

College of Education and Psychology

Graduate Degrees 2004-2005

Department	Major	Degree
Master's Level		
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	
	Mild/Moderate Emphasis (MED)	
Child and Family Studies	Severe/Profound Emphasis (MED)	
	Early Intervention	Master of Science
Library and Information Science	Adult Education	Master of Education
	Educational Administration	Master of Education
Psychology	Early Intervention	Master of Science
	Family and Consumer Studies	Master of Science
	Marriage and Family Therapy	Master of Science
	Library and Information Science	Master of Library and Information Science
	Psychology	Master of Arts Master of Education
Technology Education	Counseling and Personnel Services	
	College Counseling/ Personnel Emphasis	
	School Counseling Emphasis	
	Agency Counseling Emphasis	
	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
Specialist's Level		
Curriculum, Instruction, and Special Education	Education	Specialist in Education
	Early Childhood Education Emphasis	
	Elementary Education Emphasis	
	Reading Instruction Emphasis	
	Secondary Education Emphasis	
Special Education		Specialist in Education
Educational Leadership and Research	Education	Specialist in Education
	Adult Education Emphasis	
	Educational Research Emphasis	
	Educational Administration Emphasis	
	Higher Education Administration Emphasis	
School of Library and Information Science	Library and Information Science	Specialist in Library and Information Science
Doctoral Level		
Curriculum, Instruction, and Special Education	Education	Doctor of Education
	Elementary Education Emphasis	Doctor of Philosophy
	Secondary Education Emphasis	
	Special Education Emphasis	
Educational Leadership and Research	Education	Doctor of Education
	Adult Education Emphasis	Doctor of Philosophy
	Educational Administration Emphasis	
	Higher Education (HEA)	Doctor of Education
		Doctor of Philosophy
Psychology	Psychology	Doctor of Philosophy
	Clinical Emphasis	
	Counseling Emphasis	
	Experimental Emphasis	
	Industrial/Organizational Emphasis	
	School Emphasis	



College of Education and Psychology

W. Lee Pierce, Interim Dean
Mitchell Berman, Interim Associate 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). The master's degree in library and information science is accredited by the American Library Association (ALA). 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 in psychology, professional education, instructional technology, library and information science, and child and family studies. 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 lifelong 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, Cwikla, Evans, Falconer, Feldmann, Jackson, Karnes, Larmon, Lowrey, Luce, McDowell*, Morse, Nelson, Palmer, Reeves-Kazelskis, B. Richmond*, Siders, Thames, Walker, Whorton*

**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.

Education & Psychology

Education & Psychology
Curr., Instruct., & Spec. Ed.

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 coursework. 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 Southern Miss 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.

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 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 coursework 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 coursework 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 (4.0 scale) 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 sent to the department from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study;
- (d) a letter of intent (describe reasons for pursuing a master's degree);
- (e) a professional resumé; and
- (f) a copy of educator license.

Admission

The department reviews qualified applicants for graduate work throughout the academic year. Applicants 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 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 (9) hours of specified coursework 500-level or higher or all coursework taken while completing this nine 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 coursework at the graduate or undergraduate level. This coursework 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
CIR 754.....	3
Specialization.....	15
CIS 708.....	3
	Hours 30

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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 | 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: Students must meet the requirement specified in the front section of this *Bulletin*.

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 coursework and appropriate professional experience with students 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 Education

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 coursework and appropriate professional experience with students with gifted education.

Non-Thesis/Thesis Program

REF 601, 607.....	6
SPE 709, 770.....	6
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 coursework and appropriate professional experience with students 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 coursework and appropriate professional 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 Southern Miss 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.

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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, reading instruction, special education, or secondary education. 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 coursework required for that program at the master's degree level, and holds or will obtain a Class-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 coursework, 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 (4.0 scale) 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 sent to the department from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study;
- (d) a letter of intent (describe reasons for pursuing a specialist's degree);
- (e) a professional resume;
- (f) a copy of educator 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 underrepresented 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 coursework 600 level or higher or all coursework 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*.

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	
Coursework Emphasis Area (Select 12 hours of	
additional coursework 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 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 fewer 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	
Coursework Emphasis Area (Select 12 hours of	
additional coursework 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 fewer than three (3) faculty members in the department. A chair will be assigned to direct the research.

Specialist in Education with Emphasis in Reading Education

REF 602.....	3
CIE 762, 790.....	6
EDA 620	3
CIE/CIS 880.....	1
CIE/CIS 794.....	3
Elective (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 fewer 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 8183
 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, 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 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 fewer 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 coursework 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 coursework 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 3.5 or better (4.0 scale) 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 sent to the department from professionals in the field of education who are qualified to assess the applicant's readiness for graduate study;
- (d) a letter of intent (describe reasons for pursuing a doctoral degree);
- (e) a professional resumé;
- (f) a copy of educator 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.

<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 coursework 600 level or higher or all coursework 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 coursework.

Research Tool(s)

For the Doctor of Education 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.

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For the Doctor of Philosophy 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.

Graduate Core

For the Doctor of Education and Doctor of Philosophy degrees, all candidates enrolled in doctoral degree programs in curriculum, instruction, and special education are required to enroll in twenty-four (24) hours of core graduate coursework during the first two years of graduate coursework. These courses are identified as follows: CISE 800, CISE 801, CISE 802, CISE 804, CISE 806, and CISE 807.

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), excluding summer.

Doctoral Degrees

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

Graduate Core: CISE 800, 801, 802, 804, 806, 807

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 coursework 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 (4.0 scale) 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 sent to the department from professionals in the field of education who are qualified to assess the applicant’s readiness for graduate study;
- (f) a professional resume; and
- (g) a copy of license.

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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.

<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

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 coursework 600 level or higher or all coursework 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 Doctor of Education 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 Doctor of Philosophy 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 coursework 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.

