



# **MISSISSIPPI UNIVERSITY FOR WOMEN**

**A Tradition of Excellence for Women and Men**

*2013-2014 Graduate Bulletin*



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## Disclaimer

The Mississippi University for Women **Graduate Bulletin** includes information describing as accurately as possible the current course offerings, policies, procedures, regulations, and requirements of MUW. The University reserves the right to change any statement contained in this publication or in any **Addendum**, including the right to change degree requirements as necessary without prior notice.

The Provisions of the **Graduate Bulletin** are not to be regarded as a contract between the University and the student.

While the University strives to give students proper advice, the individual student is responsible for familiarizing him/herself with and following the rules and regulations of the University, as well as those of the particular program from which the student seeks a degree.

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# 1. The University

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- 1.5 Vision, Mission and Guiding Principles
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## 1.1 Accreditation

Mississippi University for Women is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the levels of associate, baccalaureate, masters, and doctorate. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Mississippi University for Women.

For normal inquiries regarding Mississippi University for Women, such as admission requirements, financial aid, or academic programs, please contact MUW directly by phone at 662-329-4750 or 877-462-8439, or visit the Web site at [www.muw.edu](http://www.muw.edu) for additional information and contacts.

MUW is a member of Association of American State Colleges and Universities, American Association of Colleges for Teacher Education, and the Southern Universities Conference. MUW is included among institutions whose programs are accredited by the National Council for Accreditation of Teacher Education, the National League for Nursing Accrediting Commission (NLNAC, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Phone 404-975-5000), The Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120; 1-202-877-6711), the National Association of Schools of Music, and the National Association of Schools of Art and Design. The academic (i.e., Master of Science) program in Speech Language Pathology is accredited by the Council of Academic Accreditation (CAA) of the American Speech Language Hearing Association. MUW's Paralegal Program is approved by the American Bar Association. MUW's Business Program is accredited by the Association of Collegiate Business Schools and Programs. Graduates are eligible for membership in the American Association of University Women.

## 1.2 Compliance

The University is in full compliance with federal regulations, including the Family Educational Rights and Privacy Act (as amended), Student Right to Know and Campus Security Act, Section 504 of the Rehabilitation Act, the Reasonable Accommodations Provisions of the Americans with Disabilities Act, Section 1213 of the Drug Free Schools and Communities Act, and the Drug-Free Workplace Act.

## 1.3 Governing Board

### Board of Trustees of Institutions of Higher Learning of the State of Mississippi

Ed Blakeslee	Gulfport
Karen L. Cummins	Oakland
Bradford Johnson Dye, III	Oxford

Shane Hooper	Tupelo
Bob Owens	Jackson
Hal Parker	Bolton
Aubrey Patterson	Tupelo
Allen W. Perry	Jackson
Christine Lindsay Pickering	Jackson
Robin Robinson	Biloxi
Douglas W. Rouse	Hattiesburg
C. D. Smith, Jr.	Meridian

### **Officers of the Board 2013-2014**

Bob Owens	President
Aubrey Patterson	Vice President
Hank M. Bounds	Commissioner of Higher Education

### **The Board maintains offices at:**

3825 Ridgewood Road  
Jackson, Mississippi 39211-6453  
(601) 432-6623

## **1.4 Administration**

Dr. James B. Borsig	President
Dr. Dan Heimmermann	Provost & Vice President of Academic Affairs
Ms. Nora Miller	Sr. Vice President for Administration/CFO
Dr. Jennifer Miles	Vice President for Student Affairs
Ms. Maridith Geuder	Executive Director of University Relations
Ms. Andrea N. Stevens	Executive Director of Development & Alumni Relations
Dr. Martin Hatton	Associate Vice President of Academic Affairs
Dr. Thomas Richardson	Dean, College of Arts & Sciences
Dr. Scott Tollison	Dean, College of Business & Professional Studies
Dr. Sue Jolly-Smith	Dean, College of Education & Human Sciences
Dr. Sheila Adams	Dean, College of Nursing and Speech Language Pathology
Ms. Gail Gunter	Dean, Library Services

## **1.5 Vision, Mission and Guiding Principles**

### **Vision**

Building on its long tradition of excellence in liberal arts and professional education, as well as its historic focus on academic and leadership development for women, Mississippi University for Women will continue to be a university that prepares both women and men for successful lives by providing a high-quality education in a personalized learning environment.

## **Mission**

A Carnegie Master's S public institution, Mississippi University for Women (MUW) provides high-quality undergraduate and graduate education for women and men in a variety of liberal arts and professional programs, while maintaining its historic commitment to academic and leadership development for women. MUW emphasizes a personalized learning environment in all of its educational programs, which are offered through the College of Arts and Sciences, College of Business and Professional Studies, College of Education and Human Sciences, and College of Nursing and Speech Language Pathology. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing the unique educational and public service needs of northeast Mississippi and adjoining counties in northwest Alabama. MUW supports research, scholarship, and creativity to enhance faculty development and student learning and to advance knowledge in the disciplines offered by the university.

## **Guiding Principles**

MUW provides high-quality instructional programs that emphasize teaching and learning. With faculty and staff of the highest caliber, MUW is dedicated to providing a campus environment that encourages lifelong learning, strong career preparation, and personal growth. Graduates are expected to have skills in communication, technology, and critical thinking, as well as an awareness of self, gender-related issues, cultural diversity, and responsible citizenship.

MUW is student oriented. MUW provides small classes and emphasizes personalized student attention, so that each student will have the opportunity to succeed. MUW offers a student-life program that stimulates learning and leadership development.

MUW values research, scholarship, and creativity. While MUW is primarily a teaching institution, the university supports research, scholarship, and creativity to enhance the professional development of faculty and staff in order to better prepare students.

MUW is committed to diversity among its faculty, staff, and students. The faculty, staff, and students of MUW represent the global society in which we live. MUW believes that diversity allows students to grow in their understanding of self and others.

MUW endorses sound organizational principles and is committed to operational efficiency, collaborative strategic planning, institutional effectiveness, and creative problem solving.

MUW meets regional, state, and national needs for higher education. The University responds to the needs of the local community by providing cultural activities; programs for intellectual, professional, and social development; and by assisting in economic development. MUW extends its outreach to the state and nation, using multiple delivery methods, including the internet and other advanced systems.

MUW is committed to public service. MUW forms partnerships with businesses, as well as with educational, governmental, public service, and charitable organizations, to create opportunities that provide economic and social advantages for the institution, community, and region.



## 1.6 History

When Mississippi University for Women was chartered in 1884, it made educational history as the first state supported college for women in America. The founders had been persistent and tireless in their efforts, which had spanned over 20 years. Activist Sallie Reneau's energetic campaigning in the 1860s and 1870s resulted in legislative approval, but no appropriations. A decade later, Olivia Valentine Hastings and Annie Coleman Peyton joined forces to lobby legislators and journalists in support of a public women's College. Originally known as The Industrial Institute and College (II & C), this institution was created by the Mississippi Legislature to combine a high quality collegiate education with practical vocational training for women. In a time when education for women was considered potentially disastrous, the state legislature recognized that Mississippi's young women needed to learn not only to think for themselves, but also to support themselves.

In October of 1885, the first session began in Columbus, the city that had won the college by virtue of its early interest in women's education and its willingness to commit hard cash to the endeavor. The city donated the buildings and grounds of the Columbus Female Institute, a private school founded in 1847, and offered city bonds in the amount of \$50,000 for any needed improvements on the property. That October, 341 girls embarked on a new educational experiment, and four years later, many of those same girls received their diplomas.

The Industrial Institute and College became Mississippi State College for Women (MSCW) in 1920. The new name more clearly reflected the institution's effort to integrate professional training with the four year baccalaureate degree. Mississippi University for Women (MUW) has always shown an ability to adapt and change with the times. In 1922, alumnae campaigned and voted for their former President, Henry Whitfield, in his bid for Governor of Mississippi. By 1974, as all eight Universities in Mississippi began adding and strengthening graduate programs, MSCW became Mississippi University for Women. While the University has been admitting men since 1982, MUW still maintains a distinct emphasis on professional development and leadership opportunities for women, while providing a high-quality liberal arts education for all.

The first Board of Trustees consisted of Governor Robert Lowry, James T. Harrison of Columbus, Dr. Lea Williamson of Como, John F. Smith of Vossburg, Dr. J.J. Gage of Grenada, T. M. Miller of Jackson, Mayor G.R. Higgins of Chotard Landing, Captain D.L. Sweatman of Winona, Dr. J.J. Thornton of Pass Christian, and Senator John McCaleb Martin of Port Gibson, author of the bill creating MUW.

The university has had fourteen presidents and eight acting or interim presidents:

Richard W. Jones	1884-1888
Charles H. Cocke	1888-1890
Mary J. S. Callaway (Acting President)	March 1890-June 1890
Arthur Beals	1890-1891
Robert Frazer	1891-1898
Mary J. S. Callaway (Acting President)	February 1898-June 1898
Andrew A. Kincannon	1898-1907
Henry L. Whitfield	1907-1920
John C. Fant	1920-1929



Nellie Keirn (Acting President)	November 1929-June 1930
R. E. L. Sutherland	1930-1932
Burney L. Parkinson	1932-1952
Charles P. Hogarth	1952-1977
James W. Strobel	1977-1988
Harvey M. Craft (Interim President)	July 1988-October 1988
Delene W. Lee (Interim President)	October 1988-April 1989
Clyda S. Rent	1989-2001
Vagn K. Hansen (Acting President)	July 2001
Lenore L. Prather (Interim President)	August 2001-June 2002
Claudia A. Limbert	2002-2010
Allegra Brigham (Interim President)	2010 - 2011
James B. Borsig	2012 - present

History was made in 1989 when Dr. Clyda S. Rent became the first woman to serve as the University's President and the first woman to serve as the institutional executive officer of a public university in Mississippi.

## **1.7 Location**

MUW is located in Columbus, Mississippi, a city with a population of about 25,000. One of the most beautiful and historic communities in the South, Columbus is the site of more than 100 antebellum homes and several hundred other buildings listed on the National Register of Historic Places. The city is home to Columbus Air Force Base, one of only four Air Force undergraduate pilot training bases in the nation. The nation's first observance of Memorial Day took place in Columbus, and the city is the birthplace of Pulitzer Prize-winning playwright Tennessee Williams. Columbus is a headquarters for the Tennessee-Tombigbee Waterway.

## **1.8 Campus**

The MUW campus covers more than 114 acres within the historical district of central Columbus. Twenty-three of the more than 60 campus buildings are listed on the National Register of Historic Places. The architectural styles represented include Queen Anne, Gothic revival, and neoclassical.

MUW's Plymouth Bluff Center is only minutes from the main campus on a 190-acre site with more than four miles of nature trails along the Tennessee-Tombigbee Waterway. This beautiful, sylvan setting has 24 neatly furnished guest rooms and dining facilities seating up to 150. Plymouth Bluff also includes a state-of-the-art conference center, making it an ideal facility for retreats, workshops, and meetings.

## **2. General Student Policies and Procedures**

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- 2.1 Student Honor Code
- 2.2 Student Rights and Responsibilities
- 2.3 Student Complaint Procedures
- 2.4 Student Record Privacy Statement
- 2.5 Non-Discrimination Policy
- 2.6 Withdrawal Procedures

### **2.1 Student Honor Code**

Mississippi University for Women is known for high academic standards, ideals and traditions. Each student who enrolls as a student at MUW is expected to uphold this code.

I pledge myself to uphold the highest standards of honesty in all phases of university life both alone and with many and accept my responsibility for helping others to live up to such standards. All this I will do that my University may become greater, better and more beautiful than when I entered it.

### **2.2 Student Rights and Responsibilities**

All students shall be free to exercise all constitutional rights guaranteed by the United States Constitution, and the Constitution of the State of Mississippi. Nothing contained herein shall supplant, supersede, override, or infringe upon the authority of the aforementioned documents.

1. Students at MUW are members of a community designed to encourage academic excellence. The privilege of belonging to this community requires that students assume responsibility for themselves and others. Every student must respect the rights and privileges of others and federal, state, and local statutes.
2. Upon enrollment at MUW, students must assume the responsibility for being fully acquainted with published rules and regulations and for complying with them in the interest of an atmosphere conducive to the pursuit of knowledge.
3. It is the responsibility of students to serve on University committees as appointed by University officials.

Also see

- 6.3 Rights and Responsibilities of Residential Students
- 7.1 Academic Rights and Responsibilities

### **2.3 Student Complaint Procedures:**

A goal of Mississippi University for Women is that all students have a positive educational experience, are treated fairly and courteously by University personnel, and are provided an outlet to address conditions and circumstances when they might feel otherwise.

MUW wants to solve problems and make improvements in a timely manner, and informal means are often the most efficient ways to reach a solution. As a result, students are encouraged to explore informal options before filing a formal written

complaint; however, MUW recognizes that there are instances when a formal written complaint may be the most appropriate first step.

