This course focuses on the competencies required of the nurse administrator in relation to delegation, assignments, problem solving, evaluation, and resource utilization. Concepts and principles and legal implications associated with the selection, development, and evaluation of faculty and/or staff will be examined. Emphasis is on development of the skills necessary for an upper level academic or healthcare organization administrator.</td>
</tr>
<tr>
<td>721</td>
<td>Creating an Online Educational Environment</td>
<td>3</td>
<td>This course analyzes the principles of electronic technology with the theoretical concepts underlying the process of teaching effectively using distance learning strategies. Design barriers and advantages, required resources, syllabi development, and implementation are emphasized.</td>
</tr>
<tr>
<td>722</td>
<td>Healthcare and Teaching in the Global Environment</td>
<td>3</td>
<td>This course examines economic, legal, and ethical issues, barriers, and strategies as they relate to healthcare and teaching in the global environment. Teaching across cultures and geographic boundaries effectively using technology and teaching strategies will be emphasized.</td>
</tr>
<tr>
<td>723</td>
<td>Healthcare Economics and Finance</td>
<td>3</td>
<td>This course is an integration of the economic and finance principles essential for diverse healthcare delivery systems. Students will analyze current and future factors impacting healthcare delivery. Emphasis is on identifying opportunities for the nurse administrator to facilitate change in equitable allocation of healthcare resources for the improvement of health outcomes.</td>
</tr>
<tr>
<td>724</td>
<td>Healthcare Systems, Insurance, and Managed Care</td>
<td>3</td>
<td>This course provides a critical review of the major healthcare delivery systems. Emphasis will be placed on concepts underlying the design, function, management, and regulation of health insurance and managed healthcare plans. Historical development, current trends and factors that have an influence on healthcare policies, health insurance, and managed care systems will be examined for impact on diverse healthcare consumer groups.</td>
</tr>
<tr>
<td>725</td>
<td>Advanced Curriculum Assessment and Evaluation</td>
<td>3</td>
<td>This course analyzes the role of the nurse educator and administrator in assessing the implementation, evaluation, and revision of the nursing curriculum. Emphasis will be placed on assessment of the effectiveness of the nursing curriculum and evaluation of the curriculum based on industry and accreditation standards in the local, regional, and national settings. Concepts of curriculum revision will be explored that reflect the philosophy and mission of the academic institution, trends in nursing education, stakeholders, and communities of interest. Prerequisite: NUR 633.</td>
</tr>
<tr>
<td>726</td>
<td>Role Perspectives and Practicum</td>
<td>3</td>
<td>This course focuses on the practical application of principles, knowledge, and skills acquired in previous courses to the actual education or healthcare administrative setting. 45 practicum hours are required. Prerequisites: NUR 633, 730, 734, 735.</td>
</tr>
</tbody>
</table>
Program Evaluation. 3 hours. This course analyzes the role of systematic and comprehensive evaluation in nursing education programs. Theoretic concepts and qualities of effective evaluation and measurement are explored. Emphasis is placed on relating program outcomes with the mission and philosophy of the nursing program. Prerequisite: NUR 633, 730.

Strategic Management and Planning. 3 hours. This course analyzes the theoretical foundations of strategic management and planning. The processes by which strategic management and planning facilitate the effectiveness of an organization will be explored. Emphasis will be placed on applying principles and concepts to develop and evaluate a strategic plan. Prerequisite: NUR 633, 730, 734.

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.

Statistics. 3 hours. This course explores the methods of statistical analysis and decision-making. Methods of data collection, sampling, hypothesis-testing, and decision-making are included. (Student must have evidence of a statistics course/research experience within the past ten years. Emphasis is placed on gaining competency in utilizing statistical software packages. Pre/Co-requisite: NUR 748.

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. Prerequisites: NUR 748, 800.

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. Prerequisites: NUR 748, 800, 801.

Research Process III. 3 hours. This course is designed to develop and defend a research proposal. Prerequisites: NUR 748, 800, 801, 802.

Research Process IV. 4 hours. In this course, the student conducts and defends the research identified in NUR 802 and 803. Prerequisites: NUR 748, 800, 801, 802, 803.

Research Process V. 3 hours. This course serves as an extension for the dissertation process as needed by students. The course may be repeated up to three times. Prerequisites: NUR 801, 802, 803, 804.
MASTER OF SCIENCE IN NURSING

—

MASTER OF BUSINESS ADMINISTRATION
PROGRAM OVERVIEW

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

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

GRADUATE OUTCOMES

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

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

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

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

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

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

1. Hold a baccalaureate degree in nursing from a nationally accredited school of nursing;
2. Submit a statement of professional goals and current resume;
3. Hold a current unencumbered RN license with no pending action in any state;
4. Have an overall undergraduate GPA of 3.0 or a GPA of 2.5 on the last 30 undergraduate hours;
5. Earn an admission evaluation score of 1000, calculated according to the following:

   \[ \text{GMAT score} + [200 \times \text{undergraduate GPA}] + [10 \times \text{number of years relevant work experience}^*] \]

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

**ADMISSION/PROGRESSION/GRADUATION REQUIREMENTS**

A biannual admission process is recommended for this program. Admission will be in the fall and spring terms. This will facilitate accuracy in tracking and trending student data, and more importantly, will allow students to take courses in an organized sequence in order to facilitate progressive knowledge, competency and student success.

Admission and progression through the MSN-MBA program involves an integrated process with major requirements from each individual program included.
ADMISSION STATUS

An applicant for the Dual Master of Science in Nursing and Master of Business Administration 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 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 provide documentation of a clear criminal background check prior to participating in nursing courses. This is a mandatory requirement as part of the Mississippi state law, Section 43-13-11 of Mississippi Code of 1972 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 prelicensure student orientation or have it done individually. If done
individually, students will be responsible for all sample collection, drug screening, and shipping fees. Random drug screening can be performed at the discretion of the School of Nursing. Refusal by a student to submit to testing will result in denial of admission for new students and immediate dismissal from the School of Nursing for continuing students. Any admitting student who tests positive for illegal drugs must withdraw from clinical nursing courses. The student may reapply for admission in six months and will be admitted based on admission criteria as any new student making application. All costs associated with drug testing and criminal background checks are the responsibility of the students.

MALPRACTICE INSURANCE

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

COMPUTER REQUIREMENTS

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

ATTENDANCE

Students are to attend all graduate (MSN or PhD) nursing classes. Missing a face-to-face class will reduce the overall course grade by one letter grade. Any missed activities may be made up at the discretion of the course faculty.