Department of Educational Leadership and Research

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Anderson, Bowles, Kazelskis, Lee, Lucas, Luh, Maulding, McNeese, Melear, Orloff, Peters, Pierce, Rachal, Roberson, 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 Master of Education program is a cohort structure beginning each summer.

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

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

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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 Master of Education 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 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 and 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 applicant’s 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 underrepresented groups are strongly encouraged to apply.

*Supplementary criteria may be submitted at the student’s discretion or may be requested by the admissions 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; and
3. a minimum 3.0 cumulative GPA.

Curriculum

Contact the Department of Educational Leadership and Research for academic requirements for the Master of Education in educational administration.

	Hours
Block #1 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 Principalsip.....	3
EDA 780—Educational Leadership Seminar.....	3
Block #2 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
Block #3 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
Internship	
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/resumé
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 admissions 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;
2. satisfactory completion of the comprehensive examination;
3. successful defense of the research project or completion of the field problem; and
4. a minimum 3.0 cumulative GPA.

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, 636, 650, 704, 706, 708, 736, 738

REF 607

EDA 794 or EDA 798

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Advanced - Administration Certified Educational Administration (36-39 hrs)	Higher Education Administration (36-39 hrs)
EDA 700, 701, 702, 710, 712, 720, 736, 738, 742, 755, 780	EDA 711, 712, 713, 714, 715, 716, 717, 719, 736, 738
EDA 794 or EDA 798	EDA 794 or EDA 798
REF 602 or 755	
Electives – 6 or 9 hours in cognate areas	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 admissions 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 the 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; and
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; and
4. completion of 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 for the Doctor of Philosophy. 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 EPA 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 600/780, 645/702, 620/740, 636/736/738, REF 607, EDA 720, 616/710, 650/700, 628/755/701, 704, 706, 794, 791, 742, 708, 800, 711/712
 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/resumé
- 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 admissions committee.

Application for Graduation

Graduation is based upon

1. completion of required coursework;
2. satisfactory completion of written and/or comprehensive examination;
3. satisfactory completion of thesis or research problem;
4. a minimum 3.0 cumulative GPA; and
5. completion of 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:

	Hours
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 [Optional]

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 consultants 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:

	Hours
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 the 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 *Graduate Bulletin*). 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 Master of Education, Specialist in Education, Doctor of Education, or Doctor of Philosophy 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/resumé
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 coursework (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

	Hours
ADE 540, 576, 601, and 607 (ADE core).....	12
REF 601 (Introduction to Research).....	3
REF 604, 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
	30

To graduate, students must complete an approved thirty (30)-hour program of study with a 3.0 GPA and successfully complete a written comprehensive examination.

**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/resumé
- 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.

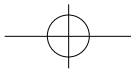
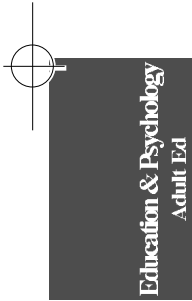
Curriculum Requirements

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)-hour program of studies with an acceptable GPA, 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.



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/resumé
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 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 interest, 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 Doctor of Education and Doctor of Philosophy.

Residency

Doctoral students may pursue either the Doctor of Education or the Doctor of Philosophy. Both degrees require a minimum of 72 semester hours of coursework (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.

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

	Hours
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

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REF 761 and 762.....	6
Additional coursework:	
Doctor of Education Electives.....	12
or	
Doctor of Philosophy research methodology.....	3
Doctor of Philosophy electives.....	9
	72

Within this program, students may pursue related areas in which to specialize. 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 .

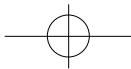
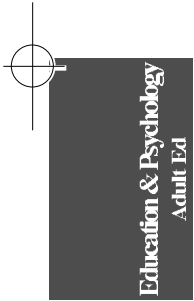
Examinations

Comprehensive written examinations are prepared by doctoral committee members and are taken at or near the conclusion of coursework. 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 Doctor of Education or Doctor of Philosophy degree in adult education, students must meet residency requirements, maintain a minimum 3.0 cumulative GPA, complete all coursework, complete necessary proficiencies, pass the comprehensive examination, and successfully complete and defend a dissertation.



School of Library and Information Science

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Bomhold, Chance, Greiner, Haynes, Norton, Rodriguez-Buckingham, Welsh

The School of Library and Information Science offers a course of study leading to a Master of Library and Information Science degree. Since the first master's degree in library science was awarded in 1965, the program has continued to grow and develop into a truly comprehensive instructional program for all students who plan to become professional librarians in public, school, academic, or special libraries. For the general university graduate student, the school offers a variety of courses for acquiring skills in the scholarly use of library resources as research tools. Finally, the school performs a vital role in the continuing development and expansion of library services at all levels in the state of Mississippi as well as providing continuing education for state practicing librarians. The school provides various forms of instructional delivery in order to serve the entire state and students in other areas: face-to-face instruction, Internet-based courses, hybrid modes, and interactive video.

The graduate curriculum in library and information science provides instruction in the following areas of librarianship: information science; reference; cataloging and classification; selection and acquisition; administration; bibliography; nonprint media; history of the book, libraries, printing and publishing; and library programs for children and youth.

Providing prospective librarians with professional knowledge and skills for effective library service, however, is not the only objective of the school. The faculty believes that professional education should also be concerned with fostering those attitudes and understandings which will help students develop an appreciation of the changing role of the library in society. The library profession will flourish only as students are prepared to participate intelligently in the process of relating library services to the larger social and cultural needs of contemporary society.

Accreditation

The Master of Library and Information Science degree is accredited by the American Library Association. The school is also an institutional member of the American Library Association and the Association for Library and Information Science Education. The school is active in the Special Libraries Association, the Southeastern Library Association, the Mississippi Library Association, and the Society of Mississippi Archivists.