MUW has specific policies for certain types of complaints, including Academic Grievances, Anti-Discrimination Grievances, and Complaints of Sexual Harassment or Sexual Assault. See those policies for a more detailed description of the procedure for those types of complaints. Colleges or academic programs may also have complaint procedures, which should be followed before a complaint is brought before the university. For all other types of complaints, follow the procedures below.

### **Informal Procedures:**

Whenever possible, a student should first contact the person with whom the student has a complaint, explain the issue, and attempt to work out an appropriate solution. If the student is unable to resolve the issue with the person involved, the student should take the complaint to that person's immediate supervisor.

- For an academic complaint, the student should go first to the student's instructor, then to the department chair, then to the Dean, and ultimately to the Provost.
- For a complaint involving Student Affairs staff or services or involves another student in a non-academic context, the student may first contact a Resident Advisor or Residence Director if the problem is in the residence halls, or the student may take their complaint directly to Student Affairs staff, and ultimately to the Vice President for Student Affairs.
- For a complaint involving other administrative staff or financial dealings with the university, the student should take the complaint to the director of the department and ultimately to the Vice President for Finance and Administration.

Any MUW faculty, staff, or administrator who receives an informal complaint that does not fall within his or her area should refer the student or forward the student's complaint to the appropriate office. The student should also be reminded of the right to file a formal written complaint. In cases of Sexual Harassment or Assault, a report must also be made to the appropriate Affirmative Action Grievance Officer.

### **Formal Procedures:**

Students who are unable to resolve a complaint through the informal means listed above, or who conclude a formal complaint is warranted, may make a formal written complaint

- For Academic Complaints, existing formal departmental or college academic grievance procedures should be followed first. If resolution is not reached, contact the Provost and Vice President for Academic Affairs.
- For complaints about students or student services, contact the Vice President for Student Affairs.
- For complaints involving other MUW administrative offices or financial dealings with the university, students should contact the Vice President for Finance and Administration.

A formal written complaint that has been received by an inappropriate office should be forwarded to the appropriate office. Therefore, if a student is unsure who to contact, the student may write to any of the three offices named above. If an MUW policy or procedure is already in place to handle that type of complaint (such as for those types listed above), then the complaint should be directed to the appropriate committee or office as outlined in the corresponding policy:

- Academic Grievances should be directed to the Provost's office after any existing departmental and/or college academic grievance procedures have been followed, and will be heard by the Academic Grievances Committee.
- After a student has attempted to resolve a problem by meeting with the University's Disability Services Coordinator, Anti-Discrimination Grievances may be made in writing to the Provost/Vice President of Academic Affairs who will refer the case to the Academic Grievances Committee.
- Complaints of Sexual Harassment or Sexual Assault may be made to the appropriate Affirmative Action Grievance Officer.
- See these policies for detailed procedures.

In order to be considered a formal written complaint, the complaint must be a letter that has been signed by hand, dated, and submitted to one of the three offices. It may be hand delivered or sent by mail, fax, or as an email attachment. Anonymous complaints are not considered formal written complaints unless this is specifically allowed by MUW policy, such as in cases of sexual harassment or assault.

In compliance with federal regulations, all formal written complaints will be logged in a confidential log that does not include names, but does include the date, the nature of the complaint, the actions taken, the decision, and any external actions taken.

Some forms of communication are not considered formal written complaints. These include but are not limited to: verbal complaints, comments made on course evaluations, suggestions submitted to a suggestion box, informal email messages that are not signed by hand, or maintenance requests. Additionally, student appeals are not considered formal written complaints, since most appeals are a way for students to plead their case in a matter initiated by the University. Appeals are part of established university procedures, and records are kept of student appeals.

Students who have gone through MUW's complaint process and are not satisfied that their complaint has been addressed also have the right to file a complaint with the Mississippi Institutions of Higher Learning office or with the Southern Association of Colleges and Schools – Commission on Colleges. Additionally, distance education students who reside in another state may contact the appropriate agency in their home state to file a complaint. For more information on who to contact in each state, see:

<http://www.shceo.org/stateauth/Complaint%20Process%20Links.pdf>

## **2.4 Student Record Privacy Statement: Annual Notification Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law designed to protect the privacy of educational records. "Education records" include records, files, documents, and other materials that contain infor-

mation directly related to a student and are maintained by the University. Certain types of information are not considered “education records” under FERPA. These include:

1. Records made by University personnel, including professors, which are in the sole possession of the person who made the records and are not accessible or revealed to any other person.
2. Records maintained by the Campus Safety for law enforcement purposes.
3. Medical and Counseling records that are used solely for treatment.

FERPA affords student certain rights with respect to their education records. These rights include:

1. The rights to inspect and review the student’s education records within 45 days of the day the university receives a request for access.
2. The rights to seek to amend education records they believe to be inaccurate or misleading. The University must reply to this request within a reasonable period of time. A student may ask the Office of the Registrar to amend a record that they believe is inaccurate. They should write the university official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate. If the record is amended, the amendment will be made and the student so notified. If no amendment is made, the student may place an explanatory statement in the record, to be kept there so long as the record is maintained. The record cannot be shown, in whole or in any contested part, unless this statement is also shown.
3. The rights to have some control over the disclosure of information from education records, except to the extent that FERPA authorizes disclosure without consent:
  - Disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); contractors, consultants, volunteers and other outside parties to whom the University has outsourced institutional services or functions (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
  - To parents or legal guardians of dependent students as that term is defined in the Internal Revenue Code. In general, the University does not make education records available to the parents of a student. However, where the University believes that it is in a dependent student’s best interest, information from the student’s education records may, at the University’s discretion, be released to the parents or legal guardians of such a dependent student who provides a copy of his/her most recent

federal income tax return verifying that the student is claimed as a dependent. Some form of identification must be displayed before access to educational records will be allowed.

- When a student has violated a law or the school's rules or policies governing alcohol or substance abuse, if the student is under 21 years old.
- When the information is needed to protect the health or safety of the student or other individuals in an emergency

Prior written consent of the student is required before the University will release personally identifiable information, except as previously noted. The written consent must be signed and dated and shall include a designation of the specific education record to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

Personally identifiable information shall only be transferred to a third party by MUW on the condition that such party will not permit any other party to have access to such information without the consent of the student.

Under FERPA, at its discretion Mississippi University for Women will disclose directory information as it deems appropriate without prior written consent unless a student notifies the Registrar in writing at the time of registration, or thereafter, they do not want such information disclosed. These requests for non-disclosure of directory information are binding for all information to all parties other than for educational purposes. The block will permanently remain on your record until you request (in writing) that it be removed. The following information is considered directory information:

- Name
- Addresses
- Telephone number
- Date and place of birth
- Major field of study
- Participation in officially recognized activities
- Dates of attendance, to include but not limited to dates of withdrawal, dates of re-admittance, and dates of graduation
- Enrollment status (e.g. undergraduate or graduate; full-time or part-time)
- Degrees, honors and awards received
- Most recent educational agency attended by the student
- E-mail addresses

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mississippi University for Women to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901  
<http://www.ed.gov/policy/gen/guid/fpc/index.html>

**Records of Deceased Students:** It is Mississippi University for Women's policy to treat the records of deceased students as the institution would treat the records

of living students. The owner of the record since the student is deceased would be the executor of the student's estate or the immediate family of the deceased student if an executor does not exist. Proof of death is also required. This is treating the records of deceased students in the same manner in which the institution treats the records of living students.

As mentioned above, non-directory information is automatically confidential. But, if you would like ALL (directory and non-directory) information to be completely confidential, please complete the Non-Disclosure of Directory Information Form and submit to the Office of the Registrar. See the form for complete explanation.

## **2.5 Non-Discrimination Policy**

Mississippi University for Women does not discriminate on the basis of race, color, religion, gender, age, sexual orientation, national origin, disability, or veteran status in admission, in treatment, in employment, or in access to its programs and activities.

The University complies with Section 504 of the Rehabilitation Act of 1973 and Public Law 101-336 (American Disabilities Act). The University provides academic adjustments and auxiliary aids to individuals with disabilities (as defined under the law) who are otherwise qualified to meet the University's academic and employment requirements. Those needing assistance may contact the Center for Academic Excel, 102 Reneau Hall, 1100 College Street MUW-1633, Columbus, MS 39701-5800.

## **2.6 Withdrawal Procedures**

Students who wish to withdraw from the University must do so through the College or School of their major or through the Center for Academic Excellence if they are undeclared. The last day to withdraw from the University is listed on the Academic Calendar. Once the withdrawal request form is processed, this is an irreversible action.

Withdrawal from Mississippi University for Women does not necessarily indicate a clearance of financial or other obligations. All obligations to the University must be met regardless of withdrawal status. Refunds, if any, are made according to the MUW refund schedule listed in the University Accounting Office's Tuition and Fees webpage, based on the date of withdrawal. Leaving the University without filing a formal withdrawal notice will result in failing grades in all courses for which the student is registered. Withdrawing from a residence hall is not the same as withdrawing from university course work.

### **Withdrawal Effect on Tuition--Adjustments to Charges/Refunds**

Adjustments to tuition and housing expenses are made for students who officially withdraw from the University during the first ten days of classes in the full-term fall, spring, and during the first 6 days of the full summer term, or during the first three days of the five-week summer sessions, or during the first five days of the accelerated fall and spring sessions. Students will be assessed \$100.00 or 5% of full tuition (whichever is lower) and reimbursed for the remainder. No refund in tuition will be given after the above listed periods. Tuition charges are not adjusted if classes are dropped after the last day to add/drop classes via Banner Web. The last day to add/drop via Banner Web is the last day to add a class. See the Academic Calendar for specific dates.



### **Withdrawal Effect on Housing—Refund of Housing and Meal Plan**

Housing expenses will be pro-rated, based on actual residency. Students withdrawing from student housing before the contract period ends will be assessed an additional \$250.00 termination fee. Students who withdraw from student housing during the first five weeks of the fall or spring semester will receive a pro rata refund of their original meal plan disbursement.

Non-Attendance of classes does not constitute an official withdrawal from the University. Per contract agreement, students who remain enrolled but who withdraw from the residence hall will receive no refund of fees, and if they signed a two-semester contract they will be billed again for housing in the spring semester so long as they are still enrolled at MUW. Students who withdraw from the University during the first two weeks of classes will have their living expenses pro-rated, based on actual residency. Students who are charged for a private room will have rates adjusted if the private room status is changed. No adjustments will be made in housing fees in the last thirty calendar days of the semester. Students who move out of the residence halls because they are engaged in directed teaching or other field experiences will have their living expenses pro-rated, based upon actual residency.

Students who withdraw from the University are responsible for any balance remaining on their account.

### **Withdrawal Effect on Financial Aid**

Students who choose to withdraw from the University prior to the end of the term must follow the “Withdrawal Process” established by the University. (Students who wish to completely withdraw from the University must do so through the College or School of their major or through the Center for Academic Excellence if they are undeclared.) Failure to complete the semester may have an effect on the financial aid funds disbursed to a student’s account and paid to cover tuition, fees, bookstore charges, campus housing costs, or paid to the student as a refund.

Students who withdraw before the 60% point in the semester will have a “pro rata reduction” in the amount of financial aid disbursed. The federal regulations expect students to “earn” the use of funds for attending the “entire” semester. The percentage of the semester that was not attended becomes the percent of funds that may need to be returned. This reduction will leave an unpaid balance owed to the University on the student’s account BUT student loans will be reduced with their lender and other aid funds will be returned to the program accounts for possible use in the summer semester.

Failure to complete the semester and failure to “officially” withdraw is considered an “unofficial withdrawal”. Failure to complete the courses in the semester will result in a grade of F. Faculty are requested to report the last day of class attendance (LDA) or participation in a class project or activity to allow the Financial Aid Office to calculate the percentage of the course the student completed. When no LDA is provided, the 50% point or mid-term date is used to determine the amount of aid to be returned to the federal or state programs. The longer students attend, the lower the amount of funds to be returned and the amount owed MUW will also be less.

### **Withdrawal Effect on Course Grade**

Withdrawing by the last day to withdraw without receiving a grade results in a grade of W on the student record, which does not calculate in the GPA. Withdrawing after that date, but by the last day to completely withdraw from the university,

results in a grade of WP or WF. WP grades do not affect GPA, but WF grades do calculate into the GPA, the same as a grade of F. The withdrawal dates and deadlines are published in the Academic Calendar.

## 3. Graduate Admissions

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- 3.1 Graduate Admission Procedures
- 3.2 General Admission Requirements
- 3.3 Conditional Admission
- 3.4 Non-Degree Admission
- 3.5 International Student Admission
- 3.6 Second Master's Degrees
- 3.7 Admission Requirements for Individual Programs

### 3.1 Graduate Admission Procedures

Admission packets and other information regarding graduate programs may be obtained from the MUW Office of Graduate Studies, 1100 College Street, MUW – 280, Columbus, MS 39701-5800 or by downloading forms from our website [www.muw.edu/gradstud/](http://www.muw.edu/gradstud/). Official letters of notification will be sent to all with completed applications when a formal decision is made.