ACCREDITATION

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

PROGRAM LENGTH

The student can complete the program of study in 18 months. The program is designed to allow students to progress through the program at an individual pace within six years of initial enrollment at William Carey University.

The MSN-MBA degree requires successful completion of 53 hours of course work.
CURRICULUM AND COURSE DESCRIPTIONS

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

Courses for MSN-MBA

Master of Business Administration—21 semester hours required

NMB 687 Organizational Behavior. 3 hours. The study of human behavior in organizations with emphasis on individuals and group behavior as it relates to organizational success in the global business environment.

NMB 688 Marketing Strategy. 3 hours. Marketing from a managerial perspective, which includes analyzing market opportunities, developing marketing strategies, making marketing decisions, and managing, and delivering marketing programs.

NMB 689 Business Ethics and Leadership. 3 hours. A study of business ethics with emphasis on the interaction between leadership styles and ethical behavior on an individual and corporate level.

NMB 691 Accounting for the Healthcare Decisions. 3 hours. Fundamentals of interpreting financial statements and the use of accounting information in the decision-making process of healthcare managers. (This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.)

NMB 692 Economic Principles and Concepts for the Healthcare Industry. 3 hours. Micro- and macro- economic theory and applications for the health care industry. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.

NMB 693 Healthcare Finance. 3 hours. Application of techniques of managerial finance and economics to healthcare financial and operational problems. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program and Accounting for the Healthcare Industry.

NMB 694 Legal Principles of Healthcare Administration. 3 hours. Legal principles, application and assessment, resource allocation and social responsibility in the management of health services organizations. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.
Master of Science in Nursing—32 semester hours required

NUR 621 Informatics in Nursing Education and Introduction to Professional Writing. 3 hours. The informatics portion of this course examines a variety of informatics theories, models and issues within complex healthcare systems. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. The course also explores utilization of information technology as well as information generation and management as it affects nursing practice. The introduction to professional writing portion of this course provides an overview of the basic concepts of scholarly writing in nursing through application of American Psychological Association (APA) style requirements for professional writing. Readings, discussion, and writing projects have an emphasis on writing conventions, style, design, and APA formatting.

NUR 623 Research Methods and Applications in Nursing. 4 hours. This course explores the methodology and application of nursing research and its relevancy to nursing education, nursing practice, and the student’s specialty focus area. Emphasis is on research design, implementation and application of research. The student will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.

NUR 660 Health Care Policy and Resource Allocation. 2 hours. This course focuses on a critical examination of health policy as it impacts health care delivery, particularly related to access, cost and quality. Principles of health care economics and fiscal resource management will be explored through the use of case studies and participative learning activities. This course integrates concepts of MBA 632.

NUR 661 Teaching Advanced Assessment Across the Lifespan. 3 hours. This course emphasizes the transfer of knowledge to clinical practice as students apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural and psychosocial client characteristics, normal anatomy and physiology, and normal growth and development.

NUR 662 Teaching Pathophysiology and Pharmacology Across the Lifespan. 2 hours. This course focuses on teaching concepts of the pathophysiologic processes in disease states. Emphasis is on teaching pharmacology and nursing-related measures for health promotion as well as in illness for diverse populations across the lifespan.
NUR 663  **Theoretical Foundations of Professional/Advanced Practice in Nursing.** 2 hours. Nursing theories and concepts are addressed as frameworks for guiding professional and advanced practice nursing. Concepts and theories are drawn from nursing, behavioral, natural, and applied sciences. Students explore the nature of theory development in nursing, examine the relevance of concepts, and analyze selected frameworks and theories. An historical analysis of nursing’s professional progress to its present state provides the background for analysis, discussion, and evaluation of different frameworks and theories.

NUR 668  **Capstone Project Planning.** 2 hours. Facilitated by a member of the graduate faculty, the student will discover and develop an evidence base for an original capstone project related to the student’s specialty focus area. The student will begin the professional manuscript to be completed in NUR 669. Prerequisite: NUR 662.

NUR 669  **Capstone Project Implementation and Analysis.** 1 hour. Facilitated by a member of the graduate faculty, the student will implement and analyze findings of the capstone project developed in NUR 668. The student will develop a poster for professional presentation and complete a manuscript from which a publishable article can be derived. Prerequisites: NUR 662, NUR 668

NMB 695  **Strategic Health Care Management and Planning.** 3 hours. This course examines the effectiveness of strategic management and planning in health care organizations. Emphasis will be placed on applying principles and concepts in the development of strategic plans which set long-term goals for the healthcare organization, identify key initiatives, and accountability of results. This is an integrated MSN-MBA course. This course integrates concepts of MBA 625; Prerequisite: Admission to the MSN-MBA dual degree program.)

NMB 696  **Healthcare Economics and Financial Management.** 3 hours. This course examines health care from an economic perspective tailored for the nurse manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financial management, management control systems, budgeting and nurse staffing. This is an integrated MSN-MBA course. Prerequisite: Admission to the MSN-MBA dual degree program.

NMB 697  **Nursing Administration Role Issues and Trends in Advanced Practice Nursing with Practicum** (180 hours). 4 hours. This course provides a forum for the discussion of emerging issues and trends encountered in nursing. Emphasis is on the critical analysis and management of issues as well as incorporating an administrative practicum. The administrative practicum will be individually tailored to meet each student’s career goals. Students will be placed with a practicing nurse executive. The setting may
vary according to the student's interests and objectives. Examples include, but are not limited to acute care, home care, long term care, occupational health, community based clinics, consulting groups and political/legislative experiences. This is an integrated MSN-MBA course. This course integrates concepts of MBA 689. Prerequisite: Admission to the MSN-MBA dual degree program.