Academic Mission of the Master's Program in Library and Information Science

The mission of the program of the School of Library and Information Science is to prepare qualified individuals for professional roles in libraries and other information environments. Preparation of such individuals involves two fundamental elements: (1) providing candidates with the appropriate perspective and (2) preparing candidates with the necessary intellectual and technical abilities to serve in the field of library and information science. Construing librarianship broadly to include work of information professionals in all types of settings, the program of library and information science has identified eight specific objectives for the Master of Library and Information Science program:

Objectives of the Graduate Program of Education in Library and Information Science

Objective 1.

To foster and promote among master's degree candidates a commitment to freedom and an awareness that freedom is a necessary condition for the proper operation of libraries and other information centers.

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As a result of this program, candidates will

- A. communicate to others the concepts of the United States Constitution as it relates to freedom of speech, press and assembly, and discuss intelligently the various articles of the Library Bill of Rights;
- B. identify situations in which the attempt to curtail people's freedom to read and view is being promoted directly or indirectly, by patrons or by professionals, within the context of libraries and information centers;
- C. deal effectively and fairly with persons who seek to censor materials in libraries and information centers through selection practice on the part of professionals and/or complaints about what materials and/or services are available or unavailable;
- D. select materials and choose services for a library or information center that, particularly within the domain of controversial social and/or moral issues, will provide a variety of viewpoints, thus fostering the people's right to read and think for themselves; and
- E. respond to patron inquiries and serve the public in a way that enhances, rather than restricts, freedom of inquiry, e.g. using a variety of sources when this is appropriate.

Objective 2.

To cultivate among master's degree candidates knowledge of the basic tenets of library and information science and to enable them to think critically and communicate effectively.

As a result of this program, candidates will

- A. identify problems in particular situations in libraries and information centers in light of the general principles of librarianship as well as the mission of the particular library or information center and demonstrate creativity and initiative in their solution;
- B. determine what professional responsibility demands in particular situations, especially in the light of the basic principles of information science and librarianship;
- C. select from various possibilities materials and services that are most appropriate in a particular community being served by a library or information center, being conscious of the people's right to know;
- D. demonstrate the role of the library in the information process;
- E. demonstrate the librarian's role as mediator in the communication process; and
- F. demonstrate a facility for appropriate oral and written communication.

Objective 3.

To create an environment for master's degree candidates to know, understand, and appreciate the evolution of libraries, the library profession, and the various technologies of information-related technologies in the context of social and cultural diversities.

As a result of this program, candidates will

- A. develop an historical perspective and a sense of tradition in regard to their chosen profession, and have some knowledge of the history of the various information technologies;
- B. become aware of the role that libraries and other information centers, as well as books and other communication media, have played in the development of human culture;
- C. be conscious of new and contemporary developments in information transfer, and especially the ways in which these extend or supplement and supplant the more traditional means of human communication; and
- D. relate libraries and information centers creatively and meaningfully to salient trends in changing social environments so that those libraries and information centers may contribute to the positive enrichment and development of the human societies they serve.

Objective 4.

To enable master's degree candidates to perform their duties and responsibilities in the work place skillfully, effectively, and professionally with a diverse public.

As a result of this program, candidates will

- A. apply methods commonly associated with scientific social research and analysis, and draw appropriate inferences from the results of such studies to identify the salient characteristics of the communities served by the library or other information center;
- B. select from available materials and services those that are appropriate for a particular community within the limits of financial capability and the goals of the institution; and
- C. organize materials and services so that they may be readily accessible to the public served by a library or information center.

Objective 5.

To introduce master's degree candidates to the theories and practices of modern management as it is accomplished in libraries and information centers.

As a result of this program, candidates will

- A. evaluate, implement, and discuss the elements of management theory, including goal setting, collection management, program planning, implementation, and evaluation;
- B. demonstrate an understanding of the processes and applications of organizing, directing and controlling systems as these are performed in libraries and information centers;
- C. demonstrate knowledge and application of the planning processes involved in budgeting and fiscal management, including being able to identify necessary components for budget design, budgetary control, and evaluation;
- D. recognize and be able to respond to issues of personnel management including staffing processes, disciplinary concerns, and continuing education; and
- E. evaluate the effects of technology on management.

Objective 6.

To emphasize to master's degree candidates the value of organizations related to librarianship and information work, to encourage candidates to participate in professional associations, and to promote later participation in continuing education activities.

As a result of this program, candidates will

- A. participate in professional organizations concerned with library and information work;
- B. explain how participation in professional organizations and publications advance the principles of librarianship; and
- C. participate in continuing education and other professional development activities.

Objective 7.

To introduce master's degree candidates to theoretical and applied professional research in all areas of librarianship; to develop cognizance of the role of scientific research in building a theoretical and practical knowledge base; and to provide opportunities for each student to conduct original research.

As a result of this program, candidates will

- A. explain the role of scientific research and of a theoretical knowledge base in librarianship;
- B. evaluate reports of theoretical and applied research;
- C. identify research problems/situations and appropriate methodologies and data-gathering techniques; and
- D. execute an original research activity as outlined in the research proposal.

Objective 8.

To prepare master's degree candidates with opportunities to develop intellectual and technological skills appropriate to the current and future professional requirements and to develop an awareness of the effects of technology on all library and information centers operations.

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As a result of this program, candidates will

- A. utilize online databases and catalogs, search and use the Internet, as well as use standard bibliographic vendors;
- B. employ various fundamental software programs in different computer system platforms;
- C. articulate and demonstrate the mechanisms of information processing, collection, organization, and access;
- D. demonstrate theoretical and practical knowledge relevant to planning, developing, implementing evaluating, and managing automation technology in library and information settings; and
- E. evaluate the impact of the information age on society and its institutions; examine the issues, role and implications of computer technology in the library and information settings; and discuss information access, value, and services.