#### Retention of Records

Applicants who have been admitted and choose not to enroll in coursework but wish to keep their records current should submit a written request to the Office of Graduate Studies, indicating that they want their application to be kept on file for one calendar year following the term of admission. After one calendar year, their files will be purged.

Students who have not enrolled in coursework for a semester need to notify the Office of Graduate Studies in writing they wish to continue in their program so their files can be re-activated. They also need to provide the Office of Graduate Studies with any updated personal information, such as a change of address. The files of students who do not complete their graduate programs will be purged five years after the last date of attendance.

### 3.2 General Admission Requirements

Requirements for full admission to MUW Graduate Studies include the following:

- A completed Graduate Application form.
- Official transcripts of all undergraduate and graduate work from each institution attended, including transcripts from MUW. These transcripts must include verification the applicant has received a baccalaureate degree from a regionally accredited four-year institution.
- A minimum 3.0 overall GPA (based on a four-point scale) for undergraduate studies. If students have completed an advanced degree, the GPA for that degree will be considered for admission.
- Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). **Note:** The GMAT score is only applicable for students applying for the Masters in Global Commerce degree. Test scores on the GRE may not be more than five years old at the time of application. This requirement does not apply to MFA applicants, post-master's applicants, and applicants for non-degree programs.
- Three letters of professional recommendation stating the applicant's qualifications for graduate work from persons (excluding graduate faculty) who have personal knowledge of the applicant's academic/work performance.

- An immunization form showing proof of two doses of measles vaccines and one of rubella. Both measles vaccines must have been given after the applicant's first birthday. There are exemptions from the measles vaccination: a birth date prior to January 1957, documentation from a physical that the applicant has had measles or has a tested immunity to the disease, documentation of life-threatening allergy to this particular vaccine, and/or entering a MS public or private secondary school since 1993. All students, regardless of age, must show proof of one rubeola vaccination or a blood test revealing immunity to the disease. MUW graduates may have already satisfied this requirement.
- A \$25.00 application fee for all graduate programs except for the MFA in Physical Theatre, whose application fee is \$100.00. (For graduate programs other than the MFA in Physical Theatre, make checks payable to MUW Graduate Studies. For the MFA in Physical Theatre, make checks payable to Accademia dell'Arte.)

All application materials are reviewed and considered in admission decisions. Individual programs may have additional program requirements, such as GPA, letters of recommendation, GRE scores (or GMAT scores for Masters in Global Commerce), and admission deadlines.

### **3.3 Conditional Admission:**

Applicants who have a GPA less than 3.0 or low GRE or GMAT scores may be admitted conditionally. Criteria considered for conditional admission may include the GPA for their last 60 hours. Applicants who have not submitted documentation of all required materials by the deadline for admission into a program may also be admitted conditionally. Applicants admitted conditionally to a cohort program for a low undergraduate GPA or low GRE/GMAT scores may remove the conditional status by earning at least a 3.0 MUW cumulative GPA with no grade below a B at the end of their first semester of graduate study. Applicants admitted conditionally to other programs for a low undergraduate GPA or low GRE/GMAT scores may remove the conditional status by earning at least a 3.0 MUW cumulative GPA with no grade below a B at the end of their first six to nine hours or their first two semesters of graduate study, whichever comes first. Students admitted conditionally for a low undergraduate GPA or low GRE/GMAT scores must maintain a 3.0 MUW cumulative GPA with no grade below a B during the conditional period, or they will be dismissed from graduate studies and will not be allowed into any graduate program at MUW. All applicants admitted conditionally for missing documentation, regardless of their program, must submit missing documentation by the end of their first semester of graduate study. After successfully completing the appropriate number of hours or semesters as outlined above, students who have been admitted conditionally may send a letter to the Office of Graduate Studies requesting their application be reviewed for full admission to that program. Their request will be forwarded to the appropriate graduate program for consideration. Graduate credits earned while a student holds a conditional status may count toward the degree program. Students admitted conditionally are not eligible for financial aid.

### **3.4 Non-Degree Admission:**

Non-degree-seeking students are those who do not wish to pursue a graduate degree. Non-degree status is usually reserved for applicants who already are practicing

ing professionals in the field and who wish to take one or two courses for professional development. Non-degree students may be permitted to take up to six hours of courses on a space-available basis and upon receipt of the following:

1. An application for admission.
2. A \$25.00 application fee.
3. Official transcripts for all undergraduate and graduate work. These transcripts must include certification the applicant has received a baccalaureate degree from a regionally accredited four-year institution.
4. Certificate of immunization for measles and rubella. (See general admission requirements.)
5. Written permission from the coordinator/director of the graduate program which is offering the course. All courses at MUW will be blocked to non-degree-seeking applicants except for the course that has been approved.

Students who already possess a master's degree may exceed the six-hour limit for non-degree students.

Non-degree students who decide to apply for a degree must notify the Office of Graduate Studies in writing. With the approval of the program director/coordinator, students may be allowed to count their six credit hours toward a degree program, provided they have made a grade of A or B in the courses. Non-degree students who later seek admission to a degree program and plan to apply their non-degree hours to that degree program must meet all requirements for full admission to a degree program with the exception of non-degree students with undergraduate GPA or GRE deficiencies who plan to apply only three non-degree hours to their degree program. These students may be admitted conditionally, but their non-degree coursework counts toward the hour and semester limits to which conditionally admitted students are held.

The Post-Master's Certificate program and the Gifted and Reading/Literacy Certification programs have special admission requirements, as outlined below. Students enrolled in these non-degree programs may exceed the six-hour limit for non-degree students. Students in the Gifted and Reading/Literacy Certification programs who later decide to apply for admission to the degree programs in Gifted Studies and Reading/Literacy may apply all hours earned in the certification programs to the degree programs as long as they meet all appropriate scholastic and program requirements. These requirements include, but are not limited to, the maximum of two grades of C that a student may apply to any graduate program, whether degree or non-degree.

### **Admission of MUW Undergraduate Students:**

An undergraduate student at MUW who has an overall 3.0 GPA and is within nine hours of graduation may receive written permission from the appropriate coordinator/director to take up to six hours of graduate courses. The student must maintain a 3.0 GPA while taking these courses.

### **Admission of Students in Graduate Programs at Other Institutions:**

Applicants who are unconditionally enrolled in graduate programs at other institutions may take a course in a graduate program at MUW with the following documentation:

1. An application.
2. A letter from an advisor at the institution in which the applicant is enrolled stating the applicant is a student in good standing and the applicant has permission to take the requested course.
3. Written permission from the appropriate program coordinator/director.
4. Proof of immunization.
5. An official transcript.
6. A check for \$25.00.

Cross-Registered Students who are enrolled full-time at another institution that has a written joint-enrollment agreement with MUW may take designated courses in a graduate program. These students must be admitted to graduate studies programs at both institutions. Students admitted fulltime at their home institution will pay fees at that institution. Students not admitted fulltime will pay fees at both institutions. Cross-registration is an option only for spring and fall semesters.

### **3.5 International Students Admission:**

International students must meet the same admission standards required of other applicants. In addition, they must submit the following items:

1. Certified transcripts, diplomas, and certificates translated in English.
2. An official letter of financial backing.
3. A signed International Student Health Agreement.
4. A satisfactory score on an approved test of English-language proficiency. Graduate Studies requires an official test score of at least 550 (paper based), 213 (computer based), or 79 (internet based) on the Test of English as a Foreign Language (TOEFL); an official test score of at least 6.0 on the International English Language Testing System (IELTS); or an official test score of at least 53 on the Pearson Test of English Academic (PTE) from the appropriate official testing service. The Test of Written English may also be required. Individual graduate programs may set higher English-language proficiency scores and or require additional documentation of English-language proficiency. See below for more details.

International students interested in applying for Graduate Studies should contact the Office of Admission, International Programs Office, MUW Box 1613, Columbus, MS 39701 USA.

### **3.6 Second Master's Degrees**

Graduate students pursuing a second master's degree at MUW may use credit for courses earned from the first MUW degree if the credited course work is a requirement of both degrees and if the student earned a grade of B or better in the first attempt. Twenty-five percent of the credits towards the second master's degree must be earned after the completion of the first master's degree.

### **3.7 Admission Requirements for Individual Programs**

Students requesting admission to the Graduate Program in Master of Arts in Teaching must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.

- B. Receive passing scores on Praxis Core Academic Skills for Educators and Praxis II (Content Area Only).
- C. Have 21 hours of undergraduate or graduate credit in the content area of licensure (must have grades of C or above).
- D. Earn a minimum score on the admission rubric.

### **Admission Requirements for a Master of Education in Educational Leadership**

Students requesting admission to the Graduate Program in Educational Leadership should complete admission requirements in the spring. New candidates for each cohort begin study each summer. Space in each cohort is limited. Candidates must meet the following criteria:

- A. Meet all criteria for admission to Graduate Study.
- B. Hold a valid Mississippi Class A or higher Teaching Certificate (or equivalent if the candidate is from out-of-state).
- C. Provide evidence of a minimum of three (3) years of K-12 teaching experience.
- D. Submit an application portfolio (specific requirements available through the Office of Graduate Studies).
- E. Interview.
- F. Earn a minimum score on the admission rubric using above criteria.

### **Admission Requirements for a Master of Education in Gifted Studies**

Students requesting admission to the Graduate Program in Gifted Studies must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.
- B. Have a current Teaching License.
- C. Earn a minimum score on the admission rubric.

### **Admission Requirements for Gifted Certification Online**

Students requesting admission to the Graduate Program in Gifted Certification Online must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies, except GRE.
- B. Have a current Teaching License.
- C. Earn a minimum score on the admission rubric.

### **Admission Requirements for a Master of Education in Differentiated Instruction**

Students requesting admission to the Graduate Program in Differentiated Instruction must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.
- B. Have a current Teaching License.
- C. Earn a minimum score on the admission rubric.



### **Admission Requirements for a Master of Education in Reading/Literacy**

Students requesting admission to the Graduate Program in Reading/Literacy must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.
- B. Have a current Teaching License.
- C. Earn a minimum score on the admission rubric.

### **Admission Requirements for Reading/Literacy Online**

Students requesting admission to the Graduate Program in Reading/Literacy Online must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies, except GRE.
- B. Have a current Teaching License.
- C. Earn a minimum score on the admission rubric.

### **Admission Requirements for a Master of Fine Arts in Physical Theatre**

Students requesting admission to the Graduate Program in Physical Theatre must fulfill the following:

- A. A completed Graduate Application form. Visit [www.dellarte.it](http://www.dellarte.it) for application form.
- B. Official transcripts of all undergraduate and graduate work from each institution attended, including transcripts from MUW. These transcripts must include verification that the applicant has received a baccalaureate degree from a regionally accredited four-year institution.
- C. A minimum 3.0 overall GPA (based on a four-point scale) for undergraduate studies.
- D. Two letters of professional recommendation.
- E. An interview.
- F. An audition.
- G. Theatre resume.
- H. Statement of purpose.
- I. Passport-style photos
- J. A \$100.00 application fee. (Checks should be made payable to Accademia dell-Arte.)

### **Admission Requirements for a Master of Science in Global Commerce**

Students requesting admissions to the Graduate Program in Business must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.
- B. Earn a minimum score on the admission rubric
- C. The following undergraduate courses must be completed (with a grade of C or better) prior to enrolling in the Master of Science in Global

Commerce program at MUW: Principles of Marketing, Principles of Management, Principles of Accounting I, Economics I (or Economics II, and course related to Information Technology

### **Admission Requirements for a Master of Science in Health Education**

Students requesting admission to the Graduate Program in Health Education must fulfill the following:

- A. Meet all criteria for admission to Graduate Studies.
- B. Possess a Baccalaureate degree, preferably in a health related area, from a regionally accredited four-year institution.
- C. Earn a minimum score on the admission rubric.
- D. Interview with the Program Coordinator.

### **Admission Requirements for a Master of Science in Speech-Language Pathology**

Students applying for admission to the Graduate Program in Speech-Language Pathology must satisfy the following requirements:

- A. Meet all criteria for admission to Graduate Studies.
- B. Student admitted to the Graduate Program in SLP who have not earned an undergraduate degree in Speech-Language Pathology will complete leveling courses and clinical observations.

In addition to standard MUW admission requirements, student who apply for admission to graduate studies in speech-language pathology and are non-native English speakers must submit:

1. An official TOEFL (Test of English as a Foreign Language) score of 620 (Paper Based Test) or 287 (Computer Based Test), or 100 IBT (Internet-Based Test), an IELTS (International English Language Testing Systems) core of 7.0, or PTE (Pearson Test of English) score of 68.
2. A taped speech sample, 3-5 minutes in length. The topic should address the student's personal history/information and career goals.