**NUR 698**

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

PROGRAM OVERVIEW

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

PROGRAM OBJECTIVES

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

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

ADMISSION

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

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

Continuance toward degree completion is based on the following requirements:

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

PROGRAM FEATURES

NAMS Standards

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

Distance Learning

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

Breadth of Competence

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

32 semester hours required

CORE CURRICULUM (10 hours)
[Referred to as Other Studies in Music for NASM purposes]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 610</td>
<td>Survey of Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MHL 610</td>
<td>Survey of Music History</td>
<td>3</td>
</tr>
<tr>
<td>MPE</td>
<td>Ensemble Based on Principal Performance Concentration</td>
<td>1</td>
</tr>
<tr>
<td>MUC 600</td>
<td>Research and Writing in Church Music</td>
<td>3</td>
</tr>
</tbody>
</table>

MAJOR AREA (11 hours)

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

EMPHASIS AREAS (11 hours)

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

ELECTIVES

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

PROGRAM OVERVIEW

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

PROGRAM OBJECTIVES

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

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

ADMISSION

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

- All students accepted must have completed a bachelor’s degree in music from an institution accredited by NASM (National Association of Schools of Music) and must provide official transcripts as documentation.
- Entering students must have a minimum undergraduate grade point average of 2.5 over their last 64 credit hours of coursework.
- Students accepted into the program must either have a teaching license or have successfully passed Praxis I and Praxis II (music content, only) examinations.
- The Test of English as a Foreign Language (TOEFL exam) is required of all applicants, international or U.S. citizen, whose native language is not English. A minimum score of 550 (or 213, computer based) is required for admission.
DEGREE REQUIREMENTS

Continuance toward degree completion is based upon the following requirements:

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

NASM Standards

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

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

Distance Learning

Both synchronous and asynchronous learning will be a part of each student's instructional design for course delivery.

Breadth of Competence

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

30 semester hours required

### CORE CURRICULUM (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 650</td>
<td>Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 652</td>
<td>Foundations and Principles of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 654</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>MUE 670</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>MUE 672</td>
<td>Thesis Defense</td>
<td>0</td>
</tr>
<tr>
<td>or MUE 680</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>MUE ___</td>
<td>Additional Music Education Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(chosen from list of electives below)</em></td>
<td></td>
</tr>
<tr>
<td>MUE 685</td>
<td>Comprehensive Exam</td>
<td>0</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUM 610</td>
<td>Graduate Survey of Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(or directed study in music history if entrance exam is passed)</em></td>
<td></td>
</tr>
<tr>
<td>MUT 610</td>
<td>Graduate Survey of Music Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(or directed study in music theory if entrance exam is passed)</em></td>
<td></td>
</tr>
<tr>
<td>MU_630, 730</td>
<td>Applied Music (two trimesters)</td>
<td>2</td>
</tr>
<tr>
<td>MUG 630, 730</td>
<td>Ensemble (two trimesters)</td>
<td>2</td>
</tr>
</tbody>
</table>
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 hour
- MUE 680 Directed Reading Variable
- MU_730 Additional applied music 2 hours

Approved graduate course from the School of Education (EDU) 3 hours

*one of these courses is required of alternate route students

COURSE DESCRIPTIONS

Music conducting (MCC)

507 Applied Conducting (2 hours)
Advanced skills in conducting techniques, score analysis, and rehearsal methods. Repeatable. Prerequisite(s): 6 hours of undergraduate conducting course and/or applied conducting and literature classes.

509 Applied Instrumental Conducting and Score Reading (2 hours) A study of advanced problems in advanced instrumental conducting and literature from 1600 to the present. Repeatable.

510 Applied Choral Conducting and Score Reading (2 hours)
A study of advanced problems in advanced choral conducting and literature from 1600 to the present. Repeatable.

613 Instrumental Literature (3 hours)
An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

621/721 Instrumental Conducting (2 hours)
Designed as a graduate course in advanced techniques in instrumental conducting. Video-taped analysis of individual style, interpretation, and nuance is emphasized throughout the course.
622 Graduate Choral Conducting and Sacred Choral Literature (3 hours) A study of advanced problems in choral conducting and a review of sacred choral literature appropriate for collegiate and high school choirs.

624 Special Topics in Conducting (2 Credits) In this study of advanced topics and problems in conducting (choral, instrumental, or collaborative), the student will engage in research and problem solving techniques appropriate to specific areas of interests.

Church Music (MUC)

600 Research and Writing in Church Music (3 hours) Designed to teach appropriate research and writing skills required for scholarly investigation in the field.

601 Music and Worship Studies (3 hours) An intense study of Biblical texts with specific attention given to Biblical models. Hermeneutical and exegetical tools will be examined in order to facilitate an understanding of Biblical context and worship models.

602 Advanced Studies in Worship Forms and Practices (2 hours) An intensive review of a variety of worship forms, practices, and traditions in liturgical and non-liturgical Christian traditions.

604 History of Congregational Literature and Performance Techniques (3 hours) An intense history of congregational literature and performance practices of the period. A review of congregational worship literature common to major Christian denominations from the Reformation through the present.

606 Advanced Reading and Research in Church Music Philosophy and Administration (2 hours) A research based course designed to help student use research tools to investigate problems related to church music philosophy and administration.

608 Music Traditions of the Early Church (2 hours) An examination of the music literature of the church from early sources through the Medieval period.

610 Advanced Studies in American Evangelical Music (2 hours) An analysis of musical forms, practices, and genres that developed from 1650 through the end of the 20th century in American Evangelical Church.

725 Special Topics in Music and Worship Ministry (2 hours) Issues common to the professional music and worship pastor will be examined.

780 FINAL PROJECT IN CHURCH MUSIC (2 hours) Students must enroll in course every trimester until project is completed. Prerequisites: Successful completion of comprehensive exams; a minimum of 24 hours of the degree must be completed prior to enrolling in this course.
790 Thesis in Church Music (2 hours)
A historical, qualitative or quantitative research study. Students music enroll in this course every trimester until thesis is completed. Prerequisites: MUC 680 Research and Writing in Church Music and successful completion of comprehensive exams, all remedial study, and 28 hours or course work.

Music Education (MUE)

536 Classroom Management (3 hours)
This course provides information to help students develop pro-active strategies to manage the music classroom environment and student behavior. Emphasis is placed on students’ development of a personal and unique classroom management plan. Prerequisite: Admission to Teacher Education

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.

613 Instrumental Literature (3 hours)
An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

614 Music Technology (1 hour)
Students are expected to demonstrate proficiency in computer assisted composition as well as the use and operation of sound systems, power-point presentations, and other technical devices in music teaching.

615 Band Literature (3 hours)
An in-depth historical, cultural, and musical study of the gamut of instrumental music from Gothic Period to the 21st century is encompassed in this course.

616 Show choir (1 hour)
Techniques involved in establishing a show choir from the ground up are taught with emphasis placed on vocals, literature, costuming, and accompaniment. Concurrent enrollment in music technology is highly recommended.

618 Directed Study (up to 6 hours)
An individual study on a topic relevant to the enhancement of music education, under the guidance of a graduate music faculty member.