Admission Requirements

A graduate student in the School of Library and Information Science must meet the general requirements for admission to the university graduate program as outlined elsewhere in this *Bulletin*. Application forms for admission to the graduate program must be submitted to the Graduate Admissions Office of the university.

Applications for admission are evaluated by a combination of the following criteria:

Undergraduate Record - Recently, students qualifying for regular admission to the master's program have had a 3.0 (4.0 scale) grade point average for the last two years of undergraduate study. For conditional admission, the School of Library and Information Science adheres to the policies of the Graduate School as stated in this *Bulletin*.

Graduate Record Examination - The student must submit GRE scores.

Letters of Recommendation - Three letters of recommendation by professionals in the field assessing the readiness of the applicant for graduate work must be submitted to the School of Library and Information Science.

Personal Questionnaire - The school requires the submission of a personal questionnaire which includes questions that require essay responses.

Personal Interviews - Personal interviews with applicants will be conducted whenever possible.

Letter of Application - Letter of application discussing the development of the student's interest in library and information science, the types of libraries they are interested in and statements about the student's potential contributions to the field.

Resumé

Forms for the letters of recommendation and the personal questionnaire may be obtained by request from the School of Library and Information Science and are available on the school's Web site.

Master of Library and Information Science Degree Program

Candidates for the Master of Library and Information Science (M.L.I.S.) degree must earn a minimum of thirty-nine (39) semester hours of credit with a 3.0 cumulative GPA. Eighteen (18) of these hours must be at the 600 level of courses. As many as six (6) hours may be selected from the offerings of other departments within the university. A total of no more than six (6) semester hours of transfer work may be applied toward the degree. A total of no more than nine (9) semester hours of combined transfer work and nondegree work may be applied toward the degree. Students must pass a comprehensive exam by completing a master's proposal and project (LIS 695).

The program of study for students will be individualized, taking into consideration previous academic backgrounds, experience, and career objectives. All programs of study must be planned with the counsel of a faculty adviser and approved by the director of the School of Library and Information Science.

I. Master of Library and Information Science Degree Requirements

Required courses (21 hours: LIS 501, 505, 511, 605, 636, 651, 668)

Electives (15 hours)

Master's project (3 hours: LIS 695)

If near equivalences of any of the above required courses were taken on the graduate level at an accredited institution with a grade of B or above, other electives may be substituted with permission of the director.

II. Course Requirements for School Library-Media Specialist Licensure at the Master's Level

Students who plan to use the master's degree in library and information science for Class-AA licensure should complete the following courses in addition to the required courses and master's project listed above:

LIS 508, 516, 517, 518, 525, 591

The following professional education courses must be completed to satisfy licensure requirements in the state of Mississippi: REF 601 and REF 607 (LIS 668 may be taken in lieu of REF 601).

Students seeking licensure at the master's level are also advised that they will be required to complete more than 39 hours to meet all degree and licensure requirements, especially if they do not hold Class-A licensure in library and information science. Students should see their adviser or the director of the School of Library and Information Science for further information concerning licensure requirements.

III. Dual Master's Degree in History and Library and Information Science

The History Department and the School of Library and Information Science offer a dual master's degree program leading to the Master of Arts in History and the Master of Library and Information Science degrees. Students must be admitted separately to each program. The total number of hours required for both programs is 60 - 30 for the Master of Library and Information Science and 30 for the Master of Arts in History.

Students in the combined program must complete the following requirements:

1. thirty (30) hours in history (18 hours at the 600 level)
2. thirty (30) hours in library and information science (18 hours at the 600 level)

The following are required courses:

LIS 501, 505, 511, 605, and 636;

LIS 651 or LIS 647;

LIS 631 or 638 or 646 or 649 or 666;

LIS electives (6 hours); and

LIS 691 which will confer three (3) of the 6 hour thesis requirement

3. a reading knowledge of one foreign language
4. a thesis that confers six (6) hours of the minimum hourly requirement for the history component

A comprehensive oral examination, administered by a three-member committee representing both disciplines, is given after satisfactory completion of the coursework and thesis.

The history requirements in this program are covered in the Department of History section of this *Bulletin*.

IV. Dual Master's Degree in Anthropology and Library and Information Science

The Department of Anthropology and Sociology and the School of Library and Information Science offer a dual master's degree program leading to the Master of Arts in Anthropology and the Master of Library and Information Science degrees. Students must be admitted separately to each program. The total number of hours required for both programs is 60; 30 for the Master of Library and Information Science and 30 for the Master of Arts in Anthropology.

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Students in the combined program must complete the following requirements:

1. thirty (30) hours in anthropology (18 hours at the 600 level)
2. thirty (30) hours in library and information science (18 hours at the 600 level); the following are required courses: LIS 501, 505, 511, 605, 636, 651, 666, and 691 (3 hours)
3. proficiency in one foreign language (see this *Bulletin*) or two semesters (6 hours) of graduate-level quantitative research methods
4. a comprehensive exam in anthropology
5. a thesis

The anthropology requirements in this program are covered in the Department of Anthropology and SAociology section of this *Bulletin*.

V. Dual Master's Degree in Political Science and Library and Information Science

The Department of Political Science and the School of Library and Information Science offer a dual master's program leading to the Master of Arts in Political Science and the Master of Library and Information Science degrees. Students must be admitted separately to each program. The total number of hours required for both programs is 60, including 3 hours of thesis in each program - 30 hours for the Master of Library and Information Science and 30 hours for the Master of Arts in Political Science. Students must satisfy the requirements of both degrees before the degrees will be awarded.

