

# College of Education and Psychology

## Graduate Degrees 2003-2004

Department	Major	Degree
<b>Master's Level</b>		
Curriculum, Instruction, and Special Education	Education (CUI)	Master of Education Master of Science
	Early Childhood (MED), (MS)	
	Elementary Education Emphasis (MED), (MS)	
	Reading Instruction Emphasis (MED), (MS)	
	Secondary Education Emphasis (MED), (MS)	
	Reading Instruction Emphasis (MED), (MS)	
	Secondary Education Emphasis (MED), (MS)	
	Special Education	Master of Education Master of Science
	Behavior Disorders Emphasis (MED)	
	Gifted Emphasis (MED)	
Educational Leadership and Research	Learning Disabilities Emphasis (MED)	
	Mental Retardation	
Psychology	Mild/Moderate Emphasis (MED)	
	Severe/Profound Emphasis (MED)	
	Early Intervention	Master of Science
	Adult Education	Master of Education
	Educational Administration	Master of Education
	Psychology	Master of Arts
	Counseling and Personnel Services	Master of Education
	College Counseling/ Personnel Emphasis	
	School Counseling Emphasis	
	Agency Counseling Emphasis	
Technology Education	Counseling Psychology	Master of Science
	Psychology	Master of Science
	Technology Education	Master of Science
	Business Technology Education	
	Technical and Occupational Education	
	Instructional Technology	Master of Science

Department	Major	Degree
<b>Specialist's Level</b>		
Curriculum, Instruction, and Special Education	Education Early Childhood Education Emphasis Elementary Education Emphasis Reading Instruction Emphasis Secondary Education Emphasis	Specialist in Education
	Special Education	Specialist in Education
Educational Leadership and Research	Education Adult Education Emphasis Educational Research Emphasis Educational Administration Emphasis Higher Education Administration Emphasis	Specialist in Education
	Psychology	Specialist in Education
Curriculum, Instruction, and Special Education	Education Elementary Education Emphasis Secondary Education Emphasis Special Education Emphasis	Doctor of Education Doctor of Philosophy
	Educational Leadership and Research	Doctor of Education Doctor of Philosophy
Curriculum, Instruction, and Special Education	Education Adult Education Emphasis Educational Administration Emphasis Higher Education (HEA)	Doctor of Education Doctor of Philosophy
	Psychology	Doctor of Philosophy
Curriculum, Instruction, and Special Education	Education Adult Education Emphasis Educational Administration Emphasis Higher Education (HEA)	Doctor of Education Doctor of Philosophy
	Psychology ) Clinical Emphasis Counseling Emphasis Experimental Emphasis Industrial/Organizational Emphasis School Emphasis	Doctor of Philosophy

# College of Education and Psychology

Carl R. Martray, Dean  
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The University of Southern Mississippi, through its College of Education and Psychology, holds membership in the American Association of Colleges for Teacher Education, the Teacher Education Council of State Colleges and Universities, and the Southern Regional Consortium of Colleges of Education. All programs in professional and teacher education are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and doctoral programs in Clinical Psychology, Counseling Psychology, and School Psychology are accredited by the American Psychological Association (APA). For degrees offered by each department, please see the previous page.

## Mission

The mission of the College of Education and Psychology is to provide quality programs for three major areas: psychology, professional education, and instructional technology. The college develops individuals who possess critical thinking and problem-solving abilities; theoretical, practical, and technical competence; effective communication skills; an appreciation for diversity; a sensitivity to standards of ethical conduct; and a commitment to life long learning. The college fulfills its mission through programs characterized by excellence in instruction and supervised practice, research training, scholarly productivity, leadership, professional service, and collaborative activities.

## Department of Curriculum, Instruction, and Special Education

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*Alber, Appelt-Slick, Beal, Cwikla, Davis, Evans\*, Falconer, Jackson, Karnes, Luce, Masztal, McDowell\*, Miller, Nelson, Palmer, Reeves-Kazelskis, Richards, B. Richmond\*, M. Richmond, Siders, Thames, Walker, Whorton, Yates\**

*\*Associate Graduate Faculty*

**CEC and Elementary Education Code of Ethics and Standards for Professional Practice:** Each student will be given a copy of the *Code of Ethics and the Standards for Professional Practices*. Students are expected to abide by these standards at all times. Breaches of this code of the standards may result in disciplinary action through the department or the university.

The Department of Curriculum, Instruction, and Special Education offers graduate degrees in the areas of early childhood education, elementary education, reading instruction, secondary education, and special education.

## Master of Education

### Major

Education: Curriculum and Instruction

#### Emphasis Areas

Early Childhood Education  
Elementary Education  
Reading Instruction  
Secondary Education

#### Specialization Areas (Secondary)

Art	Foreign Language	Physics
Biology	Mathematics	Science
Chemistry	Music Education	Social Studies
English	Physical Education	Speech Communication

Education: Special Education

#### Emphasis Areas

Behavior Disorders  
Gifted Education  
Learning Disabilities  
Mental Retardation  
—Mild/Moderate  
—Severe/Profound

## Master of Science

### Major

Education: Curriculum and Instruction

#### Emphasis Areas

Elementary Education  
Early Childhood Education  
Reading Instruction  
Secondary Education

#### Specialization Areas (Secondary)

Art	Foreign Language	Physics
Biology	Mathematics	Science
Chemistry	Music Education	Social Studies
English	Physical Education	Speech Communication

Education: Special Education

#### Emphasis Area

Early Intervention

Graduate degrees in the content areas of Curriculum, Instruction, and Special Education are contingent on satisfaction of lower-level program requirements. Students seeking a master's degree in the content area of Curriculum and Instruction or in Special Education must have or be eligible for a Mississippi class A standard license, or its equivalent, in the area of study; applicants not meeting class A licensure standards in the proposed area of study will be required to take prescribed prerequisite course work. Students entering the Curriculum and Instruction or the Special Education Master's Program who desire AA level Mississippi licensure must meet all A-level requirements prior to seeking advanced licensure. Individuals who are matriculating at USM should become aware of the licensure requirements of those states where they wish to be licensed and should work with an adviser to see that those requirements are met.

### Teaching Experience Requirement

The department strongly recommends that a student gain at least one year of teaching experience before entering the master's degree program. Students must have two (2) years of teaching experience prior to completion of the master's degree.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

## Master's Programs for Curriculum and Instruction Content Area

The Department of Curriculum, Instruction, and Special Education offers a Master of Education degree with a major in curriculum and instruction and emphasis areas in early childhood education, elementary education, reading instruction, and secondary education. The Master of Science degree is offered with a

major in curriculum and instruction with emphasis areas in early childhood education, elementary education, reading instruction, and in secondary education. The program of study at the Master's Degree level is designed to increase the professional competency of the classroom teacher and to provide the course work necessary to meet standards of teaching licensure at this advanced level. The Master's Degree programs require admission to a particular program, appointment of a graduate adviser, completion and submission of four copies of the application form for a master's degree at least one semester in advance of the date of graduation, successful completion of the comprehensive examination, and completion of all course work requirements.

**Admission Requirements**

Admission to master's programs offered in the content area of Curriculum and Instruction is selective. To be considered for **regular admission** to a master's degree program, an applicant must have:

- (a) an academic record reflecting a superior undergraduate grade point average. Recently, students regularly admitted to master's programs in Curriculum and Instruction have obtained average GPAs of 3.0 (figured on a scale where A equals 4.0) for the last two years of undergraduate study
- (b) results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include the **Graduate Record Examination (GRE)** or the **Miller Analogies Test (MAT)**
- (c) three letters of recommendation from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study. These letters should be sent to the department;
- (d) a letter of intent (describe reasons for pursuing a master's degree)
- (e) a professional resumé
- (f) a copy of license

**Admission**

The Department reviews qualified applicants for graduate work throughout the academic year. Applications adhering to these dates will receive notification on the specified date as mentioned.

<u>Semester</u>	<u>Application Deadline</u>	<u>Notification Date</u>
Fall	First Monday in April	First Monday in May
Spring	First Monday in September	First Monday in October
Summer	First Monday in March	First Monday in April

Members of underrepresented groups are strongly encouraged to apply.

Admission to master's programs is contingent on the approval of the Departmental Graduate Committee, department chair, and the dean of the college. An applicant who fails to meet the above criteria for regular admission may be considered for **conditional admission** on an individual basis. Students accepted on a conditional basis **MUST** obtain grades of B or better on the first nine hours of specified course work 500 level or higher or all course work taken while completing this 9-hour requirement. It is the responsibility of the student to inform the Department Chair or the Graduate Coordinator when conditional status is to be removed.

Applicants seeking a graduate degree in the content area of Curriculum and Instruction **who do not have a bachelor's degree in education** must first fulfill all requirements for a bachelor's degree in education. Applicants **holding a bachelor's degree in education** who are seeking a master's degree in an education area other than the area in which the education bachelor's degree was received must, in addition to the thirty (33 for thesis programs) hours required for a master's degree, complete an additional 12 hours of curriculum or methods course work at the graduate or undergraduate level. This course work shall be prescribed by the department chair or graduate coordinator. In the event that the applicant has not previously completed student teaching requirements, 14 hours of student teaching must be completed.

**All** graduate programs require a 3.0 GPA or better for graduation.

Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit (see general master's degree requirements) must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must pass comprehensive examinations. Each student is allowed only two attempts to pass comprehensive examinations. Each student should register with the department's graduate secretary for comprehensive examinations one to three months prior to the examination.