620 Vocal Pedagogy (3 hours)
The investigation of the physiological, psychological, and acoustical challenges in singing with specific emphasis in methods of teaching voice to individuals and groups is the purpose of this course.

621 Instrumental Conducting (2 hours)
Advanced techniques in instrumental conducting, as well as video-taped analysis on individual style and interpretation are emphasized.
622  **Choral Conducting (2 hours)**
Advanced techniques in choral conducting, as well as video-taped analysis of individual style and interpretation, are emphasized.

623  **Implementing Successful Teaching (1 hour)**
MUE 623 is designed as a one-term course to equip alternate-route students with national standards for music education, the state framework for content strands, lesson planning experience, appropriate content for students in grades K-12, assessment/evaluation methods, and classroom management techniques for ensured success in the classroom.

624  **Choral Music in the Middle School (2 hours)**
MUE 624 is designed as a one-term course to equip teachers in concept development, sight-reading pedagogy, the changing voice, appropriate choral literature, vocal development, and rehearsal techniques within the context of a current middle school music situation.

631  **Instrumental Chamber Ensemble (1 hour)**
A practical investigation of instrumental literature by rehearsing and performing on a principal instrument.

650  **Research in Music Education (3 hours)**
Methods, resources, and techniques needed for successful and meaningful exploration in music education.

652  **Foundations and Principles of Music Education (3 hours)**
A historical survey of the methods and materials of teaching music that transcends current trends and includes prescriptions for the future.

654  **Curriculum Development (3 hours)**
The structure of curriculum offerings in school settings, including scope and sequence, is investigated and solidified.

670  **Thesis (6 hours)**
A speculative study on a topic chosen in coordination with a graduate faculty member.

672  **Thesis Defense (0 hours)**
An oral interview with the designated graduate committee.

680  **Directed Study (3 hours)**
All students taking the non-thesis option will choose a topic for a directed project with one faculty member. Those electing to perform a recital as a directed study must first pass a hearing and subsequently register for three terms of applied lessons (in addition to the 2 term requirement) in preparation for recital presentation.

685  **Comprehensive Exam (0 hours)**
A written and oral examination that will fully evaluate the student's skills in musicianship, teaching, performance, and evaluation. Questions will also delve into philosophical, historical, and curricular perspectives in music education.
Music History and Literature (MHL)

610  Survey of Music History (3 hours)
A review of the stylistic periods of music history from ancient times to the present.

612  Choral Literature (3 hours)
An in-depth historical, cultural, and musical study of the gamut of choral music from Renaissance to the 21st century is encompassed in this one-semester course.

615  Directed Study in Music History (3 hours)
An in-depth investigation of trends, stylistic techniques, and compositions throughout the chronology of music history, guided by the graduate music history professor.

Performance Ensembles (MPE)

630/730  Choir (1 hour)
A performing ensemble undertaking the mastery of literature from a variety of musical styles. Three hours per week. Repeatable.

631/731  Instrumental Chamber Ensemble (1 hour each)
A practical investigation of instrumental literature by rehearsing and performing on a principal instrument. Repeatable.

672/772  Symphonic Winds (1 hour each)
Open to all WCU students by audition. Ensemble performs a variety of literature and accompanies a variety of productions. Three hours per week. Repeatable.

690/790  Jazz Band: (1 hour each)
An instrumental ensemble open to all WCU students by audition. This ensemble represents the university at schools, civic functions, and churches. Three hours per week. Repeatable.

692/792  Chorale (1 hour each)
Primary choral performing ensemble of the School of Music. Open to all students by audition. Five hours per week. Repeatable.

698/798  Carey Company (1 hour each)
A song and dance entertainment ensemble open to all WCU students by audition. Three hours per week. Repeatable.
Organ (MUO)

630/730 Applied Organ (2 hours)
Applied study of organ including research and study from a broad spectrum of organ literature from multiple performance genres. Repeatable. Prerequisites: Undergraduate recital in organ.

650 Advanced Studies in Organ Literature (2 hours)
An advanced study of organ literature. While a wide spectrum of composers will be studied, this course will focus on developing a student’s ability to discover, research, and perform literature of composers not well known to the student. The course will include knowledge of registration and performance practice of music and the organs for which it was composed. Repeatable.

670 Organ Design in American Churches (2 hours)
A study of the major electronic and pipe organ manufactures in America.

690 Advanced Organ Pedagogy (2 hours)
A review of the most recent resources and techniques for instruction in organ for both the professional organist and the non-professional organists.

Piano (MUP)

525 Seminar in Vocal Collaboration I (2 hours)
Standard opera and concert repertoire for the voice in a two-semester sequence: Semester I—opera arias, Italian canzone, English songs. Graduate pianists collaborate with fellow student vocalists in master class performances. Critique and coaching by director of collaborative piano. Prerequisite(s): Undergraduate major/concentration in piano or equivalent background.

526 Seminar in Vocal Collaboration II (2 hours)
A study of performance practices for German lied, French chanson and melodie. Graduate pianists collaborate with fellow student vocalists in master class performances. Critique and coaching by director of collaborative piano.

605 Graduate Teaching in Piano (2 hours)
An advanced supervised teaching experiences of piano students in class and private settings. Prerequisites: Undergraduate or graduate piano pedagogy and piano literature.

630/730 Applied Piano (2 hours)
Individual study of literature from the significant style periods.
Music Technology (MTT)

560 Audio Techniques (3 hours)
Fundamental audio techniques including live music production, recording hardware, live sound, studio recording, and mixing.

601 Sibelius for Commercial Music (2 hours)
A study of methods and techniques of using Sibelius in a commercial music setting.

603 Finale for Commercial Music (2 hours)
A study of methods and techniques of using Finale in a commercial music setting.

605 Special Topics in Music Technology (2 hours)
An in depth study of special topics in music technology that will facilitate the students specific interests

607 Principles of Acoustics (2 hours)
A theoretical study and practical experimentation of the fundamental principles of acoustics with a focus on recording music and live performance.

609 Advanced Digital Audio Mixing Techniques (2 hours)
An advanced study of digital audio mixing techniques including hardware and software. Prerequisites: Beginning audio techniques or evidence of experience in Pro-Tools, Reason, or WAVE.

Music Theory and Composition (MUT)

610 Survey of Music Theory (3 hours)
A review of common-practice harmony, ear training, form and analysis, twentieth-century techniques.

612 Advanced Composition Techniques for Congregational Literature (3 hours)
A composition class designed to teach students compositional techniques appropriate for producing congregational literature for a variety of churches.