### **Admission Requirements for a Master of Science in Nursing Degree**

I. In compliance with Mississippi Statue 43-11-13, the Department of Nursing requires all applicants to submit to a criminal background check and drug/alcohol screen prior to entering the nursing program. Failure by an applicant to indicate suitability on the background check or to present a clear finding (negative results) on the drug/alcohol screen will result in prohibition from entering (exclusion from) the nursing program. Students must report any arrests or disqualifying events that occur after their initial admissions criminal background check or it will be grounds for dismissal from the program.

If the applicant has been convicted of a felony or a crime involving moral turpitude, or does not pass the criminal background check and drug screen, he/she will be prohibited from entering the nursing program. More information can be obtained from the office of the department chair.

II. In order to successfully complete the nursing program, all nursing students must be able to successfully demonstrate the knowledge and skills required of a

nursing student as described in the Knowledge and Skills Required of a Nursing Student which is available in the Nursing Department offices. If a student is not able to meet these standards, he/she may initiate a meeting with the Director of Center for Academic Excellence for review of his/her case to see if reasonable accommodations are possible as per the normal university procedures. If reasonable accommodations are made and the student continues to be unable to meet one or more of the standards, the student will not be able to successfully complete the requirements of the program.

### **Knowledge and Skills of a Registered Nursing Student**

#### **Nursing Program Performance Standards**

<b>Standard</b>		<b>Examples</b>
Mobility	Physical abilities sufficient to move independently from room to room, walk in hallways, maneuver in small places such as patient rooms, and medication rooms.	Moves independently with patients from department to department, around the patient room, down the corridor, from one patient room to another, to take care of all patients on a team, and to assist in the transport of all patients from bed to bed, bed to chair. Walking, standing, sitting for long periods of time, stooping, lifting patients weighing over 40 pounds, squatting, reaching, twisting, bending, pushing, pulling, dragging, and climbing.
Motor Skills	Gross and fine motor skills to practice safe and efficient patient care. Sufficient manual dexterity to manipulate equipment in the patient care setting.	Manual dexterity to start a patient's intravenous line, set alarms on monitors, draw up and give injections to patients without extraneous movements.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Auscultation of breath sounds, heart sounds, blood pressure, bowel sounds, hearing alarms, call bells, telephones in patient care, converse with patients, family and staff from varying distances with varying audible sounds.
Visual	Visual ability sufficient for observation and assessment necessary to provide safe patient care.	Reading patient charts/flow sheets/monitors, drawing up and administering medications, assessing patient skin tones, reading thermometers, assessing wound status, non-verbal behaviors.
Tactile	Tactile ability sufficient for physical assessment and to provide safe patient care.	Perform palpation, giving injections, starting IV's, sterile and non sterile dressing changes, urinary catheterization, assess skin temperature and texture, and assist with patient care activities.

Commu- nication	Communication abilities sufficient for interaction with others in coherent and concise oral and written form.	Follow spontaneous verbal and/or written instructions, able to effectively communicate when teaching patients and/or families. Communicate the patient's response to therapy to other members of the health care team, document patient responses to therapy on health care forms utilizing various forms of media, consult with health care team members in a professional manner.
Interper- sonal	Interpersonal skills sufficient for interaction with patients, families and groups from diverse backgrounds (cultural, emotional, intellectual) in a variety of health care settings.	Converse effectively in stressful situations with patients, families and groups (codes, emergencies). Discharge teaching.
Critical Thinking	Critical thinking sufficient for clinical decision making.	Competent assessment of a patient in a timely manner, correct interpretation of assessment, readily respond with appropriate nursing interventions, treatment plans, works in isolation independently and with groups for positive patient outcome.

Students requesting admission to the Master of Science in Nursing Program must meet the following requirements:

- A. Complete a graduate-level (500-level or higher) advanced pathophysiology course with a B or higher.
- B. Meet criteria for admission to Graduate Studies.
- C. Hold a BSN degree from an academic institution with national and/or regional accreditation.
- D. Hold an unencumbered license to practice as a registered nurse (RN) in Mississippi or a Compact State.
- E. Have practiced a minimum of two (2) years as a registered nurse.
- F. Have a cumulative undergraduate GPA of 3.0 on a 4.0 scale.
- G. Show evidence of professional leadership and foundational research skills (transcript, publication, or documented experience).
- H. Have credit in an undergraduate statistics course with a minimum grade of C.
- I. Complete a personal interview with Master of Science in Nursing faculty.
- J. Meet clinical prerequisites:

1. Physical exam,
2. All immunizations required by the University,
3. Hepatitis immunization or signed waiver statement,
4. Current CPR Certification,
5. Criminal background check and drug screen (passed as indicated above),
6. Successfully demonstrate the knowledge and skills required of a nursing student as indicated above,
7. Malpractice insurance as a nurse practitioner student,
8. Completion of MUW workshop: OSHA Universal Precautions (offered at orientation).

In addition to standard MUW admission requirements, students who apply for admission to the Master of Science in Nursing Program and are non-native English speakers must submit an official TOEFL (Test of English as a Foreign Language) score of 620 (Paper Based Test) or 287 (Computer Based Test), or 100 IBT (Internet-Based Test), an IELTS (International English Language Testing Systems) core of 7.0, or PTE (Pearson Test of English) score of 68.

### **Master's of Science in Nursing Admission Dates/Procedures**

Applicant must have a minimum GRE analytical writing score of 3.0 for consideration. To be considered for early admission, all criteria for program entry must be met and applications **must be received** prior to **November 15**. Applications will be reviewed and interviews will be offered in early December. **No more than 10 students** will be selected for early entry into the program.

Admission to the Master of Science in Nursing Program is competitive, so students should apply as soon as possible, but no later than April 1. By April 1, candidates must have completed the application process, including the submission of official transcripts from all colleges attended verifying completion of all prerequisites, three written letters of recommendation, an official copy of the GRE score, and a \$25 application fee. The student must also complete a scheduled interview with Master of Science in Nursing faculty. Transfer students are considered for admission only as seats become available. (See Master of Science in Nursing Program Student Handbook.) The program will notify qualified applicants of admission decisions as soon as possible. Final admission decisions are typically made no later than the end of April.

### **Post-Master's (MSN-RN) Certificate**

Students requesting admission to the Post-Master's (MSN-RN) Certificate Program must meet the following requirements:

- A. Complete a graduate-level (500-level or higher) advanced pathophysiology course with a B or higher.
- B. Meet criteria for admission to Graduate Studies, except GRE.
- C. Hold a MSN degree from an academic institution with national and/or regional accreditation.
- D. Hold an unencumbered license to practice as a registered nurse (RN) in Mississippi or a Compact State.

- E. Complete a personal interview with Master of Science in Nursing faculty.
- F. Complete clinical prerequisites:
  - 1. Physical exam,
  - 2. All immunizations required by the University,
  - 3. Hepatitis immunization or signed waiver statement,
  - 4. Current CPR Certification,
  - 5. Criminal background check and drug screen (passed as indicated above),
  - 6. Successfully demonstrate the knowledge and skills required of a nursing student as indicated above,
  - 7. Malpractice insurance as a nurse practitioner student,
  - 8. Completion of MUW workshop: OSHA Universal Precautions (offered at orientation).

### **Post-Master's (MSN-NP) Certificate**

Students requesting admission to the Post-Master's (MSN-NP) Certificate Program must meet the following requirements:

- A. Complete a graduate-level (500-level) advanced pathophysiology course with a B or higher.
- B. Meet criteria for admission to Graduate Studies, except GRE.
- C. Hold a MSN degree from an academic institution with national and/or regional accreditation.
- D. Hold an unencumbered license to practice as a registered nurse (RN) in Mississippi or a Compact State.
- E. Complete a personal interview with Master of Science in Nursing faculty.
- F. Hold current national board certification as a nurse practitioner in a specialty other than the intended plan of study.
- G. Meet clinical prerequisites:
  - 1. Physical exam,
  - 2. All immunizations required by the University,
  - 3. Hepatitis immunization or signed waiver statement,
  - 4. Current CPR Certification,
  - 5. Criminal background check and drug screen (passed as indicated above),
  - 6. Successfully demonstrate the knowledge and skills required of a nursing student as indicated above,
  - 7. Malpractice insurance as a nurse practitioner student,
  - 8. Completion of MUW workshop: OSHA Universal Precautions (offered at orientation).

## **Admission Requirements for Doctor of Nursing Practice Degree**

- Master's of Science in Nursing (MSN) from an academic institution with national and regional accreditation
- Inferential Statistics - Graduate Level is a prerequisite course with a minimum grade of "B"
- Unencumbered MS RN/APRN license or have unencumbered authority to practice as an APRN
- Evidence of professional leadership and foundational research skills
- A current (within last five years) score on the Graduate Record Exam (GRE)
- Three written letters of reference
- Pass a criminal background check and drug screening
- A minimum cumulative grade point average (GPA) of 3.0 on 4.0 scale in undergraduate courses\*
- A personal interview with graduate nursing faculty
- Evidence of current national board certification

## **Health Admission Requirements**

- Annual Physical Exam
- All immunizations required by the University:
  - provide documentation of having had two MMRs (Measles, Mumps and Rubella) or proof of serological immunities
  - provide documentation of having had an annual TB test
  - Provide documentation of having a Tetanus Toxoid within the last 10 years
  - take the Hepatitis B Vaccine or sign waiver
- Malpractice insurance as a Nurse Practitioner
- Provide proof of automobile and health insurance
- Completion of MUW workshop: OSHA Universal Precautions (offered at orientation)
- Current CPR certification

## **Admission Dates/Procedures**

Students seeking admission to the DNP Program will seek admission to MUW Graduate Studies and the MUW DNP Program according to the established admission procedures and requirements for Graduate Studies which include:

### **Application Form**

A completed Graduate Application form is required. The form is located at [http://muw.edu/gradstud/program\\_application.php](http://muw.edu/gradstud/program_application.php).

### **Official Transcripts**

Official transcripts for all undergraduate and graduate work from each institution attended, including MUW, are required. For post-masters entry official transcripts



must verify the applicant received a nursing master's degree from a fully accredited institution, by one of the recognized accrediting agencies. For post-baccalaureate entry the official baccalaureate transcripts must meet the same requirements. Applicant must have a minimum 3.0 overall GPA on a four-point scale.

### **Background**

Evidence of an unrestricted/unencumbered nursing license and national certification as a nurse practitioner and certification in a state as a nurse practitioner is required. All candidates must have a criminal background check with no disqualifying events as mandated by the State of Mississippi.

### **GRE**

GRE (Graduate Record Exam) score of 800 or higher is required. GRE scores are valid for five years. If applicants have taken the GRE more than once, the admissions committee will use the highest total score to determine admission.

### **TOEFL for International Applicants**

The Test of English as a Foreign Language (TOEFL) is required of all applicants who are not citizens of the U.S. including permanent resident applicants who hold a "green card" in the U.S. and international applicants currently in the U.S. on any type of visa. The minimum TOEFL score is 550.

### **Prerequisite Courses Completed**

The following courses must be completed (with a grade of B or better) prior to admission to DNP courses: Graduate research and graduate inferential statistics.

### **Professional Letters of Recommendation**

Three letters of professional recommendation are required. The letters must state the applicant's Qualification's for graduate work from persons (excluding family members and MUW employees) who have personal knowledge of the applicant's academic or work performance.

### **Interview**

Admission interviews are an important part of the application process. Invitations to interview are sent after a preliminary review of applications in each round. Candidates chosen to interview receive an e-mail with instructions on how to schedule an interview. Interviews take place on the MUW campus.

### **Résumé**

Applicants must enclose a one- to two-page current résumé describing all chronological work experience and education since becoming an RN. The applicant must include **full legal name**, address, telephone number, and e-mail address with the résumé.

### **Essay**

The required essay allows the admissions committee to learn about the applicant, his/her accomplishments and professional aspirations. The required essay requires the applicant to describe their career goals and explain how a DNP from MUW will help them accomplish those goals. Questions include reasons for seeking admission to the DNP program; areas of planned research; goals while in the program; long-range career plans; qualifications; readiness for the program; and mentorship by program faculty.