Students in the combined program must complete the following requirements:

Library and Information Science

Required:

- LIS 501 Reference Resources and Services (3 hrs)
- LIS 505 Cataloging and Classification (3 hrs)
- LIS 511 Collection Development and Management (3 hrs)
- LIS 540 Information Ethics (3 hrs)
- LIS 605 Library Management (3 hrs)
- LIS 636 Information: The Library and Society (3 hrs)
- LIS 651 Introduction to Information Science (3 hrs)
- LIS 691 Thesis - Research in Library Science (3 hrs)

Electives: 2 courses in LIS, 3 hours each, chosen in consultation with an academic adviser. Strongly recommended is at least one practicum (LIS 689, 3 hours).

Political Science

- PS 511 Research in Political Science (3 hrs)
- PS 698 Thesis (3 hrs)
- 24 hours in political science, chosen in consultation with the director of graduate studies in three of the following areas:
 - Public Administration- PS 571, 572, 573, 574, 770
 - Public Law- PS 580, 581, 582, 584, 585, 588, 589, 781
 - Political Theory and Methodology- PS 511, 512, 520, 521, 526, 721
 - American Government and Politics- PS 501, 502, 503, 504, 505, 506, 507, 508, 509, 700
 - International Relations- PS 531, 532, 535, 730, 731
 - Comparative Government and Politics- PS 550, 552, 556, 557, 558, 750

Specialist in Library and Information Science Degree Program

The Specialist in Library and Information Science (S.L.I.S.) advanced degree will provide the opportunity for practitioners to meet specific requirements in their professional areas, earn AAA school library media licensure, participate in continuing education activities, and specialize in particular areas of librarianship. Library and information science courses will include information technologies in a variety of information environments, advanced management seminars, and advanced research design. Specific courses of study are planned to meet the needs of individual students in consultation with faculty advisers and the director. All students in the Specialist in Library and Information Science program are required to complete a six-hour specialist field problem (LIS 794) or specialist thesis (LIS 798). All students must pass an oral defense of their field problem or thesis before a committee. Students completing the specialist thesis (LIS 798) must

present a thesis that conforms to the policies, format, and conventions described in the Graduate School's *Student Manual for Preparing Theses and Dissertations*. Copies of the manual may be obtained in the Office of Graduate Studies or from the Graduate School Web site.

Summer term and transfer credit information that applies to the master's program also applies to the specialist's program.

Specialist in Library and Information Science Admission Requirements

Applicants must meet the general requirements for admission to the university's specialist's degree programs as outlined in this *Bulletin*. Eligibility requirements for applicants to the specialist's degree program in library and information science are as follows:

Applicant must have a master's degree in library and information science, a master's degree in library and information science with an AA license, or a Master of Education degree with an AA license. (For students with a Master of Education degree with an AA license, additional coursework is required).

Applicant must have two (2) years of professional employment after earning the master's degree. (This requirement will be considered for waiver under specific circumstances. Contact the director of the School of Library and Information Science.)

Applications for admission to the Specialist in Library and Information Science degree program are evaluated by a combination of the following factors:

Graduate record - minimum 3.25 GPA (on a 4.0 scale) on all graduate work

Graduate Record Examination scores

Letters of Recommendation - Three letters of recommendation by professionals in the field or from the applicant's college instructors assessing the applicant's readiness for advanced graduate work must be submitted to the School of Library and Information Science.

Personal Questionnaire - The school requires the submission of a personal questionnaire, which includes questions that require essay responses.

Letter of Application - Letter of application explaining interest in the program and area of focus for research

Personal Interviews - Personal interviews with applicants will be conducted whenever possible.

Resumé

The director of the School of Library and Information Science, the dean of the College of Arts and Letters and the Office of Graduate Studies must be satisfied that the applicant shows promise of satisfying advanced graduate degree requirements.

Specialist in Library and Information Science Degree Requirements

Students entering the specialist's program with a Master of Library and Information Science degree must complete the following requirements:

1. Thirty-six (36) semester hours in library and information science, with the option to include twelve (12) hours from related departments, such as public administration, political science, educational leadership, communications, and marketing:

Thirty (30) hours selected from the following recommended courses:
LIS 506, 508, 516, 517, 518, 525, 540, 545, 557, 558, 560, 591, 641, 653, 654, 655, 656
670, and 675

Six (6) hours of a specialist field project (LIS 794) or thesis (LIS 798)

2. Oral defense of the specialist field project or thesis to a committee and comprehensive exam.
3. Students must meet the residency requirements specified in this *Bulletin*.

Specialist in Library and Information Science Degree Requirements with Emphasis in School Library Media Specialist Licensure at the AAA Level

Students entering the specialist's program with a Master of Library and Information Science degree with an AA license must complete the following requirements:

1. Thirty-six (36) semester hours of coursework:
 - Eighteen (18) hours of elective courses in library and information science
 - Twelve (12) hours of recommended education courses (consult adviser)
 - Six (6) hours of a specialist field project (LIS794) or thesis (LIS 798)
2. Oral defense of the specialist field project or thesis to a committee
3. Students must meet the residency requirements specified in this *Bulletin*.

Students entering the specialist's program with a Master of Education degree with an AA license must complete the following requirements:

1. Forty-five (45) semester hours of coursework:
 - Twenty-one (21) hours of prerequisite courses: LIS 501, 505, 511, 605, 636, 651, 668 (REF 601 may be substituted for LIS 668)
 - Eighteen (18) hours of elective courses in library and information science, with an option to substitute twelve (12) hours of education courses for the recommended LIS courses (consult adviser)
 - Six (6) hours of a specialist field project (LIS794) or thesis (LIS 798)
2. Oral defense of the specialist field project or thesis to a committee
3. Students must meet the residency requirements specified in this *Bulletin*.