618 Composition and Arranging for Choral Ensemble (3 hours)
A study of advanced composition and arranging techniques for choral ensembles.

620 Composition and Arranging for Instrumental Ensemble (3 hours)
A study of advanced composition and arranging techniques for instrumental ensembles.
Voice (MUV)

607  **Graduate Teaching in Voice (2 hours)**
Supervised experiences in voice. Repeatable. Prerequisites: Vocal Pedagogy, Anatomy and Physiology of the Vocal Mechanism.

625  **Vocal Disorders and Therapies (3 hours)**
A thorough analysis of vocal disorders and appropriate therapies for the professional singing teacher. Course materials will include the role of the vocal therapy in the medical community, drugs and vocal responses, stroboscopy and other procedures, and legal issues for professional teachers of voice. Prerequisites: MUE 620 Vocal Pedagogy; MUV 701 Anatomy and Physiology of the Vocal Mechanism.

630/730  **Applied Voice**
Individual study of vocal technique and literature including the major languages.

Recitals (MUR)

699  **Graduate Recital—piano, organ, voice, instrumental or conducting (2 hours)**
Students will perform a 60- minute public recital that must contain standard literature appropriate for the performing genre. Students must submit at the time of the recital hearing a formal research paper documenting performance practices and standards for literature to be performed. Students may elect to present a lecture recital, however at least 45 minutes of music must be performed.

Applied MUSIC

GUITAR (MUG) • BRASS (MUB) • PERCUSSION (MUD)
Piano (MUP) • ORGAN (MUO) • VOICE (MUV)
WINDS (MUW) • STRINGS (MUS)

MU__ (G,B,D,P,O,V,W, or S) **Applied Music for Music Majors:** (1 to 3 hours credit)
MASTER OF ARTS IN ENGLISH
PROGRAM OVERVIEW

The Department of Language and Literature provides a strong academic curriculum and excellent instruction enriched with Christian values for students of all backgrounds to achieve their highest potential in scholarship. The Master of Arts (M.A.) in English extends the 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 are 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>503</td>
<td>Advanced Grammar and Linguistics.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>504</td>
<td>Survey of Drama</td>
<td>3</td>
<td>Critical and historical study of major plays from the classical Greek period through the 18th century.</td>
</tr>
<tr>
<td>506</td>
<td>The Pre-Renaissance Age.</td>
<td>3</td>
<td>The literature of the Middle Ages through the early English lyricists.</td>
</tr>
<tr>
<td>507</td>
<td>Psychology and Literature.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>509</td>
<td>Pedagogical Grammar</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>511</td>
<td>The Age of Elizabethan/Jacobean Drama.</td>
<td>3</td>
<td>A survey of representative plays.</td>
</tr>
<tr>
<td>515</td>
<td>History of the English Language.</td>
<td>3</td>
<td>A study of the history and development of the English language from its Indo-European ancestry to the twentieth century.</td>
</tr>
<tr>
<td>524</td>
<td>The Novel.</td>
<td>3</td>
<td>A study of representative European and/or American novels selected from various literary, historic, or thematic types with an emphasis on various critical approaches.</td>
</tr>
<tr>
<td>534</td>
<td>The Renaissance Age</td>
<td>3</td>
<td>A critical study of non-epic and non-dramatic works of Milton and other seventeenth century writers.</td>
</tr>
<tr>
<td>540</td>
<td>The Age of Enlightenment.</td>
<td>3</td>
<td>A study of British prose and poetry of the eighteenth century.</td>
</tr>
<tr>
<td>550</td>
<td>The Romantic Age</td>
<td>3</td>
<td>A study in the British prose and poetry of the early nineteenth century.</td>
</tr>
<tr>
<td>560</td>
<td>The Victorian Age</td>
<td>3</td>
<td>A study in the British prose and poetry of the middle and later nineteenth century.</td>
</tr>
<tr>
<td>565</td>
<td>Development of the Short Story.</td>
<td>3</td>
<td>A study of selected short fiction as representative of the development of the genre.</td>
</tr>
<tr>
<td>572</td>
<td>Contemporary Literature.</td>
<td>3</td>
<td>Poetry, fiction, and selected drama of the Western world from the late nineteenth century to the present.</td>
</tr>
<tr>
<td>575</td>
<td>Modern and Contemporary Drama.</td>
<td>3</td>
<td>A study of Western dramatic literature from Ibsen to contemporary dramatists.</td>
</tr>
<tr>
<td>580</td>
<td>Studies in American Literature I.</td>
<td>3</td>
<td>Readings in works of American literature from its beginnings to 1865.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
<td>Description</td>
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<tr>
<td>581</td>
<td>Studies in American Literature II</td>
<td>Three</td>
<td>Readings in works of American literature from 1865 to the present.</td>
</tr>
<tr>
<td>585</td>
<td>Southern Literature</td>
<td>Three</td>
<td>Study of selected works in relation to southern literary history and southern culture.</td>
</tr>
<tr>
<td>600</td>
<td>Creative Writing</td>
<td>Three</td>
<td>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.</td>
</tr>
<tr>
<td>601</td>
<td>Bibliography and Research</td>
<td>Three</td>
<td>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.</td>
</tr>
<tr>
<td>603</td>
<td>Seminar in American Literature, I</td>
<td>Three</td>
<td>A study of literature from the colonial, early national, and romantic periods.</td>
</tr>
<tr>
<td>604</td>
<td>Seminar in American Literature, II</td>
<td>Three</td>
<td>A study of literature from the realist to the post-modernist periods.</td>
</tr>
<tr>
<td>611</td>
<td>Seminar in World Literature to 1650</td>
<td>Three</td>
<td>A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.</td>
</tr>
<tr>
<td>612</td>
<td>Seminar in World Literature from 1650 to the present</td>
<td>Three</td>
<td>A study of selected world masterpieces with emphasis on nonwestern authors and comparative literary analysis.</td>
</tr>
<tr>
<td>614</td>
<td>Seminar in Theories and Methods of Teaching Grammar</td>
<td>Three</td>
<td>A study of the competing theories of teaching grammar and application to the classroom.</td>
</tr>
<tr>
<td>615</td>
<td>Seminar in Theories and Methods of Teaching Literature</td>
<td>Three</td>
<td>A study of literary theory and application to the classroom.</td>
</tr>
<tr>
<td>616</td>
<td>Seminar in Theories and Methods of Teaching Composition</td>
<td>Three</td>
<td>A study of composition theories and application to the classroom.</td>
</tr>
<tr>
<td>620</td>
<td>Seminar in Fiction</td>
<td>Three</td>
<td>An examination of major fictional works beginning with <em>Don Quixote</em>.</td>
</tr>
<tr>
<td>622</td>
<td>Seminar in Poetry</td>
<td>Three</td>
<td>A study of the major developments in poetry.</td>
</tr>
<tr>
<td>626</td>
<td>Seminar in Shakespearean Drama</td>
<td>Three</td>
<td>An in-depth study of selected Shakespearean plays.</td>
</tr>
<tr>
<td>627</td>
<td>Seminar in Contemporary Drama</td>
<td>Three</td>
<td>A study of major dramatic works.</td>
</tr>
<tr>
<td>630</td>
<td>Seminar in Literary Criticism</td>
<td>Three</td>
<td>Presents a broad overview both of the the schools of literary critical thought and of the major documents of literary theory.</td>
</tr>
<tr>
<td>635</td>
<td>Seminar in Religion and Literature</td>
<td>Three</td>
<td>Establishes a working definition of religion and the religious experience that will be used to evaluate various works by western authors.</td>
</tr>
</tbody>
</table>
Seminar in Mythology. Three hours. An overview of the basic elements of mythology followed by a brief survey of major world mythologies.