## Master's Degrees

### Master of Education with Emphasis in Early Childhood Education

#### Plan I (M.S. Degree)

REF 601, 607 .....	6
CIE 606, 770, 772, 776, 777, 778 .....	18
Elective.....	3
CIE 698 .....	6
Hours 33	

#### Plan II (M.Ed. Degree)

REF 601, 607 .....	6
CIE 606, 770, 772, 776, 777, 778 .....	18
Elective.....	3
CIE 728 .....	3
Hours 30	

### Master of Education with Emphasis in Elementary Education

#### Plan I (M.S. Degree)

REF 601, 607 .....	6
CIE 606, 724, 725, 776 .....	12
CIR 705 .....	3
Electives (Select 2 courses from the following: CIE 691, 728, 768, 778; CIR 691, 706, 729; EDA 600; GHY 617; REF 604, 660; SME 730, 731, 732, 733).....	6
CIE 698 .....	6
Hours 33	

#### Plan II (M.Ed. Degree)

REF 601, 607 .....	6
CIE 606, 724, 725, 776 .....	12
CIR 705 .....	3
Electives (Select 2 courses from the following: CIE 691, 768, 778; CIR 706, 729; EDA 600; GHY 617, REF 604, 660; SME 730, 731, 732, 733).....	6
CIE 728 .....	3
Hours 30	

### Master of Science and Master of Education with Emphasis in Reading

#### Plan I (M.S. Degree)

REF 601, 607 .....	6
CIR 705, 706, 713, 729, 733, 754 .....	18
Elective.....	3
CIE 698 .....	6
Hours 33	

#### Plan II (M.Ed. Degree)

REF 601, 607 .....	6
CIR 705, 706, 713, 729, 733, 754 .....	18
Elective.....	3
CIE 728 .....	3
Hours 30	

### Master of Science and Master of Education with Emphasis in Secondary Education

#### Plan I (M.S. Degree)

REF 601, 607 .....	6
CIS 700 .....	3
CIR 754 .....	3
Specialization .....	15
CIS 698 .....	6
Hours 33	

#### Plan II (M.Ed. Degree)

REF 601, 607 .....	6
CIS 700 .....	3

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CIR 754 .....3  
 Specialization .....15  
 CIS 708 .....3  
 Hours 30

The course requirements of Plan I and Plan II require a specialization of at least fifteen (15) semester hours that must be taken in one of the following areas:

- |                  |                                      |
|------------------|--------------------------------------|
| Art              | Music Education                      |
| Biology          | Human Performance/Physical Education |
| Chemistry        | Physics                              |
| English          | Science**                            |
| Foreign Language | Social Studies***                    |
| Mathematics*     | Speech Communication                 |

\*The student selecting mathematics as a specialization area may not use any mathematics course designated as a mathematics refresher course, and courses with MAT prefix must be approved by the mathematics department and the Department of Curriculum, Instruction, and Special Education.

\*\*The student selecting science as a specialization area may use, with the approval of his or her adviser, a combination of biological and physical science courses; however, a minimum of nine (9) semester hours of graduate credit must be taken in an area of science for which the student holds a Class A endorsement. A student who holds Class A endorsements in two or more areas of science may qualify for Class AA licensure in two areas by completing nine (9) semester hours of graduate credit in one of the endorsement areas and six (6) semester hours of graduate credit in the other endorsement area. No more than three (3) hours of science and mathematics education (SME) courses may be used. To be used in an endorsement area, the SME course must be in that area.

\*\*\*The student selecting social studies as a specialization area may take courses in any one or a combination of the following disciplines: history, geography, political science, sociology, and economics.

**Master’s Programs for Special Education Content Area**

The Department of Curriculum, Instruction, and Special Education offers several options to the student for a Master’s of Education degree program. This program is open only to teachers who have already obtained licensure.

Teachers who have gained special education licensure through alternative routes will be required to take a program of at least thirty-six (36) hours and may need to take additional courses to fulfill deficiencies. In all areas of emphasis, an additional practicum may be required for teachers with little or no experience in working with the specific population of students being emphasized. Licensure resulting from the master’s degree is the responsibility of the student obtaining the degree. Clarification of licensure outcomes should be confirmed prior to beginning the program. Continuous Enrollment Requirement.

**Master of Education in Special Education with Emphasis in Behavior Disorders**

**For students who are presently certified in Mississippi at the bachelor’s level in special education, not by alternative route or add-on licensure:** The student must provide evidence that the following prerequisites have been successfully completed: SPE 400 or equivalent course work and professionally appropriate experience with behavior disorders.

**Non-Thesis/Thesis Program**

REF 601, 607 .....6  
 SPE 709, 770 .....6  
 Behavioral Disorders Emphasis Area (SPE 650, 651, 652, 631, 632, 641, 654) .....21  
 Minimum Hours 33

Students who wish to pursue a non-thesis track will prepare and defend a professional portfolio (i.e., comprehensive examination).

**Master of Education in Special Education with Emphasis in Gifted Child Education**

**For students who are presently certified in Mississippi at the bachelor’s level, not by alternative route or add-on licensure:** The student must provide evidence that the following prerequisites have been successfully completed: SPE 400 or equivalent course work and professionally appropriate experience.

**Non-Thesis/Thesis Program**

REF 601, 607 .....6  
 SPE 709, 770 .....6

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Gifted Education Emphasis Area (SPE 560, 661, 662, 663, 664)  
 (SPE Elective) .....18  
 Minimum Hours 30

**Master of Education in Special Education with Emphasis in Mental Retardation (Mild/Moderate)**

**For students who are presently certified in Mississippi at the bachelor’s level in Special Education, not by alternative route or add-on licensure:** The student must provide evidence that the following prerequisites have been successfully completed: SPE 400 or equivalent course work and professionally appropriate experience with mild/moderate disabilities.

**Non-Thesis/Thesis Program**  
 REF 601, 607: SPE 709, 770 .....12  
 Select One Area of Emphasis (Mental Retardation or Specific Learning Disabilities)  
**Mental Retardation** (SPE 630, 640, 641, 643, 651)  
 and select one of the two LD courses (SPE 631, 632)  
**Specific Learning Disabilities** (SPE 630, 631, 632, 640, 641, 651) .....18  
 Minimum Hours 30

**Master of Education in Special Education with Emphasis in Mental Retardation (Severe/Profound)**

**For students who are presently certified in Mississippi at the bachelor’s level in special education, not by alternative route or add-on licensure:** The student must provide evidence that the following prerequisites have been successfully completed: SPE 400 or equivalent course work and professionally appropriate experience with students with severe/profound disabilities.

**Non-Thesis, Thesis Program**  
 REF 601, 607 .....6  
 SPE 709, 770 .....6  
 Severe/Profound Disabilities Emphasis Area  
     Developmental Disabilities (SPE 578, 688)  
     Mental Retardation (SPE 641, 643, 645)  
     Behavior Management (SPE 651) .....18  
 Elective (Select one three (3)-hour elective from the following: SPE 578, 597, 598, 640, 650) .....3  
 Minimum Hours 33

Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must pass comprehensive examinations. Each student is allowed two attempts to pass comprehensive examinations. Each student should register with the department’s graduate secretary for comprehensive examinations, one to three months prior to the examination.

**Master of Science in Early Intervention**

The Master of Science degree in Early Intervention is an interdisciplinary program between the School of Family and Consumer Sciences and the Department of Curriculum, Instruction, and Special Education. This thirty-six (36)-hour degree program is designed to prepare students to work in state-and community-based service systems serving infants and toddlers with disabilities (ages birth through five (5) years).

**Non-Thesis/Thesis Program**  
 Prerequisite Courses: SPE 400/500 and CD 451/551 (does not count toward degree program)  
 REF 601 .....3  
 SPE 598, 628, 629, 688, 692, 770 .....18  
 SHS 730 .....3  
 CD 650, 652 .....6  
 Elective (Select two three (3) hour electives) (CIP) .....6  
 Minimum Hours 36

## Specialist Programs for Curriculum, Instruction, and Special Education

It is strongly recommended that students who anticipate eventually entering into a doctoral program at USM or any other institution NOT apply for admission to the specialist program. The specialist degree is considered by many institutions as a terminal degree, and as such could become an impediment to advanced study.

The Department of Curriculum, Instruction, and Special Education offers the Specialist in Education degree with a major in Education: Curriculum and Instruction, with the option of the selection of an emphasis in early childhood education, elementary education, special education, secondary education, or reading instruction. Students pursuing a specialist's degree with emphasis in secondary education may choose a specialization from a number of teaching (subject) areas.

Entrance into a particular specialist's degree program presupposes that the student has completed, or is willing to complete, the course work required for that program at the master's degree level, and holds or will obtain a AA Mississippi license or equivalent

All specialist's degree programs require a minimum of thirty-four (34) graduate semester hours beyond the master's degree.

The specialist's degree program requires admission to a particular program; submission of an approved program of studies; completion of all required course work, to include the completion of one full-time semester/term of residence taking all nine (9) semester hours on either the Hattiesburg Campus or the Gulf Park Campus; successful completion of the specialist's oral examination; or completion and defense of an approved thesis or field problem.

### Admission Requirements

Admission to Specialist's programs offered in the Department of Curriculum, Instruction, and Special Education is selective. To be considered for **regular admission** to a specialist's degree program, an applicant must have:

- (a) an academic record reflecting a superior grade point average on previous graduate work; recently, students regularly admitted to specialist's programs in Curriculum, Instruction, and Special Education have obtained average GPAs of 3.25 (figured on a scale where A equals 4.0) on previous graduate coursework
- (b) results from the **Graduate Record Examination** (GRE) a national standardized achievement/aptitude test predictive of the ability to complete a specialist's program successfully.
- (c) three letters of recommendation from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study; these letters should be sent to the department.
- (d) a letter of intent (describe reasons for pursuing a master's degree)
- (e) a professional resume
- (f) a copy of license

### Admission Deadlines

The department reviews qualified applicants for graduate work throughout the academic year. Applications adhering to these dates will receive notification on the specified date as mentioned.

Semester	Application Deadline	Notification Date
Fall	First Monday in April	First Monday in May
Spring	First Monday in September	First Monday in October
Summer	First Monday in March	First Monday in April

Members of under represented groups are strongly encouraged to apply.