### **Program Requirements**

In addition to the general degree requirements (see Academic Policies and Procedures and curriculum noted below), the student must successfully complete the following:

1. A minimum of 38 semester credit hours earned Post Master's
2. "B" or better
3. Transfer only 6 credits into DNP Program

### **Progression Policy**

Once a student is admitted to DOCTORATE OF NURSING PRACTICE PROGRAM:

1. A grade of "B" or above is required in each nursing course:
  - A. Nursing courses may be repeated only once, see "Readmission Policy".
  - B. The student who fails to make a "B" on a second attempt of a failed nursing course or fails a subsequent nursing course is permanently excluded from the Doctoral Program.
2. A grade of "C" in non-clinical courses is allowed but more than 2 "C"s will result in expulsion. If the student's GPA does not maintain a 3.0 or better they cannot graduate.
3. A "WF" in any course is counted as a failure in that course.
4. For each nursing course with an accompanying clinical course, a grade of "B" or above is required in the theory course with a pass in the associated clinical course in order to progress. If this does not occur, both the theory and the clinical course must be retaken together. If only one course component (Theory or Clinical) was failed it is considered as one failure; if both theory and clinical components are failed concurrently it is also considered as one failure.
5. Students may be dismissed from the program for unsafe practice, unethical or illegal conduct. In such cases a student will receive an automatic "F" in the nursing courses affected by the actions.

## 4. Tuition and Expenses

- 4.1 Tuition and Fees
- 4.2 Room and Board
- 4.3 Special Fees
- 4.4 Payment Plans
- 4.5 Adjustments to Charges / Refunds
- 4.6 Student Obligations

**The Board of Trustees of State Institutions of Higher Learning approved the following expenses**

### 4.1 Tuition and Fees

A portion of student tuition and fee charges is used for operating costs, including scholarships, tuition waivers, and other operating costs. It is the intent of the University to keep expenses at a minimum. The residence halls and food service must be self-supporting, and their fees are set according to costs.

<b>2013-2014 Tuition</b>	<b>In-State</b>	<b>Out-of-State Fee</b>	<b>Total Out-of-State</b>
Graduate Full-Time	\$2,820.00	\$4,860.00	\$7,680.00
Graduate Part-Time	\$313.50	\$540.00	\$853.50

### Overload Tuition:

Graduate students taking more than 13 semester hours must pay an additional \$313.50 per semester hour.

### Fees

Late Registration	\$10
Change of Course (Drop/Add) - per change	\$10
On-line Course - per hour	\$10

Updated tuition and fees, including summer school tuition are also published on-line (<http://web2.muw.edu/index.php/en/comptroller-tuition.html>).

### 4.2 Room and Board

<b>Double Occupancy</b>	<b>Room</b>	<b>Board (mandatory)</b>	<b>Total per Term</b>
Callaway, Jones & Kincannon, Full Term	\$1,778.50	\$1,313.00	\$3,091.50
per Accelerated Term	\$ 889.25	\$ 656.50	\$1,545.75
Grossnickle, Full Term	\$1,822.50	\$1,313.00	\$3,135.50
per Accelerated Term	\$ 911.25	\$ 656.50	\$1,567.75
Columbus & Hastings-Simmons, Full Term	\$1,884.00	\$1,313.00	\$3,197.00
per Accelerated Term	\$ 942.00	\$ 656.50	\$1,598.50
<b>Single Occupancy</b>			
Callaway, Jones & Kincannon, Full Term	\$3,108.00	\$1313.00	\$4,421.00
Grossnickle, Full Term	\$3,189.00	\$1313.00	\$4,502.00
Columbus & Hastings-Simmons, Full Term	\$3,293.50	\$1313.00	\$4,606.50

**Living expenses include housing and unlimited access to the cafeteria during serving hours plus \$150 Bonus Bucks. Bonus Bucks can be used in the Subway Café, Simply to Go (Parkinson lobby) or to pay for guest meals in the cafeteria.**

**Full-time commuting students, attending classes on campus, will be assessed \$100 Bonus Bucks per semester.**

### **4.3 Special Fees**

#### **Degree Audit Fee**

A non-refundable fee is required of all students who apply for a degree by the deadline published on the Academic Calendar. Applications for degrees are available in the Office of the Registrar. Should a student not complete graduation requirements for the term indicated, another application must be filed and another audit fee paid. Late fees may be assessed. See the Academic Calendar for deadlines.

#### **Course Participation Fees**

Non-refundable fees in addition to tuition are associated with some courses which require the use of special equipment, facilities or materials. These fees, which vary from course to course, will be listed in the schedule of classes each term and will be collected as part of registration.

### **4.4 Payment Plans**

Tuition and fees are due in full on registration day. If a student is unable to pay in full, that student must set up a payment plan. Mississippi University for Women has contracted with Tuition Management Systems, Inc., to offer annual (nine or 10 payments) and semester (four or five payments) plans. The only additional cost for selecting Tuition Management Systems, Inc. is an enrollment fee of \$65 for the annual plans and \$46 for the semester plans. There is no interest charge. Call 800.722.4867 and talk with a professional payment counselor about the payment plan that is best for you. Information about the payment plans is available from **Tuition Management Systems** at [www.afford.com](http://www.afford.com).

#### **Remittances**

All remittances should be sent to University Accounting and should be made payable to Mississippi University for Women. Checks made payable to students are honored in payment of fees. A service charge will be imposed for returned checks, and returned checks will be subject to legal collection procedures unless payment is made promptly upon the demand. If your check is returned for non-sufficient funds, you expressly authorize your account to be electronically debited or bank drafted for the amount of the check plus any applicable fees. The use of a check for payment is your acknowledgement and acceptance of this policy and its terms and conditions. Payments on student accounts may also be made on-line using Banner Web.

### **4.5 Adjustments to Charges / Refunds**

Adjustments to tuition and housing expenses are made for students who officially withdraw from the University during the first ten days of classes in the full-term fall and spring, during the first six days of classes in the full term summer, during

the first three days of the five-week summer sessions, or during the first five days of the accelerated fall and spring sessions. Students will be assessed 5% of full tuition and reimbursed for the remainder. No refund in tuition will be given after the above listed periods. Tuition charges are not adjusted if classes are dropped after the last day to add/drop classes via Banner Web. The last day to add/drop via Banner Web is the last day to add a class. See the Academic Calendar for specific dates.

**Note:** Tuition charges are not adjusted if classes are dropped after the last day to add/drop classes via Banner Web. The last day to add/drop via Banner Web is the last day to add a class. See the Academic Calendar for specific dates.

Housing expenses will be pro-rated, based on actual residency. Students withdrawing from student housing before the contract period ends will be assessed an additional \$250.00 termination fee. Students who withdraw from student housing during the first five weeks of the fall or spring semester will receive a pro rata refund of their original meal plan disbursement.

**Note:** First-time students who receive financial aid under the Title IV program are subject to the refund guidelines of that program. Please contact the Office of Financial Aid or the Comptroller for specific guidelines.

**Non-Attendance** of classes does not constitute an official withdrawal from the University. Per contract agreement, students who remain enrolled but who withdraw from the residence hall will receive no refund of fees, and if they signed a two-semester contract they will be billed again for housing in the spring semester so long as they are still enrolled at MUW. Students who withdraw from the University during the first two weeks of classes will have their living expenses pro-rated, based on actual residency.

Students who are charged for a private room will have rates adjusted if the private room status is changed. No adjustments will be made in housing fees in the last thirty calendar days of the semester. Students who move out of the residence halls because they are engaged in directed teaching or other field experiences will have their living expenses pro-rated, based upon actual residency.

Students who withdraw from the University are responsible for any balance remaining on their account. See 2.6 Withdrawal Procedures.

## 4.6 Student Obligations

### General Information

Accounts owed to the University must be cleared before the student will be allowed to preschedule classes for subsequent semesters. The University reserves the right to refuse transcripts, diplomas, degree verifications, and letters of good standing to students whose financial obligations have not been satisfied. Students who withdraw from the University are responsible for any balance remaining on their account.

Any student account that remains unpaid at the end of the semester and is not paid within thirty days may be turned over to an outside collection agency. To cover the collection agency costs, a fee will be added to the amount owed by the student.

## **Identification Cards**

All regularly enrolled students are issued an Identification Card during registration. Students must present their current MUW Identification Card before receiving refund checks from Office of the Comptroller. Also the inability to present a residential I.D. Card before entering the dining hall may result in the student having to pay for his/her meal.

Withdrawing students must surrender their I.D. cards to the Dean's office when they complete the withdrawal form. In addition, they must make final adjustments to their accounts with the Office of the Comptroller. The student may retain a Food Services I.D. and continue to eat in the cafeteria if prepayment has been made.

Replacement cards can be obtained from the Campus Card Office in McDevitt Hall. A lost I.D. card will be replaced upon payment of \$25.00.

## **Parking Decal**

Any individual who regularly operates or parks a motor vehicle or motorcycle on the campus and streets of Mississippi University for Women must register the vehicle and display the appropriate decal on or before the first day of classes or within twenty-four hours (excluding weekends and holidays) after it is first brought on the university campus or streets. A fee of \$25.00 is charged for a parking decal.

## **Student Supplies**

Books and other academic supplies may be secured at the University bookstore, which is located on the first floor of the Hogarth Student Center. The fees and expenses previously cited do not include the cost of these items.

## **Personal Expenses**

Money intended for personal expenses cannot be entered on the books of the University, nor are students allowed to draw on their pre-paid residential accounts or tuition to meet other expenses. In addition to books and supplies, students are responsible for the costs related to campus organizations and personal activities. They may find a checking account with a home or local bank convenient for the safe management of funds necessary for the miscellaneous expenses of daily life.

## **5. Financial Assistance for Graduate Students**

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- 5.1 General Information
- 5.2 Graduate Assistantships and Scholarships
- 5.3 Federal Financial Aid Programs
- 5.4 Application for Federal Financial Aid
- 5.5 Payment of Funds to Student Accounts
- 5.6 Satisfactory Academic Progress

### **5.1 General Information**

**Note:** This information is subject to change, without notice, in order to comply with federal, state, or institutional requirements or policy.

Mississippi University for Women offers a comprehensive program of financial aid to assist Graduate Students. The following federal and institutional programs are available.

1. Graduate Assistantships
2. Graduate Scholarships
3. Federal Perkins Loans (formerly NDSL)
4. Federal Unsubsidized Direct Loans
5. Federal Work Study
6. Graduate PLUS Loans

### **5.2 Graduate Assistantships and Scholarships**

Graduate Studies currently offers financial aid/scholarship assistance in the following forms:

1. Graduate Assistantships
2. Graduate scholarships may be awarded for up to one-half tuition but are not guaranteed. A new application must be submitted each semester. Scholarship assistance shall be limited to fees for courses numbered 500 and above and for no more than the total hours required for completion of the designated degree. Scholarships cannot be awarded until a student has completed all requirements for full admission to Graduate Studies. Students who are currently on academic probation are not eligible to apply. If the student withdraws from classes after receiving graduate scholarship assistance, the financial aid assistance will be automatically terminated for those classes and must be repaid by the student before reapplying for further graduate assistance.

Graduate students who wish to apply for graduate assistantships and/or graduate scholarships must contact the Graduate Studies Office or the appropriate graduate office for applications and information. The student must submit the form at least two months prior to the registration day of that semester for which he/she is seeking financial assistance.



## 5.3 Federal Financial Aid Programs

### Loans

Student loan programs provide long-term, low-interest loans for students. Students must enroll at least half-time (6 undergraduate hours and 6 graduate hours) each term in order to qualify for student loans. All loans must be repaid, with repayment beginning six months after graduating or leaving MUW.

The **Federal Unsubsidized Direct Loan** (formerly Stafford Loan) is based on the cost of education as well as annual and aggregate loan limits. Funds from this loan are disbursed each term according to the student's award notification and promissory note requirements. Interest on this loan begins to accrue upon disbursement; however, the payment of interest is deferred until six months after graduation or leaving MUW.

The **Federal Work-Study Program** (FWS) is a "need based" part-time work program which allows students to earn money to help pay educational expenses. FWS will not be available at registration for the payment of fees. FWS student employees will be paid based upon the current minimum wage bi-weekly. The maximum award allows student employees to work up to 20 hours per week.

**Federal Perkins Loan** is a federal "need based" loan. This award is a loan and must be repaid by the borrower. Interest of 5% is paid by the government while the student is in school at least half-time, during a nine-month grace period, and during periods of deferment. Students who are awarded the Perkins Loan must sign a promissory note with our Perkins representative in the Comptroller's Office.

### Annual Loan Limit Amounts (Effective July 1, 2008)

\$20,500.00 for Graduate students enrolled in Graduate Programs.

The **Federal Perkins Loan** is based on exceptional need and availability of funds.

## 5.4 Application for Federal Financial Aid

The Financial Aid Center administers the student financial aid programs that provide monetary assistance to students who, without such aid, would be unable to attend MUW. Student aid is awarded as a supplement to, not in lieu of, the student's own resources and earnings. The maximum award will not exceed the sum actually needed to supplement these family resources. The University reserves the right to limit awards to prevent award duplication and to include all scholarships, assistantships, veteran's benefits, and other resources to prevent over-awarding the student's need.

Mississippi University for Women accepts the Free Application for Federal Student Aid (FASFA) as application for all types of federal Title IV financial aid. This packet is available through MUW Financial Aid Office. This application can also be accessed and completed on the World Wide Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Graduate students must list MUW (002422) on the application to insure that the MUW Financial Aid Office receives notification of their interest in attending.