Seminar in American Southern Literature. Three hours. Selected essays, fiction, folk tales, plays, and poetry by representative Southern authors, past, and present.

Seminar in Mississippi Writers. Three hours. A study of writers associated with Mississippi, focusing on modern and contemporary writers and texts.

Seminar in African-American Writers. Three hours. A study of selected writing by African Americans, ranging from early texts to contemporary.

Thesis I. Three hours. Includes preparation of proposal for graduate thesis and satisfactory progress in research as determined by advisor.

Thesis II. Three hours. Completion of thesis and oral defense as determined by thesis committee.
MASTER OF ARTS IN HISTORY
PROGRAM OVERVIEW

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

ADMISSIONS REQUIREMENTS

1. Completed graduate application form and application fee ($30). The form and fee must be submitted to the office of graduate admissions.

2. A minimum 3.0 GPA in undergraduate coursework and 24 under-graduate hours of history courses.

3. A minimum score of 500 on the verbal section of the GRE.


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)


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.

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 preeminent 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 prehistory 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 coursework and a comprehensive exam, and the thesis option requires 24 hours of coursework, a thesis (that includes 6 hours of research), and a comprehensive exam. At least two credit hours in either option would be in seminar (discussion) courses. The nonthesis option is considered a terminal degree; therefore, students wishing to pursue higher degrees should take the thesis option. Comprehensive exams will be oral, written, or both at the discretion of the advisor.

ADMISSION REQUIREMENTS

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

GRADUATION REQUIREMENTS

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

COURSE DESCRIPTIONS

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

532 Herpetology. Four hours. An introduction to the anatomy, physiology, ecology, and evolutionary relationships of amphibians and reptiles. A one semester hour laboratory/field/collection experience is included.

601 Applications of the Scientific Method. Three hours. An introduction to the philosophy and practice of the scientific method, with applications to teaching science. Analysis of the current scientific literature will be emphasized in this course.

602 Systematics. Three hours. A survey of the historical and modern classification of organisms into groups based on their phylogenetic relationships.

610 Environmental Impacts. Three hours. A study of environments impacted by human activities. Methods that federal and state governments employ to regulate these impacts and options for restricting the long term impact of these environmental changes are covered.
611 Microbial Ecology. Three hours. A survey of current topics in microbial ecology, including microbial diversity, microbial interactions within communities, and microbe-mediated nutrient cycling in the biosphere.

612 Recombinant DNA and Society. Three hours. A course exploring the history, development, and impact of recombinant DNA technologies on society. Current applications of recombinant DNA technology will be examined.

620 Biology of Endangered Species. Four hours. The biology of populations impacted by human-induced changes to environments. The design and implementation of long-term management practices are discussed. A one semester-hour lab which includes trips to visit managed populations is included.

625 PCR Theory and Applications. Four hours. A course exploring the theoretical and practical aspects of PCR, including current methods and their applications. A one semester-hour lab is included.

630 Field Biology. Four Hours. A field based course where the recognition, taxonomy, and ecological relationships of naturally occurring organisms in Mississippi are studied. This course consists of an extended field trip to study organisms in various habitats. Students must obtain permission of the instructor before registering for this course.

635 Genomics. Four hours. A survey of current concepts and methods in genomics and bioinformatics. Analysis of recent and ongoing public genomics projects will be an integral part of the course. Special attention will be given to current research on the human genome. A one semester-hour lab is included.

640 Animal Behavior. Four hours. A survey of the field of animal behavior with emphasis on proximate/ultimate causes, predator-prey interactions, social interactions, foraging, migration, and parental care. A one semester-hour lab which includes data collection and analysis is included.

645 Proteomics. Four hours. An introduction to the concepts and methods of proteomics. Analysis of recent and ongoing public proteomics projects will be an integral part of the course. A one semester-hour lab is included.

650 Mississippi Flora. Four hours. A survey of both natural and introduced plants found in Mississippi. The habitat requirements of various plant species and keys used to identify plants are covered. A one semester-hour lab involving field trips to natural areas is included.

655 Marine Invertebrate Zoology. Four hours. A survey of the diversity, morphology, evolution, and ecology of marine invertebrates from near shore to deep sea. Collection and preservation methods will be presented. Economic and ecological importance will be discussed. A one-semester hour lab focuses on morphological identification and field trips to coastal environments.

660 Population and Community Ecology. Four hours. A survey of the important concepts and theories in population and community ecology. Methods of collecting and analyzing data are presented. A one semester-hour lab that includes field trips and data collection is included.
Proposal Preparation and Literature Research. Three hours. This course requires that a student complete a research proposal that includes a review of relevant literature.