Admission to specialist's programs offered in the Department of Curriculum, Instruction, and Special Education is contingent on the approval of the Departmental Graduate Committee, department chair, and the dean of the college. An applicant who fails to meet the above criteria for regular admission may be considered for **conditional admission** on an individual basis.

Students accepted on a conditional basis **MUST** obtain a 3.25 GPA or better on their first nine (9) hours of specified course work 600 level or higher or all course work taken while completing this 9-hour requirement. It is the responsibility of the student to inform the department chair, or graduate coordinator when conditional status is to be removed.

**Teaching Experience Requirement**

No student will be eligible to receive a specialist's or doctoral degree until he or she has completed at least three years of teaching experience at a grade or in the area of disability appropriate for the degree.

**Residency**

Students must meet the residency requirements specified in this *Bulletin*.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Specialist's Degree**

**Specialist in Education with Emphasis in Early Childhood Education**

REF 602 .....	3
EDA 620 .....	3
CIR 706 or 729.....	3
CIE 762, 790, 794 .....	9
CIE 880 .....	1
Elective (One three (3) hour elective).....	3
Early Childhood Education	
Course work Emphasis Area (Select 12 hours of	
additional course work in the cognate area of Early Childhood).....	12
	Hours 34

The specialist's program with an emphasis in early childhood education consists of a minimum of thirty-four (34) semester hours beyond the master's degree. Substitutions for required course must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must plan, conduct, and report the results of a field problem. The comprehensive examination requirement for this degree will be met by presenting the results of the study to a committee of no less than three (3) faculty members in the department. A chair will be assigned to direct the research.

**Specialist in Education with Emphasis in Elementary Education**

REF 602 .....	3
EDA 620 .....	3
CIR 706 or 729.....	3
CIE 762, 790, 794 .....	9
CIE 880 .....	1
Elective (One three (3) hour elective).....	3
Elementary Education	
Course work Emphasis Area (Select 12 hours of	
additional course work in one subject area of Elementary Education).....	12
	Hours 34

The specialist's program with an emphasis in elementary education consists of a minimum of thirty-four (34) semester hours beyond the master's degree. Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must plan, conduct, and report the results of a field problem. The comprehensive examination requirement for this degree will be met by presenting the results of the study to a committee of no less than three (3) faculty members in the department. A chair will be assigned to direct the research.

**Specialist in Education with Emphasis in Reading**

REF 602 .....	3
CIE 762, 790 .....	6
EDA 620 .....	3
CIE/CIS 880.....	1
CIE/CIS 794.....	3
Elective (Select one three (3) hour elective .....	3
Reading Emphasis Area or Collateral Field.....	15
	Hours 34

The specialist's program with an emphasis in reading education consists of a minimum of thirty-four (34) semester hours beyond the master's degree. Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must plan, conduct, and report the results of a field problem. The comprehensive examination requirement for this degree will be met by presenting the results of the study to a committee of no less than three (3) faculty members in the department. A chair will be assigned to direct the research.

**Specialist in Education with Emphasis in Secondary Education**

REF 602 .....3
EDA 620 or REF 818 .....3
CIS 790 .....3
CIR 754 or CIS 708 .....3
CIS 880 .....1
Elective (One three (3) hour elective).....3
CIS 794 .....3

Secondary Education Emphasis Areas (a specialization of at least fifteen (15) semester hours must be taken in one of the following areas: Art, Biology, Chemistry, English, Mathematics\*, Music Education, Human Performance/Physical Education, Physics, Science\*\*, Social Studies\*\*\*, Speech Communication.....15
Hours 34

The specialist's program in secondary education consists of a minimum of thirty-four (34) semester hours beyond the master's degree. Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must plan, conduct, and report the results of a field problem. The comprehensive examination requirement for this degree will be met by presenting the results of the study to a committee of no less than three (3) faculty members in the department. A chair will be assigned to direct the research.

\*The student selecting mathematics as a specialization area may not use any mathematics course designated as a mathematics refresher course, and courses with MAT prefix must be approved by the mathematics department and the Department of Curriculum, Instruction, and Special Education.

\*\*The student selecting science as a specialization area may use, with the approval of his or her adviser, a combination of biological and physical science courses; however, a minimum of nine (9) semester hours of graduate credit must be taken in each area of science endorsement for which the individual holds a Class AA endorsement. The student must meet the requirements for a Class AAA endorsement in at least one science area. No more than three (3) hours of science and mathematics education (SME) courses may be used. To be used in an endorsement area, the SME course must be in that area.

\*\*\*The student selecting social studies as a specialization area may take courses in any one or a combination of the following disciplines: history, geography, political science, sociology, and economics.

**Specialist's in Education with Emphasis in Special Education**

The specialist's degree is granted upon completion of a specifically planned program of study leading to competency in an area of special education. The purpose of this program is to train highly qualified personnel in the education of exceptional children and adults. The program consists of a minimum of thirty-three (33) semester hours in a planned sequence to include the major area, cognates, research, and practicum. A field study (SPE 794) or thesis (SPE 798) is required. A 3.0 GPA is required for graduation.

The specialist's program in special education consists of a minimum of thirty-three (33) semester hours beyond the master's degree.

Substitutions for required courses must be approved in advance and in writing by the graduate coordinator or the department chair. Transfer credit must have prior approval by the graduate coordinator or department chair. In addition to the above requirements, the individual must plan, conduct, and report the results of a field problem. The comprehensive examination requirement for this degree will be met by presenting the results of the study to a committee of no less than three (3) faculty members in the department. A chair will be assigned to direct the research.

## Doctoral Programs for Curriculum and Instruction Content Area

The Department of Curriculum, Instruction, and Special Education offers doctor of education and doctor of philosophy degrees with a major in education with an emphasis in elementary education or secondary education. If a student desires to receive a doctor of philosophy degree, he or she should follow one of the doctoral programs outlined in this section and, in addition, gain proficiency in a foreign language.

The doctoral program with an emphasis in elementary education provides for specialization in either early childhood education or in reading. A student choosing an emphasis in elementary education, with or without a specialization in either early childhood education or in reading, must complete the requisite course work in that area prior to beginning doctoral study.

The doctoral program with an emphasis in secondary education provides for specialization in various teaching (subject) areas as well as in reading. A student specializing in a particular area must complete the requisite course work in that area prior to beginning doctoral study.

All doctoral programs consist of a minimum of seventy-five (75) graduate semester hours beyond the master's degree. More than seventy-five (75) hours may be required in order to satisfy deficiencies which may exist in the student's background and preparation.

Students should consult the departmental guidelines and the **Admission Requirements and Procedures** section and the **General Academic Requirements** section of the **Graduate Bulletin**.

### Admission Requirements

Admission to doctoral programs offered in the content areas of Curriculum and Instruction is selective. To be considered for **regular admission** to a doctoral degree program, an applicant must have:

- (a) an academic record reflecting a superior undergraduate and graduate grade point average; recently, students regularly admitted to master's programs in Curriculum and Instruction have obtained average GPAs of 3.0 (figured on a scale where A equals 4.0) for the last two years of undergraduate study and GPAs of 3.5 on previous graduate work
- (b) results from the **Graduate Record Examination** (GRE) a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully
- (c) three letters of recommendation from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study; these letters should be sent to the department
- (d) a letter of intent (describe reasons for pursuing a master's degree)
- (e) a professional resumé
- (f) a copy of license

### Admission Deadlines

The department reviews qualified applicants for graduate work throughout the academic year. Applications adhering to these dates will receive notification on the specified data as mentioned.

<u>Semester</u>	<u>Application Deadline</u>	<u>Notification Date</u>
Fall	First Monday in April	First Monday in May
Spring	First Monday in September	First Monday in October
Summer	First Monday in March	First Monday in April

Individuals who have submitted applications which qualified for admission, but which were not received for enrollment in a given semester, are encouraged to request that their application remain active for future consideration.

Members of underrepresented groups are strongly encouraged to apply.

Admission to doctoral programs offered in the content area of Curriculum and Instruction is contingent on the approval of the Departmental Graduate Committee, the department chair, and the dean of the college. An applicant who fails to meet the above criteria for **regular admission** may be considered for **conditional admission** on an individual basis.

Students accepted on a conditional basis **MUST** obtain a 3.50 GPA or better on their first nine (9) hours of specified course work 600 level or higher or all course work taken while completing this 9-hour requirement. It is the responsibility of the student to inform the department chair or graduate coordinator when conditional status is to be removed.

All students must register for and complete the doctoral qualifying examination prior to the completion of their first twelve (12) hours of doctoral course work.

**Research Tool(s)**

For the Ed.D. degree, proficiency in one language is required. In all cases, that language requirement shall be satisfied by successful completion of REF 761 and REF 762. The 6 hours for REF 761 and REF 762 shall not be considered part of the 75-hour requirement for the doctorate.

For the Ph.D. degree, proficiency in two languages, other than English (except in the case of students for whom English is not their native language), is required. In all cases, satisfaction of one of the two language requirements shall be satisfied by successful completion of REF 761 and REF 762. An additional language proficiency must be demonstrated (see department graduate coordinator). The hours for REF 761 and REF 762 and other courses taken to satisfy the language proficiency requirement shall not be considered part of the 75-hour requirement for the doctorate.

**Teaching Experience Requirement**

No student will be eligible to receive a doctoral degree until he or she has completed at least three years of teaching experience at a grade or in the area of disability appropriate for the degree.

**Residency**

Students must meet the residency requirements specified in this *Bulletin*. The doctoral residency requirement for Curriculum and Instruction content requires twenty-four (24) continuous hours of graduate study on campus within two consecutive semesters (fall, spring).

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Doctoral Degrees**

**Doctor of Education and Doctor of Philosophy with Emphasis in Elementary Education**

REF 893* .....	3
CIE 790 .....	6
EDA 711 or 713 .....	3
Elective (Select from: CIE 600, 606, 704, 724, 725, 768 or CIR 705) .....	9
CIE 791 .....	6
CIE 862 .....	3
CIE 880 .....	3
CIE 898 .....	12

\*REF 761 and 762 are prerequisites for this course.