### Deadlines

Graduate students who wish to apply for federal assistance are encouraged to complete the Free Application for Federal Student Aid (FASFA) early to insure the availability of funds at registration. The MUW Financial Aid Office deadline to

receive notification of a Graduate student's application for federal assistance is April 1 if applying for Fall admission and October 1 if applying for the Spring.

### **Eligibility**

Graduate students who wish to apply for assistance under the federal programs listed in this section must meet the following criteria to become and remain eligible:

- Be fully admitted to a degree-granting program,
- Be enrolled at least half-time (six graduate hours) per semester\*,
- Be a U.S. citizen or eligible non-citizen,
- Maintain Satisfactory Academic Progress,
- Be free of encumbrances resulting from the overpayment of any SFA grant or loan,
- Be free of defaults on education loan,
- Avoid exceeding annual or aggregate loan limits,
- Agree to use federal student funds solely for educational purposes,
- Apply for financial assistance each year.

*\*Note: Nine graduate hours are considered full-time for graduate students; however, graduate students must enroll in at least six graduate hours to be considered half-time and receive federal aid. Only graduate-level courses will count toward financial aid eligibility.*

### **Award Notification**

As soon as each student is awarded student aid funds, the financial aid office will e-mail an Award Notification. Please review the Award Notification carefully. E-mail is the official means of communication so please check your e-mail address frequently. The student is responsible for updating address information with the Office of the Registrar.

## **5.5 Payment of Funds to Student Accounts**

Financial aid funds from all sources will be applied to each student's account balance for tuition, fees, and other institutional charges after the student has registered and attendance has been verified. Book Vouchers may be obtained from the Comptroller's Office to allow books to be charged to the student account as long as aid funds will cover all fees and projected book charges. Funds will be disbursed no earlier than 10 days after the beginning of classes. Funds remaining after all charges are paid will be refunded to the student by the Comptroller's Office.

Students earn aid funds through attendance; therefore, students who fail to attend classes within the first three class meetings may not receive the awards that were scheduled. Awards are subject to cancellation and possible repayment if those funds were previously used to pay institutional charges. Students who withdraw from classes later in the semester before reaching the 60 percent point in the semester may have a pro rata portion of their aid funds returned to federal fund accounts or lenders as required by federal regulations.

### **Attendance and Repayment Policy**

Attendance monitoring is required by the U.S. Department of Education to support any disbursements made to eligible students receiving federal or state financial aid funds.

Failure to begin attendance in any course for which you have registered will require a pro rata reduction in Pell Grant awards and possible cancellation of student loans.

Faculty will report “no shows” after the first two weeks of class each term and will subsequently post an F grade for any student who does not withdraw prior to the drop date. Students are encouraged to make sure faculty know they are attending early in the term to avoid a “no show” reduction in awards.

Students also should be aware that a total withdrawal from MUW will require a review of awards and the possible reduction or repayment of funds unearned by attendance.

### **Withdrawal from the University – Official and Unofficial**

Students who choose to withdraw from the University prior to the end of the term must follow the Withdrawal Procedures established by the University. Failure to complete the semester may have an effect on the financial aid funds disbursed to a student’s account and paid to cover tuition, fees, bookstore charges, campus housing costs, or paid to the student as a refund. Students who drop before the 60% point in the semester will have a “pro rata reduction” in the amount of financial aid disbursed. The federal regulations expect students to “earn” the use of funds for attending the “entire” semester. The percentage of the semester that was not attended becomes the percent of funds that may need to be returned. This reduction will leave an unpaid balance owed to the University on the student’s account, BUT student loans will be reduced with their lender, and other aid funds will be returned to the program accounts for possible use in the summer semester.

Failure to complete the semester and failure to “officially” withdraw is considered an “unofficial withdrawal.” Failure to complete the courses in the semester will result in a grade of F. Faculty are requested to report the last day of class attendance (LDA) or participation in a class project or activity to allow the Financial Aid Office to calculate the percentage of the course the student completed. When no LDA is provided, the 50% point or mid-term date is used to determine the amount of aid to be returned to the federal or state programs. The longer students attend, the lower the amount of funds to be returned and the lower the amount owed to MUW.

### **Repeated Coursework**

Repeated coursework is monitored as required by the U.S. Department of Education. An institution can pay a student for only one retake of any previously passed course or its’ equivalency. Secondly, an institution can pay a student when repeating a course (or its equivalency) an infinite number of times if all previous attempts were failures. And, third, an institution cannot pay a student for any repetition of a previously passed course due to the student failing other coursework.

## **5.6 Satisfactory Academic Progress**

### **Requirements for Federal Financial Aid Recipients**

All students at MUW who receive federal financial aid must make satisfactory academic progress toward standards defining satisfactory progress, in accordance with regulations issued by the U.S. Department of Education. Satisfactory Academic Progress status will be determined at least once each year, generally at the end of the spring term.

### **Qualitative Standard:**

Graduate students enrolled in a Graduate Program must maintain a cumulative MUW grade point average of 3.0. The calculation does not include coursework transferred from another institution. If all other criteria have been met, students can regain eligibility for student aid funds, once the MUW GPA requirements have been met. However, a successful academic appeal in which a student who is otherwise suspended or dismissed is allowed to register for classes does not imply the automatic reinstatement of student aid eligibility. Please refer to the Satisfactory Academic Progress Appeal Process listed below.

### **Quantitative Standards:**

1. Students working on a graduate degree at MUW must complete the degree within the timeframe allowed by the Graduate Studies program.
2. Excessive withdrawals and/or dropped courses indicate a lack of progression toward a degree. The student may not receive a W in more than 15 hours or coursework after admission into a graduate program.
3. Federal regulations require a student to enroll in a minimum number of credit hours per term in order to receive a federal aid disbursement. Federal student aid recipients attending MUW must enroll after at least six credit hours per term. Students who enroll in the minimum number of hours and receive a federal student aid disbursement must not drop below the six credit hour minimum prior to the last day to register (during the add/drop period) for both the Fall and Spring terms.

The qualitative and quantitative S.A.P. (Satisfactory Academic Progress) standards will be checked once per year, at the end of the spring semester for students who enroll in any term during the previous summer, fall, and/or spring. Students who fail to meet any standard at that time will be suspended from receiving federal student aid funds.

All students who have been suspended from receiving student aid funds have the right to appeal. Please refer to the Satisfactory Academic Progress Appeal Process listed below.

### **Satisfactory Academic Progress Appeal Process**

Appeals of suspension of financial aid may be made on the basis of mitigating circumstances. Mitigating circumstances are those that have an effect upon the student's academic performance, that lie outside of the student's control, and that would not be likely to recur. Illness or injury of the student or death in the student's immediate family may constitute mitigating circumstances. However, there is no circumstance that automatically qualifies a student for reinstatement of financial aid eligibility.

All appeals must be in writing and include the student's name, address, social security number (or Banner ID), telephone number, and all facts and documentation pertinent to the basis of the appeal. All appeals must be addressed to the Financial Aid Committee and received by the Financial Aid Office in Room 107 of Welty Hall, 1100 College Street MUW-1614, Columbus, MS 39701-5800 at least ten (10) class days prior to the last day to register during the applicable fall or spring semester and prior to registration day for each summer term. The Financial Aid Committee has authority over all appeals, and its decisions are final.

## 6. Student Affairs and Services

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- 6.1 Purpose Statement
- 6.2 Housing & Residence Life
- 6.3 Rights and Responsibilities of Residential Students
- 6.4 Student Services
- 6.5 Student Handbook

### 6.1 Purpose Statement

As an integral part of the University's educational process, the Division of Student Affairs is committed to the belief that education extends outside the formal classroom setting. The Division implements programs and services designed to complement classroom experience, preparing students to be educated and productive members of society. Student Affairs seeks to do this by offering opportunities for social, intellectual, physical, spiritual, and emotional growth, by encouraging students to become actively involved in campus life, by serving as an advocate for student concerns to the University community, and by creating an environment responsive to individual differences and representative of the University's diverse population. Through these services and programs, students will develop a mature sense of value and responsibility, as well as a sound intellectual competence.

### 6.2 Housing & Residence Life

MUW provides six residence hall options for male and female students who carry a minimum of six hours of academic credits per semester. Contracts are available for the summer, accelerated terms, and the full academic year. Contact the Office of Housing and Residence Life for more information at (662) 329-7127 or Cochran Hall, 2nd Floor.

Living in the residence halls provides countless opportunities for involvement. RAs plan initiatives for each floor and building, provide opportunities for leadership development, social activities and educational activities. Student involvement is limited only by their desire and initiative. The residence halls provide a great environment to make the most of the student MUW experience.

The staff of each building sponsors a variety of community development, cultural, educational, recreational, and community service initiatives. Many times the (Resident Advisors) RAs will host events. RAs should solicit ideas from residents but residents should feel free to share their ideas for events/programs openly as well. Students are encouraged to become involved in the many activities that occur in your building. Not only will students learn some new and valuable information, students will also meet many interesting people who may become their closest friends.

### General Information

When a student is admitted to the University, he/she does not receive a room automatically. Rooms may be reserved only by filing out the housing application with the Department of Housing and Residence Life. Moreover, those who elect to live in residence halls are required to participate in a meal plan. Charges for living expenses, which are payable during registration, can be found in the Tuition and Expenses section of this Bulletin. The Office of Housing and Residence Life is overseen by the Director who has several support staff in place to assist with the daily operations. Staff includes one

Assistant Director, three Residence Hall Directors, Coordinator for International Student Services, administrative assistant, two counselors, and numerous student staff.

The Assistant Director of Housing and Residence Life oversees the daily housing operation. The Residence Hall Directors work with the Assistant Director in the management of each residence hall and its student staff. Student staff are comprised of Resident Advisors (RAs). Resident Advisors are assigned to various areas where they live on the floors with the residents of that area and serve as peer educators/peer counselors in helping residents connect to the campus.

There are two areas on campus—North Campus which includes Callaway, Grossnickle, Hastings-Simmons and Columbus Halls. Kincannon Hall and Jones Hall make up South campus. Each residence hall has a desk operation that runs from 1:00pm-1:00am (Sunday through Saturday) that serves as the main point of contact for housing questions after normal university business hours.

North Campus is overseen by a professional Residence Hall Director housed in Columbus Hall. Callaway is home to social clubs and student organizations; Hastings-Simmons is home to upper-class female students; Grossnickle is home to freshmen and sophomores in the Residential Honors Program; and Columbus is home to upper-class male students.

Jones and Kincannon are both overseen by professional Residence Hall Directors. Jones is home to upper-class female students while Kincannon is home to the freshmen and freshman Hearin Leadership Program students.

### **Facilities/Furnishings**

A variety of living spaces are available to students residing in the residence halls. These facilities include suites, deluxe suites (with kitchenettes), and private rooms (when space is available). Throughout the residence halls, students will find study rooms and lounges. Laundry rooms are located in each facility with free laundry for residents. Room furnishings include desks, desk chairs, single twin beds, microfridge, and dressers. Students are expected to furnish their own bed linens, blankets, pillows, curtains, towels, and any other articles for personal use or room decoration.

High speed internet access is available in each room; however, if residents wish to benefit from this convenience, they must provide their own computer. For those who do not have a personal computer, there are computer labs located on campus and within some residence halls.

Custodial and facilities staff members are responsible for routine repair and cleaning in common areas such as: lounges, lobby bathrooms, corridors, and walkways.

### **Procedures and Policies Governing Student Housing**

In the Office of Housing and Residence Life, we are looking to the students to govern themselves, to educate themselves, to promote service and activism. Furthermore, we are looking to student leaders, such as yourself, to help lead by being examples (i.e.—pillars of the community).

Every community must have a basic framework within which all members are expected to live cooperatively. The residence hall setting presents a special kind of living situation where students are living in close and constant contact. In this special living situation, it is most important that all residents be informed and respect the guidelines that help maintain a harmonious environment.



As a member of the residence hall family, students are responsible for becoming aware of and observing all published rules affecting your status with the university. Residence hall students are expected to follow the “Code of Student Conduct.” In addition, students are expected to comply with directives from the Office of Housing and Residence Life administrators and student staff. Failure of students to cooperate with any member of the Office of Housing and Residence Life staff when acting as representatives of the university will result in disciplinary action ranging from an educational sanction to eviction from housing residence halls.

### **Personalization**

Residential students may, within guidelines, personalize their rooms. Personalization includes hanging posters, bringing pictures from home, additional lighting, etc. Further information on this policy may be obtained from the hall staff, the Department of Housing and Residence Life, or the *Student Handbook*.