Thesis Research. Three hours. This course requires that a student complete a research project and complete a thesis.
UNIVERSITY PERSONNEL
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Mrs. Joan Warren, Sumrall
Mrs. Ann Williams, Columbia
Dr. Todd Williamson, Hattiesburg
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2015-2016

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Vice President for Academic Affairs

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Vice President for Business Affairs and Chief Financial Officer

VALERIE BRIDGEFORTH—B.A., M.Ed.
Vice President for Student Support

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Dean, School of Natural and Behavioral Sciences and Graduate Dean

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Dean, School of Education

CHERYL D. DALE—B.S., M.B.A., Ph.D.
Dean, School of Business

MYRON C. NOONKESTER—B.A., M.A., Ph.D.
Dean, Ralph and Naomi Noonkester School of Arts and Letters

DON ODOM—B.M., M.M., D.M.A.
Dean, Donald and Frances Winters School of Music and Ministry Studies

JAMES M. TURNER—B.S., D.O.
Dean, College of Osteopathic Medicine

JANET K. WILLIAMS—B.S., M.S.N., M.B.A., Ph.D.
Dean, College of Health Sciences
Dean, Joseph and Nancy Fail School of Nursing

GERALD BRACEY—B.S., M.B.A.
Administrative Dean, Tradition Campus

CASSANDRA CONNER—B.S., M.Ed., Ed.S., Ph.D.
Academic Dean and Director of Education Program, Tradition Campus
JEFFREY S. ANDREWS—B.S, M.B.A.
  Director of Information Technology

ROBERT BLEVINS—A.S.M.E.
  Director of Facilities, Grounds, and Maintenance

CINDY H. COFIELD—B.M.
  Director of Alumni Relations

WILLIAM N. CURRY—B.S., M.Ed.
  Director of Financial Aid

BARBARA L. HAMILTON—B.A., M.A.T., Ed.S.
  Executive Assistant to the President and Grant Writer

  Director of Institutional Research and Coordinator of E-learning

ALISSA KING—B.S.
  Director of Admissions

AMANDA KNESAL—B.S., M.S.
  Director of Keesler Center

GAYLE KNIGHT—B.S., M.S., Ed.S.
  Registrar

STEVEN H. KNIGHT—B.S., M.Ed.
  Director of Intercollegiate Athletic Programs

MONICA MARLOWE—B.A., M.Ed.
  Chief Advancement Officer, Tradition Campus

  Director of Student Support Services

  Director of Libraries and Learning Resources

DEDE SHOWS—B.S.B., M.Ed., Ed.S.
  Director of Payroll and Human Resources
GRADUATE FACULTY
2015–2016

Date following each entry indicates year of appointment at William Carey University.

Robert Bailey, Assistant Professor of Clinical and Biomedical Sciences; B.A., University of Mississippi; M.S., University of Southern Mississippi; D.O., Kansas City College of Osteopathic Medicine. (2010)

Jenna Barton, Assistant Professor of Nursing; B.S.N., University of Southern Mississippi; M.S.N., William Carey University. (2011)

Robert C. Bateman, Jr., Professor of Biomedical Sciences and Associate Dean, WCUCOM Research; B.S., Louisiana State University; Ph.D., University of North Carolina at Chapel Hill. (2010)

Frank G. Baugh, Associate Professor of Psychology and Dean, School of Natural and Behavioral Sciences; Graduate Dean; B.S., William Carey College; M.S., University of Southern Mississippi; Ph.D., Texas A&M University. (2005)

Patrick L. Brady, Jr., Associate Professor of Nursing; Diploma, Charity Hospital School of Nursing; B.S.N., Loyola University; M.S.N., William Carey College; D.N.P., University of South Alabama. (2005)

Mary Elizabeth Breland, Assistant Professor of Language and Literature and Coordinator for Faculty Exchange/China; B.A., William Carey College; M.A., Ph.D., University of Missouri-Columbia. (2011)

Jonathan Brooke, Assistant Professor of History; B.A., William Carey College; M.A., University of New Orleans; Ph.D., University of London. (2008)

Josye Brookter, Assistant Professor of Language and Literature; B.A., William Carey College; M.A., Southern Illinois University; Ph.D., University of Southern Mississippi. (2007)

Billy F. Brown, Professor of Business Administration; holder of the J. D. Sims Chair of Business Administration; B.P.A., University of Mississippi; M.B.A., William Carey College; J.D., University of Mississippi. (1992)

Tammie Brown, Associate Professor of Education; Chair, Department of Curriculum and Instruction; B.S., M.Ed., Ph.D., The University of Southern Mississippi. (2013)

Daniel Browning, Jr., Professor of Religion, Director of STEP; B.S., University of Alabama in Huntsville; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (1990)

Olivia Cameron Burkett, Associate Professor of Psychology; B.A., M.A., Ph.D.; University of Southern Mississippi. (1999)

Judy Caldwell, Assistant Professor of Clinical Sciences; Chair of Family Medicine; B.S.O.E., Wayland Baptist University; B.A., University of Hawaii; D.O., Osteopathic College of the Pacific. (2010)
Deborah H. Chatham, Associate Professor of Nursing; B.S.N., University of Mississippi Medical Center; M.S., University of Southern Mississippi; D.N.P., University of South Alabama. (1991)

Allison C. Chestnut, Professor of Language and Literature; B.S., M.A., Mississippi University for Women; Ph.D., Louisiana State University; additional graduate study, University of Southern Mississippi. (1992)

Cassandra G. Conner, Assistant Professor of Education, Academic Dean for Tradition; B.S., M.Ed., Ed.S., Ph.D., University of Southern Mississippi. (2011)

Marilyn Cooksey, Professor of Nursing; B.S., University of Southern Mississippi; M.S.N., University of South Alabama; Ph.D., University of Southern Mississippi. (1991)

Walter Cooper, Professor of Education; B.S., Huntingdon College; M.A., Ed.D., University of Alabama. (2012)

Lisa Cummings, Associate Professor of Psychology; B.S., M.S., University of Southern Mississippi; Ph.D., Saint Louis University. (1999)

Cheryl D. Dale, Associate Professor of Business Administration; Dean, School of Business; holder of the Thompson Endowed Chair of Business Administration; B.S., Mississippi State University; M.B.A., University of Southern Mississippi; Ph.D. University of Alabama. (1997)

Robin C. Dennis, Associate Professor of Nursing; B.S.N., M.S.N., University of South Alabama. (1999)

Mary Read Diket, Professor of Art and Education and Chair, Department of Art; Director of Creative Scholars Center; holder of the Gillespie Chair of Art; B.A.E., University of Mississippi; M.A.E., University of Southern Mississippi; Ph.D., University of Georgia. (1992)

Allison Downing, Assistant Professor of Education; B.S., M.S., Ph.D., University of Southern Mississippi. (2009)

Ben Dribus, Assistant Professor of Mathematics; B.A., B.S., University of Oklahoma; M.S., Tulane University; Ph.D., Louisiana State University. (2014)