Emphasis Requirements:

In addition to the forty-five (45) semester hour core requirement listed above, students pursuing the doctoral degree with an emphasis in elementary education must complete at least twenty-one (21) hours beyond the master's degree in elementary education and a minimum of nine (9) hours in a related field(s) outside the Department of Curriculum, Instruction, and Special Education.

Students desiring specialization in early childhood education must complete at least twenty-one (21) hours beyond the master's degree in early childhood and elementary education and a minimum of nine (9) hours in a related field(s) outside the Department of Curriculum, Instruction, and Special Education.

Students desiring a specialization in reading must complete at least twenty-one (21) hours beyond the master's degree in reading and a minimum of nine (9) hours in a related field(s) outside of the Department of Curriculum, Instruction, and Special Education.

Students seeking an emphasis in elementary education, with or without a specialization in either early childhood education or in reading, are to choose electives to complete a program consisting of a minimum of seventy-five (75) graduate semester hours beyond the master's degree.

More than seventy-five (75) hours may be required in order to satisfy deficiencies which may exist in the student's background and preparation.

**Doctor of Education and Doctor of Philosophy with Emphasis in Secondary Education**

REF 893\* .....3  
 CIS 790 .....6  
 EDA 711 or 713 .....3  
 Elective (Select from: CIS 542, 600, 707, 710, or CIR 754) .....9  
 CIS 791 .....6  
 CIS 880 .....3  
 CIS 898 .....12

\*REF 761 and 762 are prerequisites for this course.

Emphasis Requirements:

The forty-two (42) semester hours of required course work listed above serve as a core program for students pursuing a doctoral degree with an emphasis in secondary education. The doctoral program consists of a minimum of seventy-five (75) graduate semester hours beyond the master’s degree. More than seventy-five (75) hours may be required in order to satisfy deficiencies which may exist in the student’s background and preparation.

Of the total number of hours required for a doctoral degree with an emphasis in secondary education, thirty-three (33) semester hours of graduate credit must be taken in one of the following specialization or content areas:

- |             |                |
|-------------|----------------|
| Biology     | Reading        |
| Chemistry   | Science        |
| English     | Social Studies |
| Mathematics |                |

**Doctoral Programs for Special Education Content Area**

The doctoral program is comprehensive and places emphasis on teacher education, administration, research, and community services (with an internship required in at least one of these areas). The candidate is expected to develop competency in each of the above areas; the program will be based upon these as well as experience, background, and information gathered from written and oral qualifying examinations. Individualized program plans are formalized by candidates and their advisers following the successful completion of the qualifying examinations.

The doctoral program requires a minimum of 54 hours past the master’s degree and a residency which requires 12 semester hours to be completed during each of two consecutive semesters of fall and spring.

Required courses include:

Teacher Education	SPE 801, 803, 880
Administration	SPE 770, 772, 805
Research	SPE 791, 800, 804
Community Service	SPE 792, 802

Students should consult the departmental guidelines and the *Admission Requirement Procedures* section and the *General Academic Requirements* section of this *Graduate Bulletin*.

**Admission Requirements**

Admission to doctoral programs offered in the Department of Curriculum, Instruction, and Special Education is selective. To be considered for regular admission to a doctoral degree program, an applicant must have

- (a) an academic record reflecting a superior graduate grade point average. Recently, students regularly admitted to master’s programs in Curriculum, Instruction, and Special Education have obtained average GPAs of 3.50 (figured on a scale where A equals 4.0) on previous graduate coursework;
- (b) results from the Graduate Record Examination (GRE)
- (c) a writing sample consisting of a major paper, article, report, etc.
- (d) a letter of intent
- (e) three letters of recommendation from professionals in the field of education who are qualified to assess the applicant’s readiness for graduate study; these letters should be sent to the department
- (f) a professional resume
- (g) a copy of license

**Admission Deadlines**

The Department reviews qualified applicants for graduate work prior to the inception of each semester. It is the policy of the department to accept or reject applications received prior to published deadline dates. Qualified applications will be reviewed at specified dates before each semester, and applicants will be notified of acceptance for the following semester.

Semester	Application Deadline	Notification Date
Fall	First Monday in April	First Monday in May
Spring	First Monday in September	First Monday in October
Summer	First Monday in March	First Monday in April

Late applications, or applications submitted after the deadline, may result in a delay in notification.

Individuals who have submitted applications which qualified for admission, but who were not selected for enrollment in a given semester, are encouraged to request that their application remain active for future consideration.

Members of underrepresented groups are strongly encouraged to apply.

Admission to doctoral programs offered in the content area of Curriculum, Instruction, and Special Education is contingent on the approval of the Departmental Graduate Committee, the department chair, and the dean of the college. An applicant who fails to meet the above criteria for **regular admission** may be considered for **conditional admission** on an individual basis. Students accepted on a conditional basis **MUST** obtain a 3.50 GPA or better on their first nine (9) hours of specified course work 600 level or higher or all course work taken while completing this 9-hour requirement. It is the responsibility of the student to inform the department chair or graduate coordinator when conditional status is to be removed.

All students must register for and complete the doctoral qualifying examination.

**Research Tool(s)**

For the Ed.D. degree, proficiency in one language is required. In all cases that language requirement shall be satisfied by successful completion of REF 761 and REF 762. The six hours for REF 761 and REF 762 shall not be considered part of the 54-hour requirement for the doctorate.

For the Ph.D. degree, proficiency in two languages, other than English (except in the case of students for whom English is not their native language), is required. In all cases, satisfaction of one of the two language requirements shall be satisfied by successful completion of REF 761 and REF 762. An additional language proficiency must be demonstrated (see department graduate coordinator). The hours for REF 761 and REF 762 and other courses taken to satisfy the language proficiency requirement shall not be considered part of the 54-hour requirement for the doctorate.

In addition, each candidate will be expected to include intensive study in their area of emphasis, and a minimum of six (6) semester hours of course work from a department outside of Curriculum, Instruction, and Special Education. Twelve (12) hours of academic credit are designated for the dissertation (SPE 898).

**Residency**

Students must meet the residency requirements specified in this *Bulletin*. The doctoral residency requirement for special education content requires two (2) consecutive regular semesters (fall, spring) of graduate study on campus of (12) twelve hours each.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

## Department of Educational Leadership and Research

Richard Keaster, Chair  
Hattiesburg, MS 39406-5027  
(601) 266-4579

*Anderson, Bowles, Kazelskis, Lee, Lucas, Luh, Maulding, McNeese, Orloff, Pierce, Purvis, Rachal, Roberson, Schweinle, Smith, C., Smith, M., Styron*

The Department of Educational Leadership and Research comprises courses and degree programs in educational administration and supervision, higher education, research and foundations, and adult education. The programs in Educational Administration and Supervision encompass the full range of administrative positions and lead to the master's degree, the specialist's degree, and the doctorate in education with an emphasis in educational administration. Programs at the master's degree level provide entry-level preparation in school principalship. Programs at the specialist's and doctoral levels provide preparation for the superintendency, central administrative staff positions, and leadership roles in other institutional settings. In addition, the program at the doctoral level provides preparation for college teachers in educational administration and persons desiring to prepare for administration in higher education.

The Research and Foundations components of the Department of Educational Leadership and Research provide supportive services in teacher education. At the graduate level, these services are provided in the areas of Educational Foundations, Educational Media and Technology, and Educational Research. Also offered are the specialist's degree and the doctoral minor emphasizing Educational Research.

The Adult Education component of the Department of Educational Leadership and Research offers programs of study which lead to four degrees in adult education: Master of Education (M.Ed.), Specialist in Education (Ed.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) Through the completion of courses and degrees in those programs, students may enhance their understanding of adults as learners as well as the many means by which educational services are developed and delivered to adults. Academic preparation in adult education is dependent not only upon knowledge of adult education theory and practice but also upon knowledge from related areas of study, such as psychology, sociology, administration, and management. Consequently, the courses and degree programs often follow an interdisciplinary approach in preparing persons for roles of professional service to adults. Adult education majors are encouraged to enroll in professionally relevant courses in cognate fields. Students from other departments frequently find adult education courses to be valuable as electives or academic minors.

The following course patterns for the different levels set forth only the minimum core requirements, and the electives selected to suit individual needs and objectives must be chosen with the advice and approval of the student's major professor. Therefore, it is mandatory that the student consult early in his or her program, and frequently thereafter, with his or her major professor concerning the selection of courses and sequence in which these courses will be taken.

### Department Policies

The following departmental policies are supplementary to the rules and regulations of the university and the Graduate School as set forth elsewhere in this *Bulletin*.

## Programs and Courses in Educational Administration

### Master's Degree

#### Master of Education Degree in Educational Administration

The M.Ed. program has undergone significant revision and has been approved by the Mississippi State Board of Education. The new program is a cohort structure with part-time and full-time options beginning each summer.

Contact the department chair of Educational Leadership and Research for further details.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

### Admission

Admission to The University of Southern Mississippi's graduate programs in Educational

Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered. Admission to the revised M.Ed. program in educational administration is further limited by the minimum and maximum number of students who can be accommodated in each cohort.

Applications for admission to the master’s program will be considered on an annual basis. Students will be admitted to either a part-time or a full-time cohort at the beginning of each summer session. Courses are taken in sequence, and no additional people will be admitted to a particular cohort after the beginning of the first term of the required curriculum. Individuals who drop out of a cohort to which they have been admitted will be considered for admission at the beginning of the next new cohort cycle.

Prospective students are encouraged to apply as early as possible. Those who wish to study parttime or fulltime are requested to apply prior to March 1.