### **Application for Housing**

To apply for campus housing, students must send a completed housing application to the Office of Housing and Residence Life, 1100 College Street MUW-1626, Columbus, MS 39701-5800. Signed applications indicate the student’s acceptance of the terms and conditions outlined therein including a \$100 deposit. \$75.00 of this deposit will be credited towards the student’s room and is refundable prior to June 1, in writing to Housing and Residence Life, 1100 College Street MUW-1626, Columbus, MS 39701-5800, requesting such a refund. **Please be aware that the agreement is for the full academic year, including both fall and spring semesters.**

### **Room Assignments**

New students will find the housing contract online as well as in the admissions application. Students may also call the office to have one sent to them via mail and/or fax. Returning MUW students generally will go through Room Draw to secure their rooms for the next academic year but may also sign up through the regular contract application.

The housing contract serves as the application for assignment. Being a legal and binding document, we encourage students to fully read over all the articles in the contract before signing. After that point, students are locked into the contract for the room and the charge will be assessed on the student account.

Once a student applies for housing and has completed the application process (which entails submitting both a contract and deposit along with being officially admitted to the university), they are assigned to a space within the residence hall that best fits their class standing and/or request. Students that would like to live together as roommates must request each other on their housing applications or at Room Draw to be accommodated. There are no guarantees on requests for private rooms and all efforts will be made to offer private rooms as they become available during the consolidation process.

Further information on this policy may be obtained from the hall staff, the Department of Housing and Residence Life, or the *Student Handbook*.

### **Guest Housing**

When space permits, overnight guest accommodations are available for a nominal fee. Reservations must be made within the Office of Housing and Residence Life,



24 hours prior to the overnight stay. Contact the Office of Housing and Residence Life for more information at (662) 329-7127 or Cochran Hall, 2nd Floor.

## **6.3 Rights and Responsibilities of Residential Students**

### **Primary Rights of Students**

1. The right to read and study free from undue interference in one's room. One basic purpose of the University is the dissemination and application of knowledge. Unreasonable noise and other distractions inhibit the exercise of this right.
2. The right to sleep, the right to one's personal belongings, the right to free access to one's room and suite facilities during the period that the residence halls are open, and the right to a clean environment in which to live.
3. The right to redress of grievance. If the academic and residential communities are to function in the most educationally profitable manner, the right to initiate actions and referrals for impartial and fair adjudication of grievances is paramount. In exercising this right the student further holds the right to be free from fear or intimidation, physical and emotional harm and to be without imposition of sanctions apart from due process.

### **Subordinate Rights of Students**

1. The right to personal privacy: all persons should have freedom from the interference with their personal activities within the parameters of university policies and the Student Code of Conduct and should be able to maintain privacy for other than academic reasons.
2. The right to host guests: All students should have an opportunity to maintain personal contacts and friendships with other persons to fulfill their needs for socialization (in accordance with residence life guidelines).

See also 2.2 Student Rights and Responsibilities

## **6.4 Student Services**

### **Campus Health Services**

Ambulatory care and health education are goals of the Campus Health Center. All students are eligible to use the Health Center. No fee is charged for routine visits though there is a nominal charge for medications, supplies and complete physical exams. The Health Center is administered by the Dean of the College of Nursing and Speech Language Pathology, and it is staffed by nurse practitioners, registered nurses with Master's degrees, who, in their expanded role, are licensed to diagnose and treat many common conditions. The protocols for treatment are developed in conjunction with the Mississippi Board of Nursing and a collaborating physician, who is available at all times for consultation and/or referral.

The Health Center is open from 8:00 a.m. – 5:00 p.m., Monday – Friday during the academic year. The Center is closed on Saturday and Sunday and during regularly scheduled student holidays. The Health Center is located in Eckford Hall. For questions, call (662) 329-7289.

Student health insurance may be obtained through a commercial carrier.

## **Campus Recreation**

Campus Recreation strives to provide quality recreation opportunities for the MUW community and to create a safe environment that fosters development of the mind, body, and soul. Five program areas (Aquatics, Intramural Sports, Open Recreation, Special Events, and Wellness) provide excitement and diversity to everyday, campus life.

Campus Recreation manages the Pohl-Stark Complex, which includes Pohl Academic Building and Stark Recreation Center. The complex houses a 5,000 square foot strength/conditioning room, 3 basketball/volleyball courts, an elevated indoor track, 2 racquetball courts, 2 aerobic studios, locker rooms, and an indoor 6 lane swimming pool. The dynamic facility features space for recreation and fitness in addition to classrooms, lounges, meeting rooms, and a state of the art Exercise Science lab.

Campus Recreation employs a large number of students each year to manage the Pohl-Stark Complex and coordinate programming. Students find employment ranging from Intramural officials and scorekeepers to facility staff, personal trainers, lifeguards, and office assistants.

The services and facilities provided by Campus Recreation are free for registered MUW students. Supplementary membership opportunities are available for an additional fee.

For more information call (662) 241-7494 or email [campusrecreation@sa.muw.edu](mailto:campusrecreation@sa.muw.edu).

## **Career Services**

The Office of Career Services, located on the 4th floor of Cochran Hall, provides career planning and development assistance that are responsive to the unique needs of students and alumni. Career Services offers job search assistance to aid students in seeking part-time and full-time employment and internships as well as career management advice for graduating seniors and recent graduates. Career-related services are provided to help students explore and identify suitable academic majors/minors and/or career action plans. In partnership with academic departments, Career Services promotes a greater awareness of the world of work and the need to view career development as a lifelong process.

The Career Resource Library, the largest campus source of career-related resources, has available, various career-related references, books and videos to enhance the classroom experiences, and to assist with educational and career goal setting. Resources address topics ranging from resume writing to interviewing to searching for internships, along with information about majors/minors of interest, and the job search process.

Contact (662) 241-7619 or via email at [career@muw.edu](mailto:career@muw.edu) for additional information.

## **Counseling**

Office of Housing and Residence Life's Counseling Services offer developmental, wellness, and remedial confidential counseling services to individual and groups of students in a comfortable and welcoming atmosphere. These services are free and are offered with a focus upon the well-being and emotional health of our clientele. The following additional services are provided:

- Mental health screening and prevention programs through the year, i.e., depression, anxiety, alcohol abuse, and eating disorders.
- Information and literature on various mental health issues such as depression, anxiety, grief, stress/time management, test anxiety, relationship concerns, sexual assault, adult survivors of abuse, and other personal concerns.
- Referrals to outside professional agencies, if necessary. MUW students are welcome to call or stop in to schedule an appointment at the Counseling Center or Office of Housing and Residence Life.

Counseling Services can be contacted by visiting 324 11th Street South, Columbus, MS 39701 or by calling (662) 329-7748.

## **Diversity Education and Programs**

The Office of Student Life delivers diversity education and programs to provide a welcoming and supportive environment for minority and international students and serves as a link between students and the University community. The staff members are advocates for the needs of the culturally diverse student population. More information may be obtained by contacting the Office of Student Life in Cochran Hall or calling 662-329-7350.

## **Dining Services**

Another vital aspect of University life is the availability of well-balanced meals prepared by Dining Services. The Nancy Hogarth Cafeteria offers unlimited seconds on traditional menus as well as an International stir fry, pizza, grill and a made to order deli along with a soup and salad bar area. Special theme dinners, picnics, and steak nights are scheduled each semester. For the health conscious college student, healthy choices and vegetarian items are available at every meal.

Anyone entering the Dining Center will be required to swipe his/her I.D. card for each meal, pay with their flex dollars or pay cash. Only the individual identified on the I.D. Card may use the card. Students may enter the Dining Hall as often as they wish during the day but must swipe their I.D. card at each time. No outside food may be brought into the dining hall. The Subway Cafe offers an area where individuals who bring their own lunch can sit and enjoy the company of their friends.

**Dining Center:** The Dining Services facilities are for the use of students, faculty, staff and their guests. Guest meals must be paid for at the current guest meal rates.

**The Subway Café:** The Subway Cafe is open for your recreation and relaxation during the day. It is a friendly place for meeting with friends to enjoy custom sandwiches, sodas, and snacks. Hours of operation of The Subway Cafe are posted at the entrances.

**Special Diets:** Resident students with special medical diets may present them to the University Health Center. With the Health Center's approval, the diet request is sent to the director of Dining Services with instructions for the student to make an appointment to discuss the diet. The individual's likes and dislikes, class schedule, etc. will be discussed, so that the diet and time can be arranged to best suit the student's needs.

For more information: Dining Services, (662) 329-7411.

## **6.5 Student Handbook**

Each year, in addition to the Undergraduate Bulletin, MUW publishes a Student Handbook with valuable information such as: the Student Code of Conduct and Judicial Procedures, Rules on Student Organizations, Events Scheduling Procedures, and other policies and procedures related to campus life. The Student Handbook also summarizes many of the policies in the Undergraduate Bulletin and serves as a user-friendly guide to the campus. The full Student Handbook is published online and can be found on the Student Affairs area of MUW's website. A link is provided on the Current Students landing page. An abridged version of the handbook is also included in the agenda that is given to all residential students at the beginning of the year.

## 7. Academic Policies and Procedures

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- 7.1 Student Responsibility
- 7.2 Dismissal from Graduate Programs
- 7.3 Academic Grievances
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### 7.1 Student Responsibility

Students are responsible for knowing the published rules, regulations, policies, and standards of the University and of their degree program.

Each academic program has procedures and requirements that must be satisfied before a degree will be awarded. While the University provides faculty and staff advisors to assist students in planning their programs and schedules, the students themselves are responsible for following procedures and meeting degree requirements.

### 7.2 Dismissal from Graduate Programs

Unsafe, unethical, illegal, or unprofessional conduct, as well as academic dishonesty is cause for denying admission to graduate studies or for dismissal from graduate studies. A student dismissed for these reasons will not be eligible for readmission to any graduate program at MUW. If a graduate program denies admission to or dismisses a student for unsafe, unethical, illegal, or unprofessional conduct the student may appeal the decision by following the procedure outlined below under Academic Grievances. If the Academic Standards Board denies admission to or dismisses a student for academic dishonesty, the student may appeal the decision to the President, as outlined below under the Academic Dishonesty Policy.

### 7.3 Academic Grievances

Students may appeal dismissal for unsafe, unethical, illegal, or unprofessional conduct by following the procedure outlined below.

In addition, a student who wishes to appeal a grade received for a project, paper, course, etc., should first attempt to resolve the issue with the instructor. If an agreement cannot be reached, the student should next appeal to the Department Chair/Program Director of the course and then to the Dean. Grievances should be brought to the Chief Academic Officer (CAO) only after these preliminary options have been exhausted. The student has only 45 days to appeal the grade in writing. This period begins at the conclusion of the term in which the grade was assigned. If a grievance hearing is required, the process will be initiated by the CAO.

The Student Grievance Committee and procedures outlined below have been established to provide a hearing for those students who feel their academic rights have been violated. The Graduate Council serves as the Student Grievance Committee for graduate students. In this role, the purpose of Graduate Council is to adjudicate student academic grievances that have not been resolved at the program level (i.e., via instructor, Department Chair/Program Director of the course, and Dean).

#### **Procedure:**

1. A student who believes that his/her academic rights have been violated and his/her complaints have not been resolved to their satisfaction at the program level (i.e., via instructor, Department Chair/Program Director of the course, and Dean) may petition the Student Grievance Committee to consider his/her complaint. Requests must be made in writing and must state both the grievance and the procedure the student has followed in trying to resolve the problem. The request must be made within 45 days following the semester in which the alleged violation of academic rights occurred. Requests must be addressed to the Student Grievance Committee and submitted to MUW's Office of Academic Affairs.
2. If the grievance involves any member of the Committee, that member will abstain from participation on the Committee while that particular grievance is being considered. The CAO will recommend a replacement.
3. When a grievance is submitted, the Committee must convene within three regularly scheduled school days to determine what data and materials must be obtained from the student and/or the faculty member. Any requests for materials will be made in writing from the Committee.
4. The Committee chair will set a hearing time that does not conflict with the class schedules of any Committee member, student, or faculty member involved. All persons will receive written notification of the meeting at least three days in advance.
5. All evidentiary and background materials concerning a case should be submitted to the Committee at least three days prior to the hearing. This will allow the Committee adequate time to examine the facts thoroughly prior to adjudicating the matter.
6. At the time of the hearing, both the student and the faculty member appearing before the Student Grievance Committee may have a representative or advisor of their choice present at the meeting. The advisors will be introduced to the Committee for the record and must identify their relationship to the student or faculty member. The student and faculty member may consult with their advisor(s) during the proceedings, but the advisor(s) may not address the Committee or question witnesses. Students and faculty members will be given full opportunity to present evidence and witnesses that are relevant to the issue at hand. Evidence introduced at the hearing must be confined to the particular ground or charge that has been made.
7. The decision will be made by the Committee in closed session and will be based on sufficient and credible evidence. All persons involved in the grievance will be notified in writing of the resolution within one week of the hearing.
8. Decisions reached by the Committee must be immediately enforced; however, both students and faculty have a right of appeal.
9. The final level of appeal for both students and faculty members will be to the President of the University.