Department of Psychology

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Alford, Arnau, Berman, Christ, Dahlen, Edwards, Fortunato, Goggin, Green, Greer, Harsh, Hartwig, Jordan, Koepfel, Kuczaj, Leach, Levy, Lyddon, McCoy, Nicholson, Olmi, Paul, Randolph, Range, Siakaluk, Sison*, Sterling-Turner, Stretch, Tingstrom, Wagner, Watson, Wesley*

**Associate Graduate Faculty*

The Department of Psychology offers graduate programs at the master's and doctoral level. Except for the master's degrees in counseling psychology and counseling and personnel services (see below), the department admits to its graduate programs only those students interested in continuing through to the doctorate. Students desiring a master's in psychology only need not apply as we do not offer a terminal master's degree.

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 Master of Science program in counseling psychology also provides a track for students who wish to pursue advanced graduate study.

The department's Doctor of Philosophy 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 Doctor of Philosophy program in experimental psychology prepares graduates for teaching and research roles in academic institutions and specialized research programs.

At the doctoral 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 into one of four specialty tracks leading to the doctorate (clinical, counseling, experimental, school) 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 Doctor of Philosophy in psychology (see description under Doctor of Philosophy 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 Doctor of Philosophy programs offered by the department.

Students are admitted to the Master of Science in counseling psychology or Master of Education 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:

- Master of Science in Counseling Psychology - Graduate Record Examination (GRE)
- Master of Education Non-Teacher Alternate Route Option - School Counseling - Miller Analogy Test or GRE
- Master of Education Teacher Option - School Counseling - GRE or Miller Analogies Test
- Master of Education 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 underrepresented groups are strongly encouraged to apply.

Curricula: Master of Arts and Master of Science in Psychology Common Requirements for the Master of Arts and Master of Science Degrees with a Major in Psychology

	Hours
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 requirements are described in the General Academic Requirements section of this *Bulletin*.

Additional Requirements for the Master of Arts

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

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

Curriculum: Master of Science in Counseling Psychology: Community Counseling Emphasis (Hattiesburg campus only)

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



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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 full-time enrollment basis.

Hours

Required Core Courses and Practica	
Foundations: PSY 613 and 679 or 717.....	6
PSY 614, 630, 650, 652, 710, 712, 713, 714, 720, 727, 738, 762.....	36
Research Tools: PSY 659.....	3
Internship: PSY 796.....	6
Environmental/Specialized Studies	9
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: Master of Education 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 (Hattiesburg campus only)

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.

Hours

Required courses:	
PSY 612, 613, 615, 639, 654, 739, 743, EDA 716, REF 601.....	27
Approved Electives.....	6
Total Requirements.....	33 hours

B. School Counseling Emphasis (Gulf Park campus only)

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. Licensed or Certified Teacher Option (Hattiesburg and Gulf Park campuses)

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 (Gulf Park campus only)

This option of agency counseling is available only at the Southern Miss 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 coursework in respective program;
2. satisfactory completion of comprehensive examination;
3. satisfactory performance in the counseling practica; and
4. a 3.0 GPA.

Doctoral Degree Programs

Doctor of Philosophy in Psychology

The department offers the Doctor of Philosophy 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 (M.A.) 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 Southern Miss 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 underrepresented groups are strongly encouraged to apply. Additionally, whereas 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*.

Common Requirements for the Doctor of Philosophy in Psychology

Hours

Research Tool(s)

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

Doctoral qualifying and comprehensive exams are required. Check with training directors 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 Southern Miss master's degree; students who enter Southern Miss with a master's degree must complete all 4 content areas for the Doctor of Philosophy degree.....	3

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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

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:

	Hours
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:

	Hours
Departmental Courses:	
PSY 607, 613, 621 or 722, 624 or 726, 635 or 679, 639, 655 or 750, (choose the courses not taken at master's level).....	18
Clinical Core:	
PSY 640, 641, 735 (9 hours), 736, 740, 780, 782 (minimum 9 hours), 784, 794 (3 hours), 881 (12 hours), 734, 737 742, 777.....	63
Electives.....	19

NOTE: All electives must be approved by the student's major adviser and emphasis area director of training.
 NOTE: Elective concentration is available in child clinical that includes additional coursework and research relevant to this area. Courses must be approved by student's major professor and the coordinator of the child clinical concentration.

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:

	Hours
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 650, 652, 762, 763, 786 or 835, 796 or 840, 835 or 840, 860 or 835, 883 (9 hours)	24-33
Research Design and Analysis:	
Department master's core and PSY 791 and 850 or REF 893.....	13-16

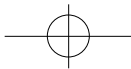
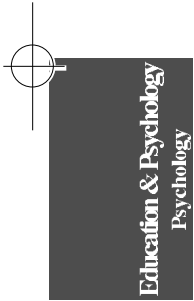
NOTE: Elective areas include courses in child/family interventions, behavioral medicine/health psychology, and gerontology. Electives must be approved by the student's major adviser and the emphasis area director of training.

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:

	Hours
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.....12



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, 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 (24 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
118 College Drive #5036
Hattiesburg MS 39406-0001
(601) 266-4446

Davis, Fisher, Hartsell, Juneau, Mann, Rouse, 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 emphasis in business technology education or 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 coursework 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 coursework 500 level or higher or on all coursework 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 outlined (3) pass the master's comprehensive examination, and (4) acquire a 3.0 GPA which is required for graduation.

Members of all underrepresented groups are strongly encouraged to apply.