**Required Criteria**

- certification in a standard teaching field
- documentation of a minimum of three years of successful teaching experience
- letter of recommendation from immediate supervisor plus two additional letters from persons qualified to assess the applicants readiness for graduate study
- GPA on last 60 hours of undergraduate work; GPA in major
- GRE writing examination
- resume
- interview
- reference checks

**Supplementary Criteria\***

- other standardized test scores
- portfolio or other evidence of successful leadership experiences

Members of under represented groups are strongly encouraged to apply.

\*Supplementary criteria may be submitted at the student’s discretion or may be requested by the admission committee.

**Application for Graduation**

Graduation is based upon:

1. Completion of an approved program of studies and required internship.
2. Satisfactory completion of a comprehensive examination and portfolio.
3. A minimum 3.0 cumulative GPA is required for graduation.

**Curriculum**

Contact the Department of Educational Leadership and Research for academic requirements for the M.Ed. in educational administration.

	<b>Hours</b>
<b>Block #1</b> The Landscape of Leadership	
REF 601—Educational Research—Interpretations and Applications .....	3
EDA 600—Introduction to Educational Leadership.....	3
EDA 628—Contextual Dimensions of the Principalship .....	3
EDA 780—Educational Leadership Seminar .....	3
<b>Block #2</b> The Principal as Instructional Leader	
REF 607—Developing a Student-Centered Curriculum .....	3
REF 632—Measuring Student Success .....	3
EDA 620—Instructional Leadership—Supervision and Professional Development .....	3
CIS 708 .....	3
<b>Block #3</b> The Principal as Manager	
EDA 616—Legal Considerations for School Leadership.....	3
EDA 650—Educational Resources Development and Management.....	3
EDA 708—Developing and Managing Human Resources.....	3
EDA 692—Special Problems.....	3
<b>Internship</b>	
EDA 636 .....	4 to 8

## Specialist's Degrees

### Specialist in Education with Emphasis in Educational Administration and Higher Education Administration

#### Admission

Admission to The University of Southern Mississippi's graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated with a master's degree from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

#### Required Criteria

GRE  
GPA on previous graduate work  
three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study  
vita/resume  
folio  
letter of intent

#### Supplementary Criteria\*

other standardized test scores  
interview  
writing sample  
GPA on last two years of undergraduate work  
professional experience

Members of underrepresented groups are strongly encouraged to apply.

\*Supplementary materials may be submitted at the student's discretion or may be requested by the admission's committee.

#### Application for Graduation

Graduation is based upon:

1. Completion of an approved program of studies as determined by the student's committee which will consist of 36-39 semester hours of credit required for graduation.
2. Satisfactory completion of the comprehensive examination.
3. Successful defense of the research project or completion of the field problem.
4. A minimum 3.0 cumulative GPA is required for graduation.

#### Programs

The specialist's degree students must complete the appropriate program depending on their certification in the K-12 program. If not certified in administration, the basic program must be followed. If certified in administration, the advanced program must be completed.

A minimum of nine (9) semester hours in cognate areas is required in some of the specialist's degree programs. The department defines cognate areas as those courses which broaden and complement the student's program. These courses and other electives will be chosen with the approval of the student's major professor, and additional hours may be required to satisfy deficiencies in the student's program.

**Curriculum**

**Basic - Non-Administration Certified**  
EDA 600, 616, 620, 628, 650, 704, 706,  
708, 736, 738

REF 607  
EDA 794 or EDA 798

**Advanced - Administration Certified**  
**Educational Administration (36-39 hrs)**  
EDA 700, 701, 710, 712, 720, 738, 742, 755, 780  
EDA 794 or EDA 798  
Electives—6 or 9 hours in cognate areas

**Higher Education Administration (36-39 hrs)**  
EDA 711, 712, 713, 714, 715, 716, 717, 719,  
736, 738  
EDA 794 or EDA 798  
Electives—6 or 9 hours in cognate areas

**Residency**

Students must meet the residency requirements specified in this *Bulletin*.

**Doctoral Degrees**

**Doctor of Education and Doctor of Philosophy in Education  
with Emphasis in Educational Administration**  
**Doctor of Education and Doctor of Philosophy in Higher Education Administration**

**Admission**

Admission to The University of Southern Mississippi’s graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

**Required Criteria**

GRE scores  
GPA on previous graduate work  
three letters of recommendation  
from people qualified to assess the  
applicant’s readiness for graduate study  
vita/resumé  
folio  
letter of intent

**Supplementary Criteria\***

other standardized test scores  
interview  
GPA on last two years of undergraduate  
work  
professional experience

Members of underrepresented groups are strongly encouraged to apply.

\*Supplementary criteria may be submitted at the student’s discretion or may be requested by the admission’s committee.

**Planning Sheet**

Planning sheets are completed and approved during the first or second semester in the program.

**Research Tool(s)**

Research tool(s) are required. Check with department chair for specific requirements.

**Residency**

Students must meet the residency requirements specified in this *Bulletin* or by department.

**Admission to Candidacy**

Admission to candidacy should be submitted one semester prior to graduation and will be approved by the student’s graduate committee upon:

- 1. Completion of an approved program of studies

2. Satisfaction of the research tools: statistics requirement
3. Completion of an approved dissertation prospectus
4. Completion of the comprehensive examination
5. Completion of the residency requirement

### Application for Graduation

Graduation is based upon:

1. Meeting the departmental and college deadlines for receiving the completed dissertation
2. Successful defense of the completed dissertation
3. A minimum 3.0 cumulative GPA is required for graduation
4. Residency requirement

### Programs

At the doctoral level, programs are provided in: (1) Educational Administration and (2) Higher Education Administration. The doctoral program requires a minimum of seventy-eight (78) semester hours beyond the master's degree inclusive of the dissertation and proficiency in statistics. The student's doctoral committee, appointed by the department, will approve the selection of required courses and electives and, in order to secure breadth and depth in the student's preparation program, may require more than the minimum number of hours of graduate credit. Nine (9) hours of cognate area credit are normally required. The department defines cognate areas as those courses which broaden and complement the student's program. Cognates, as well as other courses, will be chosen with the approval of the student's major professor and committee. Additional and supplemental coursework will be required for students seeking initial administrative licensure. A strength of the doctoral program is its flexibility. A plan of study is based upon the student's previous educational background and professional objectives. Each doctoral student will be required to participate in a variety of laboratory and field experiences.

### Curriculum

#### Educational Administration Courses (Required/Recommended)

EDA 700, 701, 702, 710, 720, 736, 738, 742, 755, 794, 800

SPE 770

Plus Research/Statistics Courses and Cognates

#### Higher Education Administration Courses (Required/Recommended)

EDA 711, 712, 713, 714, 715, 716, 717, 719, 736, 738, 777, 800, 814, 816

REF 709

Plus Research/Statistics Courses and Cognates

### Programs in Educational Research Specialist's Program in Educational Research

The program leading to the specialist's degree in Education (Ed.S.) is designed to meet those goals listed under the master's degree program. The program is intended to serve as (1) a terminal program at the specialist's level for individuals not pursuing the doctoral degree and as (2) an advanced research program for individuals desiring specialization in research in addition to their major areas at the doctoral level.

### Admission

Admission to The University of Southern Mississippi's graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

**Required Criteria**

GRE scores  
 GPA on previous graduate work  
 three letters of recommendation from people qualified to assess the applicant's readiness for graduate study

**Supplementary Criteria\***

other standardized test scores  
 interview  
 vita/resume  
 writing sample  
 GPA on last two years of undergraduate work  
 professional experience

Members of underrepresented groups are strongly encouraged to apply.

\*Supplementary materials may be submitted at the student's discretion or may be requested by the admission committee.

**Application for Graduation**

Graduation is based upon:

1. Completion of required course work
2. Satisfactory completion of written and/or comprehensive examination
3. Satisfactory completion of Thesis or Research Problem
4. A minimum 3.0 cumulative GPA is required for graduation
5. Residency requirement

**Curriculum Requirements**

A student desiring to obtain a specialist's degree in Educational Research must possess a master's degree, and complete either twenty-seven (27) or thirty (30) semester hours of course work. Twenty-seven (27) hours are required for the student who writes a thesis (REF 798) and thirty (30) hours for the student who conducts a field problem (REF 794). The student must have also completed, or be willing to complete, the following prerequisites or their equivalents: \*REF 601 and \*602.

The following five courses (fifteen (15) semester hours) are required of each student:

	<b>Hours</b>
REF 761, 762, 824, 830, 893 .....	15

A student who chooses to write a thesis will complete one course (three (3) semester hours) from among the following. A student who conducts a field problem will complete two courses (six (6) semester hours).

REF 632, 770, 792 .....	3 or 6
PSY 764 .....	3 or 6
CSS 501, PSY 614 .....	3 or 6

Each student must complete either REF 794 (Field Problems—3 semester hours) or REF 798 (Specialist Thesis—6 semester hours).

Students will take nine (9) semester hours of electives to complete the program.

\*May be counted as electives in the specialist's degree program.

**Doctoral Minor in Educational Research [Option]**

Students majoring in a particular field or area at the doctoral level may also wish to pursue a doctoral minor in Educational Research. The objectives of the doctoral minor are to prepare persons to:

1. initiate or direct applied or institutional research in college, private or public agencies, and school systems;
2. teach applied statistics and research methodology in institutions of higher learning;
3. advise graduate and undergraduate students relative to the research process involved in theses, dissertations, and projects;
4. utilize available computer packages for statistical and informational processing;
5. serve as consultant to agencies involved in research or evaluation.

A minimum of twelve (12) semester hours is necessary in addition to REF 761 and REF 762 which are required for basic proficiency of all doctoral students in education.

The six (6) graduate courses (eighteen (18) semester hours) from the following represent the requirements for the doctoral minor:

	<b>Hours</b>
REF 761, 762, 824, 830, 893 .....	15
CSS 501, REF 645 .....	3

Substitutions from the following list of courses may be made with departmental approval:

- PSY 764
- REF 632, 770, 791, 792, 794

**Residency**

Students must meet the residency requirements specified in this *Bulletin* or by department.