Robert W. Ellis, Professor of Business Administration and Coordinator of Management Information Systems, Tradition Campus; B.S., M.S.I.S, Arkansas State University; D.B.A., Mississippi State University. (1993)

Stacie Fairley, Assistant Professor of Microbiology; B.S., Ph.D., Alabama State University. (2014)

Gregory Lee Futral, Assistant Professor of Psychology; B.S., William Carey College; M.S., Ph.D., The University of Southern Mississippi. (2010)

Angela Garrett, Assistant Professor of Health Information Management and Health Information Management Program Director; B.S., M.S., University of Southern Mississippi. (2013)

Susan Broom Gibson, Associate Professor of Psychology; B.A., M.A., Ph.D., University of Mississippi. (2007)

Denise Hancock, Assistant Professor of Nursing; B.S.N., Oklahoma City University; B.S., LSU Health Sciences Center; M.S., University of Oklahoma. (2010)

Randall K. Harris, Professor of Biological Sciences and Course Director; B.S., Belmont University; Ph.D., Vanderbilt University. (1994)

Tanisha R. Hayes, Assistant Professor of Clinical and Biomedical Sciences; B.A., Temple University; M.B.S., Drexel University; D.O., University of Medicine and Dentistry of New Jersey. (2012)

Debra S. Herring, Associate Professor of Education; B.S., M.S., Ph.D., University of Southern Mississippi. (2006)

Tyler Hodges, Assistant Professor of Biological Sciences; B.S., M.S., University of Mississippi; Ph.D., University of Alabama. (2011)

June G. Hornsby, Professor of Education and Director of Teacher Internships; B.S., Mississippi College; M.S., Ed.D., University of Southern Mississippi; additional graduate study, Southwestern Baptist Theological Seminary. (1992)

Lynne Houston, Assistant Professor of Education and Chief Advancement Officer; B.S., University of Southern Mississippi; M.Ed., Mississippi State University; Ed.D., Nova Southeastern University. (2008)

Carol B. Jones, Associate Professor of Psychology, Director of Psychology, and Chair of Department of Counselor Education, Tradition Campus; B.A.E., M.Ed., Ph.D., University of Mississippi. (1994)

John M. Jones, Professor of Clinical Sciences and Chair, Osteopathic Principles and Practices; B.A., Ambassador University; M.Ed., Stephen F. Austin State University; D.O., University of North Texas Health Science Center, Texas College of Osteopathic Medicine. (2009)

Angela Jupiter-McCon, Assistant Professor of Nursing; B.S.N., M.S.N., University of South Alabama; Ph.D., William Carey University. (2013)

Howard T. Keever, Professor of Music; B.M., Eastman School of Music, University of Rochester; M.M., Ph.D., Florida State University. (1985)

Tommy King, Professor of Psychology, President and Chief Executive Officer of the University; B.A., William Carey College; M.A., Liberty University; M.Ed., Ed.D, University of Southern Mississippi. (1999)

Ashley Krebs, Associate Professor of Nursing and Academic Coordinator of Undergraduate Studies, Hattiesburg; B.S.N., University of Southern Mississippi; M.S.N., Ph.D., William Carey University. (2009)

Gabor Legradi, Associate Professor of Biomedical Sciences; M.D., Semmelweis University Medical School, Budapest, Hungary. (2010)
Stuart Leonard, Assistant Professor of Biomedical Sciences; B.S., Louisiana College; M.S., McNeese State University; Ph.D., University of Memphis. (2011)

Douglas A. Lipka, Assistant Professor of Biology; B.A., Austin College; M.S., Ph.D., Texas A&M University. (2013)

Jeannie Lockley, Professor of Education; B.S., The University of the State of New York; M.Ed. William Carey College; Ph.D., University of Southern Mississippi. (2005)

Beth Longenecker, Assistant Professor of Clinical Sciences and Associate Dean of Clinical Sciences; B.S., Indiana University of Pennsylvania; D.O., Ohio University College of Osteopathic Medicine. (2012)

Bobbie A. Loveless, Associate Professor of Nursing and Associate Dean of Nursing; B.S.N., M.S.N., William Carey College; D.N.P, Samford University. (2011)

Mary Mackey, Assistant Professor of Chemistry and Physical Science; B.S., Ph.D., University of Southern Mississippi. (2014)

Michael Madaris, Assistant Professor of Business Administration; B.S., M.A., Ph.D., The University of Alabama. (2007)

Mark H. Malone, Professor of Music and Coordinator of Music Education; B.A., Rollins College; B.S., M.M.E., Ph.D., Florida State University. (2006)

Noel Mann, Professor of Chemistry and Physical Science; B.S., Delta State College; M.Ed., Delta State University; Ph.D., University of Southern Mississippi. (2014)

Julie V. May, Associate Professor of Biological Sciences; B.S., Louisiana State University Medical Center; Ph.D., University of Southern Mississippi. (2005)

Maude H. McGill, Associate Professor of Nursing; B.S.N, M.S.N., Ph.D., William Carey University. (2011)

David McWhorter, Professor of Biomedical Sciences and Coordinator of Faculty Development; B.S.E., Truman State University; M.A., University of Missouri-Columbia; Ph.D., Kent State University. (2013)

Bobby Middlebrooks, Professor of Biomedical Sciences; B.A., Rice University; M.A. and Ph.D., The University of Texas Southwestern Medical School. (2010)

Clarke F. Millette, Professor of Biomedical Sciences; B.A., Johns Hopkins University; Ph.D., Rockefeller University. (2010)

Kimberle Moon McKee, Instructor of Voice and Vocal Arts, Artist in Residence; B.S., M.S., Ohio University; Ph.D., The Ohio State University. (2012)

Barry N. Morris, Associate Professor of Education; B.A., Mobile University; M.S., University of Southern Mississippi; Ph.D., University of South Florida. (2005)

Marsha Newman, Associate Professor of English; B.A., Louisana State University; Ph.D., University of California-Berkeley. (2012)
J. Mark Nicovich, Associate Professor of History; B.A., William Carey College; M.A., Ph.D., St. Louis University. (2003)

Myron C. Noonkester, Professor of History; Dean, Ralph and Naomi Noonkester School of Arts and Letters; Chair, Department of History and Social Science; Co-director, Center for Study of the Life and Work of William Carey, D.D. (1761-1834); holder of the J. Ralph Noonkester Endowed Professorship of History; B.A., Duke University; M.A., Ph.D., The University of Chicago. (1984)

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