**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, elective 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:

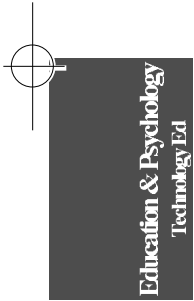
	Hours
IT 609, 620, 636, 644, 645, 648, and 698 or 699.....	21
REF 601, 607.....	6
Electives—Six (6) semester hours. Subject to the approval of the student’s adviser or department chair.....	6
	33

Graduate Minors in Instructional Technology

Master’s/Specialist’s Level Minor Requirements

Six (6) semester hours of computer application coursework (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 coursework (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)

Center for Child and Family Studies

Ann P. Blackwell, Interim Coordinator
Patricia C. Sims, Director, Marriage and Family Therapy
118 College Drive #5035
Hattiesburg, MS 39406-0001
(601) 266-4679

Adams, Blackwell, Hinton, Hupe, Lewis, Mueller, Palensky, Sims, Stanberry, Webb**

**Associate Graduate Faculty*

Unit Description

The Center for Child and Family Studies offers the Master of Science degree in Early Intervention, Family and Consumer Studies, and Marriage and Family Therapy. These graduate programs are oriented toward meeting career objectives in the areas administered by the center and toward meeting the interests and personal goals of the student. All majors offer flexibility so that students can meet specific career goals or specialize in areas of interest to them.

Interdisciplinary Minor and Graduate Credit in Gerontology: The center participates in the interdisciplinary minor in gerontology and graduate certificate in gerontology.

Specific requirements and courses available for the minor and the certificate can be found under the Interdisciplinary Minor and Graduate Certificate in Gerontology headings in the College of Education and Psychology section of the *Bulletin*.

Requirements for Admission

Regular admission to the Graduate School for study in the master of science degree programs in the Center for Child and Family Studies requires a bachelor's degree from an accredited institution, a grade point average (GPA) of at least 3.25 (on a 4.0 scale) in the last 64 hours of coursework, a 3.0 GPA in major, submission of test scores from the Graduate Record Examination (GRE), and three letters of recommendation from professionals familiar with the applicant's work and qualified to assess the applicant's readiness for graduate study. The letters of recommendation should offer clear support for the applicant's ability and potential for success in the program and should be sent to the Center for Child and Family Studies. Performance in specific courses related to the desired major will also be evaluated. Graduate work in the major and minor fields of specialization must be preceded by coursework sufficient to satisfy undergraduate requirements or enough related work to indicate the student's ability to do graduate work in the major and minor fields. Students may correct academic deficiencies by taking or auditing recommended undergraduate courses. Members of all underrepresented groups are encouraged to apply.

Requirements for Graduation

In the Center for Child and Family Studies, the minimum requirement for a master's degree is 36 semester hours (18 hours of 600 level or higher). Thesis and non-thesis options are offered. All students will take oral comprehensive examinations. Non-thesis students will take written comprehensive exams. A 3.0 GPA is required for graduation.

Master of Science in Early Intervention

Overview of Major

The Master of Science degree in Early Intervention is an interdisciplinary program offered jointly by the Center for Child and Family Studies and the Department of Curriculum, Instruction, and Special Education. The program requires a minimum of 36 semester hours (with 18 hours of 600 level or higher). The program maintains active teaching, research, and service links to the Institute for Disability Studies, which offers application sites, graduate assistantships, and other support services to the program.

Career Opportunities

The Master of Science degree in Early Intervention is designed to prepare students for positions in state and community-based systems with children aged birth to five years who have special needs. Program graduates are prepared to work in a variety of positions within public schools, child care, mental health, and private and public health systems. Graduates are prepared for direct service roles as well as administrative/leadership positions.

Special Program Requirements

Students entering this program are expected to have an undergraduate background in related coursework, including the prerequisite courses SPE 440/500, The Psychology and Education of the Exceptional Individual, and CD 451/551 and 451L/551L, Infant Development (with laboratory) or an approved equivalent. Those prerequisites do not count toward the 36 semester hours required for the master’s degree.

Applicants must submit, in addition to other school admission requirements noted earlier, a letter of intent, which contains a clear statement of professional goals and philosophy of professionalism.

Students not previously holding a teaching license will be cleared for admission to teacher education (completion of a general core, 2.65 GPA on that core, and satisfaction of the Praxis I or equivalent) during entrance to Graduate School.

Students entering the Master of Science program without licensure must satisfy a 9-credit practicum in place of the standard 3-credit practicum. Only 3 hours of practicum will be included in the 36-hour program requirement.

Prior to taking written and oral comprehensive examinations, students must remove all grades of “I” (incomplete) from their records.

Professional presentations are required of all graduate students who complete the Master of Science in Early Intervention.

Requirements for the Master of Science in Early Intervention

	Hours
SPE 770 Administration and Supervision of Programs.....	3
CD 650 Advanced Child Development.....	3
CD 652 Trends and Theories in Child and Family Studies.....	3
CD 688 Medical Aspects of Developmental Disabilities.....	3
SPE 645 Assessment and Intervention for Individuals with Severe and Profound Disabilities.....	3
SHS 730 Language Intervention with Infants.....	3
CD 628 Assessment Procedures for Young Children with Disabilities.....	3
CD 629 Advanced Intervention Procedures for Young Children with Disabilities.....	3
CIE 778 Creative and Mental Growth.....	3
FAM 651 Parents and Children.....	3
FAM 675 Practice of Family Research –OR– REF 601 Educational Research.....	3
FAM 690 Practicum in Family Relations.....	3-9
CD 698 Thesis (optional).....	3

Master of Science in Family and Consumer Studies

Overview of Major

The Master of Science degree in Family and Consumer Studies is a program that focuses on theory and research associated with the developmental stages of children and families. It includes a foundation in family systems theory, family life cycle development theory, and interactions among individuals, groups, and societal forces. The program requires a minimum of 36 semester hours (with 18 hours of 600 level or higher). The program offers various electives to choose from for students interested in specific areas of family and consumer studies, such as family life education and early childhood development.