**Programs in Adult Education**

The Adult Education program, a component of the Department of Educational Leadership and Research, offers degrees in Adult Education at the master's, specialist's, and doctoral levels.

Adult Education programs, by nature interdisciplinary and flexible, offer individuals from diverse backgrounds opportunities for upgrading and building on professional experience. Such agencies include vocational-technical centers, the armed forces, health services, criminal justice and law enforcement programs, public school systems, junior and senior colleges, human service agencies, the Cooperative Extension Service, business and industrial organizations, and others.

Admission to degree programs will be conducted in accordance with college and university policies (please refer to the "Admissions Requirements and Procedures" section of the *USM Bulletin: Graduate Programs*). In general, these procedures include the submission of application and credentials to the director of graduate admissions. Additionally, all degree applicants should send the program coordinator (a) a letter explaining the applicant's interest in and reasons for pursuing the degree and (b) a resume of academic and job-related experiences. The Admissions Review Committee will review all applications and recommend the appropriate actions.

Admitted students will be assigned a temporary adviser until the student, with the concurrence of the program coordinator, selects a permanent adult education adviser. Doctoral students will also select a doctoral advisory committee composed of four additional faculty members, at least one of whom must be a member of the Adult Education faculty. Then, in accordance with departmental policy, students, in collaboration with their appointed advisers, will design programs of study which reflect their long term goals and interests. Basic admissions eligibility and graduation criteria are discussed in the sections which follow.

**Public School Teacher Certification**

The state of Mississippi does not offer certification for public school teachers in the area of adult education. Therefore, a M.Ed., Ed.S., Ed.D., or Ph.D. completed with a major in adult education will not result in meeting certification or recertification requirements for public school teaching at any level in Mississippi.

**Master of Education in Adult Education**

**Admission**

Admission to The University of Southern Mississippi's graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

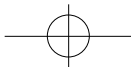
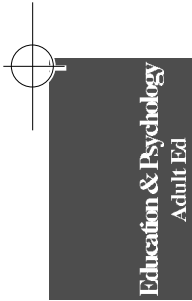
**Required Criteria**

- Letter of Application
- GRE or MAT scores
- GPA on last two years of undergraduate work
- GPA on previous graduate work
- three letters of recommendation from people qualified to assess the applicant's readiness for graduate study

**Supplementary Criteria\***

- other standardized test scores
- interview
- vita/resume
- writing sample
- professional experience

Members of underrepresented groups are strongly encouraged to apply.



**Curriculum Requirements**

The Master of Education degree requires thirty (30) semester hours of graduate course work (no thesis is required for this degree). In addition to the eighteen (18) hours of courses specified below, twelve (12) hours of electives must also be taken. Eighteen (18) hours must be 600 level or higher.

**Required Courses**

	<b>Hours</b>
ADE 540, 576, 601, and 607 (ADE core).....	12
REF 601 (Introduction to Research).....	3
REF 604 or 816 or 818 (Educational Foundations) or a seventh course in Adult Education.....	3

**Electives**

Two additional ADE courses.....	6
Courses in degree-related areas.....	6
	<b>30</b>

To graduate, students must complete an approved thirty (30) semester hour program of studies with a 3.0 grade point average and successfully complete a written comprehensive examination.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Specialist in Education  
with Emphasis in Adult Education**

**Admission**

Admission to The University of Southern Mississippi’s graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

**Required Criteria**

- Letter of Application
- GRE or MAT scores
- GPA on previous graduate work
- three letters of recommendation from people qualified to assess the applicant’s readiness for graduate study

**Supplementary Criteria\***

- other standardized test scores
- interview
- vita/resume
- writing sample
- GPA on last two years of undergraduate work
- professional experience

Members of underrepresented groups are strongly encouraged to apply.

Supplementary material may be submitted at the student’s discretion or may be requested by the admissions committee.

**Curriculum Requirements**

The Specialist in Education degree requires thirty-three (33) semester hours of graduate work beyond the master’s degree. Adult Education Specialist students must complete all ADE and REF courses (or their equivalents) specified for the Master of Education in Adult Education. Students are also required to complete either a thesis (ADE 798) or an appropriate field study (ADE 794). Altogether, students should complete twenty-four (24) semester hours of adult education courses and nine (9) hours from relevant content areas or behavioral sciences related to the goals of the student. All courses must be approved by the student’s adviser. A 3.0 GPA is required for graduation.

To graduate, students must complete an approved thirty-three (33) semester hour program of studies with an acceptable grade point average, successfully complete a written comprehensive examination, and successfully complete and defend an acceptable thesis or field study.

**Residency**

Students must meet the residency requirements specified in this *Bulletin* or by the department.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

## Doctor of Education and Doctor of Philosophy with Emphasis in Adult Education

### Admission

Admission to The University of Southern Mississippi's graduate programs in Educational Leadership and Research is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the graduate admissions committees of the department recommend admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in Educational Leadership and Research. In evaluating applications, the admissions committees utilize separate criteria in each degree program offered.

#### Required Criteria

Letter of Application  
GRE scores  
GPA on previous graduate work  
three letters of recommendation from people qualified to assess the applicant's readiness for graduate study

#### Supplementary Criteria\*

other standardized test scores  
interview  
vita/resume  
writing sample  
GPA on last two years of undergraduate work  
professional experience

Members of under represented groups are strongly encouraged to apply.

\*Supplementary materials may be submitted at the student's discretion or may be requested by the admissions committee.

### Curriculum Requirements

Doctoral programs of study should be designed to provide competency in six areas: (1) history, philosophy, and contemporary practice; (2) the nature of the adult learner; (3) methods and strategies of adult learning; (4) program and curricular design and evaluation; (5) research design and statistics; and (6) specific abilities required for the student's particular area of professional interests, including both major areas of study and cognate fields. As early in the program as possible, doctoral students should select an area of emphasis for dissertation research. Programs of study (including all course decisions, research topics, etc.) must be approved by each student's advisory committee. During the student's first term, the student should schedule a program planning meeting with the two adult education faculty.

### Research Tool(s)

Research tool(s) are required. Specific requirements differ between the Ed.D. and Ph.D.

### Residency

Doctoral students may pursue either the Ed.D. or the Ph.D. Both degrees require a minimum of 72 semester hours of course work (including dissertation and statistics proficiency) beyond the master's degree. Doctoral students must complete a residency requirement of either (a) two consecutive terms of 12 hours each, (b) three consecutive terms of 9 hours each, (c) four consecutive terms of 6 hours each, or (d) two non-consecutive terms of 12 hours each with 3 hours of classroom-based courses for each intervening term. Physical residence on campus or in Hattiesburg is recommended but not required during residency. A 3.0 GPA is required for graduation.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

### Departmental Program of Studies (minimum 72 credit hours)

Doctoral students in adult education will complete a number of required courses and electives, but the program is designed to allow intensive pursuit of other areas in which adult educators may have interest or professional goals. Accordingly, there are several possible tracks students may pursue in addition to the requirements common for all students. The minimum required program includes:

	<b>Hours</b>
ADE 540, 576, 601, 607, and 889 (ADE Core) .....	15
ADE Electives (15 hours of which must be classroom courses) .....	18

ADE 898 (dissertation) .....	12
REF 601 and REF 602 .....	6
REF 604, 816, or 818 or an additional elective in Adult Education .....	3
REF 761 and 762 .....	6
Additional Coursework:	
Ed.D. Electives .....	12
or	
Ph.D. research methodology .....	3
Ph.D. electives .....	9
	<b>72</b>

Within this program, students may pursue related areas in which to specialize, or tracks. Students are not required to be in a track; they are not prescriptive. They are, however, suggestive of possible plans for individual doctoral programs.

**Administrative and Managerial:** For those interested in public sector and private sector administration. In addition to ADE 602 and 603, recommended course areas would include business, management, marketing, and educational administration.

**Adult Basic Education:** For those interested in teaching and administering adult basic and secondary education. Recommended courses include ADE 541, 542, 545, 602, and related courses in reading and English composition.

**Research:** For those interested in conducting research at a professional level. Recommended course areas would include statistics, research design, grant writing, historical research methods, psychology, and computers.

**Career Specialization:** For those interested in using their elective courses to pursue specific career interests, such as nursing, criminal justice, fine arts, liberal arts, business, technical fields, library services, etc. Many people in this track might be teachers or trainers in post-secondary institutions, health-related organizations, or business organizations.

**Gerontology:** For those interested in the older adult. In addition to ADE 580 and 750, germane courses in psychology, sociology, social work, and counseling are recommended.

**Dissertation (12 hours)**

During the dissertation process, all students must complete twelve (12) hours of ADE 898, Dissertation. A minimum of three (3) credit hours of ADE 898 must be completed during the semester in which the dissertation is defended. The student submits three documents to a doctoral committee of five faculty: a pre-proposal, a proposal, and a completed dissertation. The last two are defended orally. A student applies for candidacy only after all degree requirements except the oral defense of the dissertation are completed .

**Examinations**

Comprehensive written examinations are prepared by doctoral committee members and are taken at or near the conclusion of course work. They are based on material from the overall program, including the books on the doctoral reading list. The committee may require an additional oral examination at its discretion. Comprehensive examinations are taken by arrangement on an individual basis.

Any students who have been inactive, as determined by the committee chair or the department following the comprehensive examination, will take an additional examination in Adult Education to assure currency prior to beginning or continuing work on the dissertation.

**Graduation**

To complete either the Ed.D. or Ph.D. degree in Adult Education, students must meet residency requirements, maintain a minimum 3.0 cumulative grade point average, complete all course work, complete necessary proficiencies, pass the comprehensive examination, and successfully complete and defend a dissertation.



## Department of Psychology

Stan A. Kuczaj, II, Chair  
Hattiesburg, MS 39406-5025  
(601) 266-4177

*Alford, Arnau, Berman, Buelow, Christ, Dahlen, Edwards, Fortunato, Goggin, Greer, Hailey, Harsh, Hartwig\*,  
Hollandsworth, G. Jones, Koepfel, Kuczaj, Leach, Levy, Lyddon, McCoy, Mae, Martray, Nicholson, Olmi,  
Paul, Randolph, Range, Siakaluk, Sison\*, Tingstrom, Turner, Wagner, Watson, Wesley*

*\*Associate Graduate Faculty*

The Department of Psychology offers graduate programs at the master's and doctoral levels. Master's degrees with a major in psychology (M.A. or M.S.) prepare students for advanced graduate work. The master's degrees in counseling psychology (M.S.) and counseling and personnel services (M.Ed.) prepare entry-level counselor personnel for service delivery roles in community agency and educational settings. The M.S. program in counseling psychology also provides a track for students who wish to pursue advanced graduate study.

The department's Ph.D. programs in clinical, counseling, industrial/organizational, and school psychology are based on the scientist-practitioner training model which integrates scientific and professional components at all stages of training, preparing graduates for teaching, research, and practice roles in health service, governmental, educational, business/industrial, and academic settings. The Ph.D. program in experimental psychology prepares graduates for teaching and research roles in academic institutions and specialized research programs.

At the Ph.D. level, programs in clinical, counseling, and school psychology are fully accredited by the American Psychological Association (APA). In addition, the doctoral program in school psychology is accredited by the National Association of School Psychologists (NASP). At the master's level, the program in counseling psychology is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Since program requirements, application material, and curricula may vary from one program to the next, program brochures should be accessed online or requested from the department if detailed information is needed.

### Master's Degree Programs

Students are admitted to the M.A. program in psychology based on an assessment of their potential to successfully complete a doctoral program. Hence, admissions requirements are essentially the same as those as listed for the Ph.D. in psychology (see description under Ph.D. in psychology). Some students initially seek a doctoral degree but may, at some point, opt to terminate with a master's degree and typically complete a program leading to a Master of Science Degree in Psychology. Regardless, the completion of any master's degree does not guarantee admission to advanced doctoral study in one of the Ph.D. programs offered by the department.

Students are admitted to the M.S. in counseling psychology or M.Ed. in counseling and personnel services based upon the student's previous academic record, scores on admission tests, and recommendations. Admission is selective; the faculty selects the best candidates from the applicant pool. The following tests are required for the respective master's programs:

- M.S. in Counseling Psychology - Graduate Record Examination (GRE)
- M.Ed. Non-Teacher Alternate Route Option - School Counseling - Miller Analogy Test or GRE
- M.Ed. Teacher Option - School Counseling - GRE or Miller Analogies Test
- M.Ed. College Counseling - GRE or Miller Analogies Test

The Admissions Committee takes into account factors such as test scores, undergraduate grade-point-average, and letters of recommendation from persons qualified to assess the applicant's readiness for graduate study in making admissions decisions.

Members of under represented groups are strongly encouraged to apply.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Curricula: M.A. and M.S. Degrees in Psychology**  
**Common Requirements for the Master of Arts and Master of Science Degrees with a major in Psychology**

	<b>Hours</b>
Departmental Courses:	
Research Design & Analysis area: PSY 661, 662, 663.....	9
Psychological Foundations area: Completion of 3 of the following 4 content areas.....	9
Biological Area: PSY 624 or PSY 726	
Cognitive Area: PSY 621 or PSY 722	
Social Area: PSY 750 or PSY 655	
Individual Differences and Life Span Development Area: PSY 635 or PSY 679	
Electives.....	14

All choices between core courses as well as selection of elective courses must be approved by the student's major adviser and emphasis area director.

Master's comprehensive examination. Examination requirements are described in the General Academic Requirements section of this *Bulletin*.

**Additional Requirements for the Master of Arts Degree**

	<b>Hours</b>
Departmental Courses:	
Master's Thesis: PSY 698.....	6
A 3.0 GPA is required for graduation.	

**Note:** Students completing the M.S. degree in preparation for doctoral study must complete a master's thesis in addition to the requirements listed under Common Requirements for M.A. and M.S. degrees. Completion of the M.A. or M.S. degree with thesis does not guarantee admission to the doctoral degree program.

**Curriculum: M.S. Degree in Counseling Psychology**

The Master of Science in Counseling Psychology is designed to accommodate the needs of students who plan to seek employment in human services agencies. Research and statistics courses are available for those students who may wish to prepare for doctoral study. The program is accredited under the Community Counseling area by the Council for Accreditation of Counseling and Related Educational Programs. The program is offered only on a fulltime enrollment basis.

	<b>Hours</b>
Required Core Courses and Practica	
Foundations: PSY 613 and 679 or 717 .....	6
PSY 614, 630, 652, 710, 711, 712, 713, 714, 762 .....	27
Research Tools: PSY 659 .....	3
Internship: PSY 796 .....	6
Environmental/Specialized Studies .....	18
Total Requirements: .....	60 hours

**Note:** Course planning is undertaken with the backgrounds and needs of students in mind. The curriculum may be slightly modified to meet individual needs of students (with approval of adviser). Detailed curriculum guides are available upon request.

**Curriculum: M.Ed. Degree in Counseling and Personnel Services**

The Counseling and Personnel Services Emphases in School Counseling, College Student Personnel Services, and agency counseling are undergirded by a developmental and preventive philosophy, congruent with the model espoused by the national professional organizations for school counseling and college student personnel, respectively, as well as National Board for Certified Counselors.

**A. College Student Personnel Services Emphasis**

This emphasis prepares graduates for student personnel positions in community/junior colleges, colleges, and universities. Students may enter the College Student Personnel emphasis from any undergraduate major.

	<b>Hours</b>	<b>Required Courses</b>
PSY 612, 615, 639, 654, 659 (or adviser-approved equivalent), 739, EDA 712, 713 .....	24	
Approved Electives .....	9	
Total Requirements: 33 hours		

**B. School Counseling Emphasis**

**1. Non-teacher (Alternate Route) Option**

This option of the school counseling emphasis is designed to meet the needs of non-teachers who wish to qualify for Class AA school counselor licensure in Mississippi. Students may enter this option from any undergraduate major. It requires a minimum of one year of full-time graduate study on the Hattiesburg campus and one year of full-time internship.

**Hours**

Required Courses

PSY 610, 611, 612, 614, 650, 651, 653 (12 hours), 710, 711, REF 601 (or approved equivalent), 607...42  
Professional Specialization Area.....12  
Total Requirements: 54 hours

**2. Licensure Teacher Option**

This option of the school counseling emphasis is designed to meet the needs of teachers who wish to qualify for Class AA school counselor licensure. A Class A Standard Teaching License or equivalent is prerequisite for admission.

It is essentially a summer program; some of the required courses are offered only during summer term.

**Hours**

Required Courses

PSY 610, 611, 612, 614, 650, 651, 653 (6 hours), 710, 711, REF 601 (or approved equivalent).....33  
Required for Mississippi Licensure only:

REF 607 .....3  
Total Requirements: 33-36 hours

**C. Agency Counseling Emphasis**

This option of Agency Counseling is available only at the USM Gulf Coast campus and is designed to meet the content area requirements for licensed professional counselor in the state of Mississippi as well as the National Board for Certified Counselors. This program emphasis is intended primarily for bachelor's graduates in psychology or closely related majors who wish to pursue a master's degree and become professional counselors or supervisors in social service agencies.

**Hours**

Required Courses

PSY 611, 612, 613, 614, 630, 650, 652, 679, 710, 711, 712, 796 (6 hrs).....39  
REF 601 or 602 .....3  
Professional Specialization Area.....6  
Total Requirements: 48 hours

**Application for Graduation**

Graduation is based upon:

1. Completion of required course work in respective program.
2. Satisfactory completion of comprehensive examination.
3. Satisfactory performance in the counseling practica.
4. A 3.0 GPA is required for graduation.

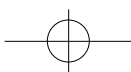
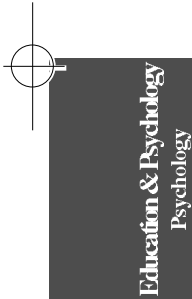
**Specialist's Degree Program**

**Specialist's Degree Emphasis in School Counseling**

The Specialist's Degree in Education with an Emphasis in School Counseling is designed for an applicant who meets all of the following criteria: (a) holds a master's degree; (b) holds a Mississippi Class AA Standard School Counselor Certificate; and (c) has obtained at least one year of full time, paid experience as a school counselor. Course work used to fulfill requirements for a master's degree and previously used to meet Class AA School Counselor Certification requirements (equivalency of a master's degree in school counseling) may not be counted toward the minimum of 33 semester hours required for the specialist's degree. This program emphasis may not be completed on a "summers only" basis, nor on a full-time basis.

**Admission Requirements**

See "Admissions to Specialists" degree programs in front section of this *Bulletin*.



Required Courses:	Hours
PSY 613, 615, 713, 717, 720, 790, TOE 704.....	21
Additional Graduate Courses .....	12
Total Requirements: 33 hours	

**Residency**

Students must meet the residency requirements specified in this *Bulletin*.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Doctoral Degree Programs**

**Ph.D. in Psychology**

The department offers the Ph.D. in psychology in five emphasis areas: clinical, counseling, experimental, school, and industrial/organizational psychology.

These doctoral emphasis areas are designed to ensure that students receive strong preparation in the research and theoretical literature of psychology as an experimental behavioral science.