Career Opportunities

The thorough research-based developmental foundation prepares graduates to assist policy makers in assessing the intended and unintended consequences of policy on children and families. Graduates prepare for careers as parent educators, child care providers, or administrators within private, community, religious, agency, and educational settings. Program graduates are also prepared to pursue advanced graduate work at the specialist and doctoral levels in other colleges.

Special Program Requirements

Students seeking admission to this degree program must meet all admission criteria for the school, but should, in addition, have a minimum GPA of 3.25 (on a 4.0 scale) on the last 64 hours of undergraduate study to qualify for regular admission.

Students are expected to have completed PSY 360, Introduction to Statistics for the Behavioral Sciences, or an approved equivalent. This prerequisite does not count toward the 36 semester hours required for the master's degree.

Applicants must submit, in addition to other school admission requirements noted earlier, a letter of intent, which contains a clear statement of professional goals and philosophy of professionalism.

Prior to taking written and oral comprehensive examinations, students must remove all grades of "I" (incomplete) from their records.

Professional presentations are required of all graduate students who complete the Master of Science in Family and Consumer Studies.

**Requirements for a Master of Science in Family and Consumer Studies
(36 hours non-thesis option; 36 hours thesis option)**

Students must take 18 hours of 600 level or higher courses.

	Hours
Core for all students in degree program:	
CD 652 Current Trends and Theories in Child and Family Studies.....	3
CD 650 Advanced Child Development.....	3
FAM 651 Parents and Children: Problem Resolution.....	3
FAM 645 Financial Problems of Families.....	3
FAM 551 Marriage Adjustment: Communication and Conflict.....	3
FAM 675 Practice of Family Research –OR– REF 601 Educational Research.....	3
FAM 650 Individual and Family Life Cycle Development.....	3
FCS 501 Family Life Education.....	3
CD 655 Practicum in Child Care Administration –OR–	
FAM 690 Practicum in Family and Consumer Studies.....	3
	<hr/> 27

Possible electives: (minimum of 9 hours of electives required under guidance of adviser and approval of graduate committee.)

	Hours
CD –OR– FAM 698 Thesis.....	6
CD 550 Administration of Programs for Young Children.....	3
CD 552 Child Development Methods and Materials.....	2
FAM 653 Aging and the Family.....	3
CJ 563 Family Law.....	3
HHS 601 College Teaching in Health and Human Sciences.....	3
SWK 692 Special Problems (grant writing).....	3

Other courses from related fields, as approved by graduate committee

Master of Science in Marriage and Family Therapy

Overview of Major

The Master of Science in Marriage and Family Therapy is an accredited program by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. The two-year program of study combines academic coursework with supervised clinical experiences involving couples, individuals, and families. The program is designed to focus on the integration of theory, research, and clinical practice throughout family life span development. The contextual and ecological aspects of systemic family treatment are emphasized. The program consists of (1) the conceptual study of the family dynamics, family systems and subsystems, communication processes, and developmental family life cycle changes; (2) the diagnosis/assessment and treatment process utilizing the specific techniques associated with the major models of system change; (3) the study of human development in the context of the interface of interpersonal, intrapersonal, and intergenerational issues, intimacy and gender issues, and ethnic minority issues; (4) instruction related to professional socialization, legal and ethical considerations; (5) the application of research methodology and data analysis to the field of marriage and family therapy; and (6) supervised clinical practice which consists of a minimum of 500 face-to-face contact hours with clients (conducted over a period of one calendar year). Of those 500 hours, 250 hours must be with couples or families, and 250 hours must be completed at the University Clinic for Family Therapy. Students will receive one hour of supervision for every five

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hours of client contact for a minimum of 100 hours. Due to the professional nature of the marriage and family therapy program, student performance is evaluated at the following major transition points: (1) entry into the clinical component of the program, and (2) advancement through each step of a four-level practicum program. Movement through each transition point requires an endorsement by a majority of the marriage and family therapy faculty. Graduates of the program are prepared to fill family therapy leadership roles in both public and private human services agencies, public and private psychiatric hospitals, and in mental health services to industry.

Special Requirements

In addition to requirements for admission to the school, the marriage and family therapy program requires a personal interview with the program director and the clinical faculty, and emotional stability and maturity, as evidenced through at least three letters of recommendation from previous professors or employers. Students wishing to apply to the marriage and family therapy program are encouraged to turn in their application at any time prior to March 1 for priority consideration. Interviews begin in March to select the 12 students to be admitted to the program.

**Requirements for Master of Science in Marriage and Family Therapy
(60-hour minimum)**

	Hours
FAM 610 Marital Therapy.....	3
FAM 615 Gender and Culture in the Family.....	3
FAM 600 Prepracticum in Marriage and Family Therapy.....	3
FAM 650 Individual and Family Life Cycle Development.....	3
FAM 651 Parents and Children: Problem Resolution.....	3
FAM 655 Theories of Marriage and Family Therapy I.....	3
FAM 656 Theories of Marriage and Family Therapy II.....	3
FAM 659 Ethics and Professional Issues in Marriage and Family Therapy.....	3
FAM 660 Assessment in Marriage and Family Therapy.....	3
FAM 663 Professional Practice of Marriage and Family Therapy.....	3
FAM 665 Sex Therapy.....	3
FAM 675 Practice of Family Research.....	3
FAM 692 Special Problems in Family Relations.....	3
FAM 790 *Supervised Practicum in Marriage and Family Therapy (4 semesters min.).....	21
*Student must complete the following minimum practicum requirements prior to graduation:	
1) 500 hours of face-to-face client contact	
2) 250 hours of the client contact must be relational therapy (couples or families)	
3) 100 hours of supervision, comprising both group and individual supervision	
4) 50 hours of supervision must be based on raw data (live, videotape, or audiotape)	
5) 250 client contact hours must be completed at the University Clinic for Family Therapy	
Electives.....	3