Students are admitted to one of these programs after completing a master's degree in psychology as described in the section on master's degrees. Students who apply to a doctoral program and have not completed such a master's degree must do so at USM en route toward their doctorate. As stated in the master's degree program section, completion of a master's degree does not guarantee admission to one of the doctoral programs. Admission to a doctoral program requires completion of the master's degree AND approval by the program faculty and the department chair. Applicants are judged on the basis of prior academic record, **GRE** scores, three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study, and evidence of creative scholarship. Applicants are expected to have completed appropriate undergraduate foundation courses in psychology (e.g., statistics, experimental, and history and systems). A student may be invited to come to campus for a personal interview as part of the application process. The department typically receives applications from a larger number of qualified applicants than it can enroll. Prospective students should specify their intended emphasis area at time of application. Brochures describing each of these are available from the department or online. New students are admitted only for fall semester. Applications received by February 15 will receive a full review. All students interested in applying for admission to the program are encouraged to contact the department prior to submitting their applications.

The Department of Psychology values diversity, and members of under-represented groups are strongly encouraged to apply. Additionally, while participation in on-campus admissions seminars and interviews is highly recommended for applicants who enter the final selection pool, alternative arrangements may be requested through the director of training for those individuals who are unable to travel to Hattiesburg.

**Residency**

Students must meet the residency requirements specified in this *Bulletin*.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.

**Common Requirements for the Ph.D. in Psychology**

Research Tool(s)	Hours
Research tool(s) are required. Check with department chair for specific requirements.	

Doctoral qualifying and comprehensive exams are required. Check with department chair for information on these exams. A 3.0 GPA is required for graduation.

**Departmental Courses:**

PSY 718 .....	3
PSY 898 .....	12

Psychological Foundations: Completion of the remaining 1 of the following 4 content areas: (3 content areas are required for USM Master's degree; students who enter USM with a Master's degree must complete all 4 content areas for the Ph.D. degree .....3

- Biological Area: PSY 624 or PSY 726
- Cognitive Area: PSY 621 or PSY 722
- Social Area: PSY 750 or PSY 655
- Individual Differences and Life Span Development Area: PSY 635 or PSY 679

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NOTE: All choices between core courses as well as selection of elective courses must be approved by the student's major adviser and the emphasis area director of training.

**Requirements for an Emphasis in Experimental Psychology**

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

	<b>Hours</b>
Departmental Courses:	
PSY 701 (1 hour), 702; 728 (9 hours).....	13
Electives:.....	27

NOTE: All electives must be approved by the student's major adviser and emphasis area director of training.

**Requirements for an Emphasis in Clinical Psychology**

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

	<b>Hours</b>
Professional Core:	
PSY 607, 750 .....	6
Clinical Core:	
PSY 640, 641, 735 (9 hours), 736, 740, 780, 782 (minimum 9 hours), 784, 794 (9 hours), 881 (12 hours), 734 or 742, 777 .....	63
Electives:.....	19

NOTE: All electives must be approved by the student's major adviser and emphasis area director of training.

**Requirements for an Emphasis in Counseling Psychology**

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

	<b>Hours</b>
Psychological Foundations	
Departmental Master's core and PSY 613	
Professional Core	
PSY 607; 614, 642, 701, 710, 712 or 780, 713, 714, 740 or 835, 811, 836, and 870 (6 credit hours) .....	39
Practica, Externships, and Internship	
PSY 652, 762, 763, 786, 796, 883, 835, and/or 840, and 860 .....	24-27
Research Design and Analysis:	
Department Master's core and PSY 791 and 850 or REF 893 .....	13-16

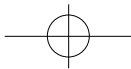
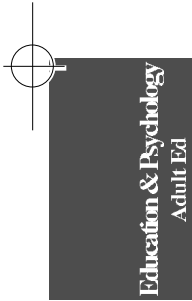
Elective Concentrations:  
 Elective areas include courses in Child/Family Interventions, Behavioral Medicine/Health Psychology, and Gerontology. Electives must be approved by the student's major adviser and the emphasis area director of training.

**Requirements for an Emphasis in Industrial/Organizational Psychology**

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

	<b>Hours</b>
Professional Core:	
PSY 607, 751, 752, 753, 761, 765, 766, 767, 768, 791 (9 hours.).....	35
Supervised Field Experience (Practica)	
Students in the Industrial/Organizational emphasis area must complete 6 hours of supervised field experience, which must be approved by the student's major adviser and emphasis area director .....	6

NOTE: All electives must be approved by the student's major adviser and the emphasis area director of training. The Industrial/Organizational program currently requires 2 elective courses in management. The remaining 6 hours may consist of psychology or management courses .....



### Requirements for an Emphasis in School Psychology

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

	Hours
Departmental Courses:	
PSY 607, 608, 613, 614, 635 or 679 (choose the one not taken at master's level), 642, 643, 671 (3 hours), 691 (9 hours), 693 (2 hours), 621 or 722 (choose the one not taken at master's level), 750 or 655, 771 (21 hours); 791 (6 hours), 772, 773, 774, 775, 777, 793 (6 hours), 880 (8 hours).....	94
Electives .....	12

NOTE: All electives must be approved by the student's major adviser and the emphasis area director of training. The selection of an internship must conform to NASP and CDSPP standards.

**Note:** Students completing the doctoral degree program with an emphasis in School Psychology will be eligible to apply for Mississippi AAAA School Psychologist licensure. Each student, in consultation with the major professor, should identify any additional requirements necessary for licensure in the state in which the student plans to work.

## Department of Technology Education

Edward C. Mann, Chair  
Hattiesburg MS 39406-5036  
(601) 266-4446

*Hartsell, Juneau, Mann, Shoemaker, Yuen*

The Department of Technology Education offers graduate programs leading to the master of science degree: Master of Science in Technology Education with an emphases in Business Technology Education or an emphasis in Technical and Occupational Education and a Master of Science in Instructional Technology.

The purpose of the master of science in technology education is to provide teachers of business, industrial, technical, and vocational subjects post-baccalaureate course work designed to serve as a foundation for professional development, career advancement, or further graduate study.

The purpose of the master of science in instructional technology is to provide students with a strong theoretical base and practical hands-on experience in the design, development, implementation, management, and evaluation of leading-edge educational technologies.

Mississippi teachers holding the appropriate Class A teaching license may qualify for a Class AA license upon successful completion of one of these programs and approval of the Office of Educator Licensure, Mississippi Department of Education.

### Master's Programs Admission Requirements

Regular admission to the master's programs is contingent upon at least four factors: (1) Submission of test scores on the **Graduate Record Examination (GRE)**, or the **Miller Analogies Test** predictive of the ability to successfully complete the graduate program; (2) an undergraduate grade point average reflecting the ability to do graduate work; (3) submission of a minimum of three letters of recommendation from individuals qualified to assess applicant's readiness to successfully complete the graduate program; and (4) approval of the department chair, and dean of the college. The letters of recommendation should be sent to the department.

An applicant who fails to meet the criteria for regular admission may be considered for and gain conditional admission upon the recommendation of the department chair, and dean of the college. Such students must make grades of B or better on the first nine (9) hours of graduate course work 500 level or higher or on all course work taken while completing this requirement in order to qualify for regular admission. The appropriate master's degree will be conferred upon candidates who (1) meet admission requirements listed above, (2) complete one of the special curriculum requirements outline below, (3) pass the Master's Comprehensive Examination, and (4) acquire a 3.0 GPA which is required for graduation.

Members of all under represented groups are strongly encouraged to apply.

**Continuous Enrollment Requirement:** Students must meet the requirement specified in the front section of this *Bulletin*.



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**Master of Science Degree in Technology Education  
with an Emphasis in Business Technology Education**

All students pursuing an emphasis in Business Technology Education must complete the following requirements:

	Hours
BTE 651, 652, 653, 608, 692 .....	15
REF 601, 607 .....	6
Electives—Nine (9) semester hours. Subject to the approval of the student’s adviser or department chair. Elective hours may be selected to structure a graduate minor or to cluster courses in support of specific certification requirements or other professional goals .....	9
	30

**Master of Science Degree in Technology/Education  
with an Emphasis in Technical and Occupational Education**

All students pursuing an emphasis in Technical and Occupational Education must complete the following requirements:

	Hours
TOE 605, 607, 611, 692 .....	12
REF 601, 607 .....	6
Electives—Twelve (12) semester hours. Subject to the approval of the student’s adviser or department chair, electives hours are to be taken as follows:	
1. Three (3) elective hours must be taken in Technical and Occupational Education or Instructional Technology.	
2. The remaining nine (9) semester hours may be selected to structure a graduate minor, or to cluster courses in support of specific certification requirements or other professional goals .....	12
	30

**Curriculum for Coordinators of Cooperative Vocational Education  
(Includes D.O. Co-Op)**

Prerequisite: Standard license in Trade and Technical Education, Business Technology Education, Vocational Home Economics or Vocational Agriculture.

**Add-On AA Licensure Requirement**

Six (6) semester hours as follows:

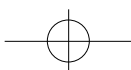
	Hours
BTE or TOE 552 History and Philosophy of Vocational Education .....	3
BTE or TOE 553 Techniques/Problems of Coordination .....	3
OR	

A Master of Science Degree in Technology Education with an emphasis in Technical and Occupational Education or Business Technology Education which includes the above six (6) hours in lieu of “electives.”

**Master of Science Degree in Instructional Technology**

All students pursuing the Master of Science Degree in Instructional Technology must complete the following requirements:

	Hours
IT 620, 636, 642, 644, 645, 648, and 698 or 699 .....	21
REF 601, 607 .....	6
Electives—Six (6) semester hours. Subject to the approval of the student’s adviser or department chair.	6
	33



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**Graduate Minors in Instructional Technology**

**Master's/Specialist's Level Minor Requirements**

Six (6) semester hours of computer application course work (minimum 2.50 GPA) at the undergraduate level or significant practical experience in computer applications.

Four of the following courses: IT 569, 609, 620, 636, 642, 644, 645, 648, 650, 655, 666, 692 (12 hours)

**Doctoral Level Minor Requirements**

Six (6) semester hours of computer application course work (minimum 2.50 GPA) at the undergraduate level or significant practical experience in computer applications.

Five of the following courses: IT 569, 609, 620, 636, 642, 644, 645, 648, 650, 655, 666, 692 (15 hours)