## 7.4 Academic Dishonesty Policy

Students enrolled at Mississippi University for Women agree to abide by the MUW Honor Code, which is “to uphold the highest standards of honesty in all phases of university life,” and, therefore, they agree to refrain from any dishonest academic behavior. Academic Dishonesty can lead to severe penalties, from a zero grade for a test or assignment to expulsion from the University. Academic Dishonesty includes cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic and scientific communities. Policy Statement #3534 applies to work in progress as well as completed work, and it sets forth procedures for appeal to the Academic Standards Board. Cheating and plagiarizing are identified below, as are the consequences of these actions.

Cheating is taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to, the following:

1. giving or using prohibited written and/or oral information during tests, quizzes, or examinations;
2. stealing, buying, selling or in any way distributing an examination before it has been administered;
3. copying ideas or facts from another’s paper during an examination or quiz;
4. obtaining or providing previously undisclosed test questions or information pertinent to an exam that has not yet been administered;
5. willfully altering any assignments or any of the instructor’s markings in order to obtain a higher grade;
6. copying from or writing computer programs for another student;
7. substituting for another person during an examination or allowing such substitution for oneself;
8. engaging in an unauthorized collaboration with another student on tests or assignments;
9. misappropriating privileged information or making use of information in breach of confidentiality;
10. interfering in any way with the research or academic performance of another student;
11. violating any federal, state, university, or program policy or regulation governing research and academic procedures, integrity, and conduct;
12. obstructing the investigation into academic dishonesty.

**Plagiarism** is defined as the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless such material is considered general knowledge. The rules against plagiarism extend to work completed in online courses in addition to those offered in a traditional format. *Students who are*



*unsure whether they have used and documented source material correctly should consult with their instructor before submitting the assignment.*

Fabrication and falsification include the following:

1. fabricating and/or falsifying laboratory and clinical experiences, internship records, attendance records, research data, survey results, research methods, research results, research conclusion, or any other information and/or process used in the collection and presentation of academic, scientific, or professional material. A student who commits this type of fabrication and falsification will be subject to the consequences of academic dishonesty outlined in items 1-5 below.
2. misrepresenting, falsifying or withholding information concerning admission requirements, university enrollment or status, financial aid application, health records, or other materials required by the University. A student who commits this type of fabrication and falsification will be subject to the consequences of academic dishonesty outline in item 5 below.

Consequences of Academic Dishonesty:

1. A student who violates university, college, school, and/or course policies regarding plagiarism and/or cheating will receive a 0 (zero) for the test or assignment, which will be averaged into the final grade according to the policies defined in the instructor's syllabus.
2. The faculty member is required to inform the Chief Academic Officer as well as his/her Department Chair/Program Director and Dean that a student has cheated or plagiarized. This notification will remain confidential in compliance with policies protecting student privacy.
3. If a student disagrees with the instructor's judgment that he/she has cheated or committed plagiarism, the student can consult first with the Department Chair/Program Director and then with the Dean in an effort to resolve the disagreement. If a resolution is not achieved at the college/school level, the student may appeal directly to the Academic Standards Board through the Chief Academic Officer (CAO).
4. There will be no further action for the first violation of policies governing plagiarism and cheating unless the offense is deemed "flagrant" by the faculty member in consultation with the Department Chair/Program Director and Dean. For any subsequent offense, the student must appear before the Academic Standards Board where additional disciplinary action will be considered. For flagrant acts the faculty member is required to assign a grade of 0 for the work and to forward the case immediately to the Academic Standards Board for disciplinary action. The CAO will initiate the hearing process.
5. Cases in which a student misrepresents, falsifies, or withholds information concerning materials required by the University will go immediately to the Academic Standards Board for disciplinary action. If a student is found guilty of this offence, his or her admission to the University will be rescinded or, in the case of a student already enrolled, he or she will be

dismissed from the University. A student dismissed for this reason will not be eligible for readmission to any graduate program at MUW.

**7.5 Scholastic Policies**

The policies below apply to MUW Graduate Studies in general. However, individual graduate programs may set more stringent scholastic policies, which are outlined later in the Graduate Bulletin.

**Grading Policy**

The following designations are used in student grade reporting:

Grade		Grade Points Per Credit Hour
A+, A, A-	Excellent	4
B+, B, B-	Above Average Competency	3
C+, C, C-	Average Competency	2
D+, D, D-	Below Average Competency	1
F	Failure	0
I	Incomplete	0
AU	Audit	-
NA	Non-Attendance	-
P	Pass	-
W	Withdrew from Class	-
WP	Withdrew Passing	-
WF	Withdrew Failing	0

Each semester’s record stands alone. Grades from one semester (passing or failing) cannot be improved with work from another semester.

**Repeated Courses**

A graduate student may repeat a course only once during his or her graduate career. Student may not repeat a course for which they received an A (including transfer courses). The second grade will stand as the official grade, and both grades will be calculated into the student’s grade point average. However, credit hours for the course will be counted only once in the total number of hours earned. This policy does not apply to courses designated as repeatable in the bulletin (see individual course descriptions). Students may audit a course in which they previously received a grade of A.

**Incomplete Grade**

A grade of I or Incomplete, indicates that the student—for reasons satisfactory to the instructor as well as the Department Chair/Program Director and the Dean—has been unable to complete the requirements of the course by the end of the semester. The instructor as well as the Department Chair/program Director and the Dean may limit the number of hours that a student with an incomplete may take the next semester.

Until an I has been removed, it is evaluated as an F in computing the student’s grade point average. However, for the purpose of determining graduate expulsion, the I will be excluded from the student’s GPA. Students who receive an I in a

course and subsequently complete the required work within the prescribed time will receive the grade assigned by the instructor.

For credit in a graduate course, the work must be completed by the last class day of the next semester (including summer) but may be shorter than that, as specified by the instructor. If the work is not completed by the deadline indicated on the Request for an Incomplete Form, then the grade of I converts to an F and cannot be changed. Thesis research is the only exception to the incomplete policy.

### **Withdrawal Grade**

A grade of W, indicating that the student has withdrawn from the course, will not be calculated into the grade point average, provided the course is dropped by the date indicated in the academic calendar. After that designated date, students withdrawing will receive either a WP or WF, depending on their performance in the course up to that time. A date is established in the academic calendar beyond which a student may not withdraw from a course without special permission from the Department Chair/Program Director, Dean, and the Chief Academic Officer.

### **Non-Attendance Grade**

Auditors who do not attend at least 70% of the class meetings will receive a grade of NA or Non-Attendance. This mark is recorded on the student's transcript, but is not computed in the grade point average.

### **Grading System and Grade Requirements**

Graduate-degree credit is granted only for graduate-level courses in which the student earns an A, B, or C. No more than six semester hours of graduate credit evaluated as C may be applied toward any graduate program, whether degree or non-degree.

To remain in good standing, the student must maintain a minimum 3.0 MUW cumulative GPA on all graduate courses attempted with no more than two grades of C, with no grade of D, and with no grade of F. Moreover, any student who receives a graduate degree or certificate must possess a 3.0 MUW cumulative GPA and a 3.0 overall GPA. No student on probation will be eligible for a degree or certificate.

### **Academic Probation and Expulsion from Graduate Programs**

A graduate student who does not maintain a 3.0 MUW cumulative GPA (including grades of I) will be placed on probation. If the student on probation fails to earn a 3.0 MUW cumulative GPA (excluding grades of I) at the end of the probationary semester, the student will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW. If the student on probation earns a 3.0 MUW cumulative GPA (excluding grades of I) at the end of the probationary semester, the student may continue in good standing unless the student earned a grade of I during the probationary semester, in which case the student may continue on probation.

A student who makes more than two grades of C, a grade of D, or a grade of F will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW.

A student who is removed from the graduate program may appeal that decision to the Graduate Student Scholastic Appeals Committee. A graduate student may appeal to this committee only once during his or her graduate-student career. The

student's appeal shall consist of a letter, in her/his own words, addressed to the Committee in care of the Director of Graduate Studies. It should contain salient information detailing possible reasons and explanations for sub-standard academic performance, any extenuating circumstances, etc. In addition to the student's own letter, any letters of support for the student from outside parties should also accompany the letter. The Director of Graduate Studies shall forward the appeal information to the Chair of the Graduate Student Scholastic Appeals Committee. The deadline for receiving appeals shall be the working day prior to the published registration date for the semester for which the student intends to register. Neither the student, nor any other parties, shall be granted the privilege of a personal appearance or hearing before the Committee. The Committee shall reserve the right to seek any relevant academic information pertaining to the student, such as class attendance records and transcripts, before rendering a final decision on the expulsion of the student. The Committee shall have the right to impose certain academic requirements or conditions on any student it readmits to the university. These may include, but are not limited to, prescribing certain courses, determining semester course load, requiring a specified level of scholastic performance, and requiring academic counseling. A written statement concerning the actions of the Committee on each student's appeal shall be forwarded to the Director of Graduate Studies, who will then notify the student in writing of the Committee's action with copies to the Registrar and the student's Academic Department. The Graduate Student Scholastic Appeals Committee represents the highest performance review board to which the student may appeal an academic expulsion. The decisions of the committee are not subject to review or change by any other university authority.

### **Assessment of Student Learning Outcomes**

MUW values the assessment of student learning. To assess student learning, MUW administers national tests and develops local evaluations. Students eligible to take national tests will be notified. In addition, learning assessments administered as part of a course may be retained by the University for use in program and/or University assessment of effectiveness.

## **7.6 Registration Policies**

### **Academic Advising**

New students are assigned a faculty or academic staff advisor who will counsel them regarding their academic progress. The appropriate academic Department will assign students a faculty or staff advisor specific to their major.

Before each registration, students must consult with their advisors. All MUW students should see their advisor not only for program planning prior to each registration, but also for guidance and evaluation throughout the school year. An advising period is published during the fall and spring semesters. See the academic calendar for specific dates.

In all academic programs at MUW, some courses are required while others are elective. It is the student's responsibility to make certain that all required courses of the chosen curriculum are completed. Faculty advisors are available to assist students in planning their academic work. Not all courses are offered every semester; some are only offered in alternating semesters or alternating years. The University is not responsible for scheduling problems that result from the student's failure to take

these intermittent courses when they are available, nor is the institution responsible for those students in an accelerated program who cannot be accommodated by the regular course rotation or students who are off sequence due to failing courses.

Students who have questions regarding their major fields of interest or who want help with decisions are invited to consult their advisors, Department Chairs/Program Directors, or Deans at any time during the school year.

### **Scheduling and Registration Procedure**

Graduate students will schedule classes during the time allotted their classification. Students are required to meet with their advisors to prepare a tentative schedule in advance of registration, to receive their Registration Access Pin (RAP), and to obtain approval for any alterations in their previously confirmed schedule. Unclassified students may receive their RAP from the Office of Graduate Studies. Students are responsible for entering their approved courses in the Banner system. The student confirms his or her registration by paying fees to the Comptroller. All fees and expenses are due at registration. Students who have registered for classes but decide not to attend the University must drop all of their classes by registration day of that term. Students will be held responsible for payment of tuition and fees and will receive failing grades if they neglect to drop classes by the designated date.

### **Change of Registration**

Courses may be added or dropped without penalty during the first few days of a term. Students should check the academic calendar, student handbook, and/or student activities calendar for all important dates concerning dropping a course, adding a course, or changing their grade status in a course.

### **Auditing**

With permission of the Department Chair/Program Director of the student's major, MUW students may enroll in courses as auditors who do not attempt examinations and do not submit written assignments. The fee charged for auditing is the same as if the student were taking the course for credit. Auditors must attend at least 70% of classes or they will be assigned a grade of NA (Non-Attendance). Note: Audit classes carry no credit, do not count toward graduation, and are excluded in the certification of total credit hours for scholarships, VA, loans, insurance, etc.

### **Continuous Enrollment, Readmission, and Withdrawal from Graduate Programs**

Students who wish to return to a graduate program within a year after withdrawing from classes will not need to re-apply for graduate study or pay another fee. However, they should notify the Office of Graduate Studies and the individual graduate program office that they wish to continue in their program so that their files can be re-activated. They will also have to complete a new application form to update personal data and provide transcripts for any classes that were taken at another institution in the interim. Students who wish to return to a graduate program a year or more after withdrawing from classes will have to re-apply for admission to that program. Readmission will not be automatic. Application for readmission may be made only once, and the student will be held to the requirements effective at the time of readmission. Students choosing to leave a Graduate Program and enroll as an undergraduate must submit a letter to the Graduate Office stating their intentions.

See also 2.6 Withdrawal Procedures.

## **Late Administrative Withdrawal**

The University acknowledges that there may be rare special circumstance in which a late withdrawal is appropriate, i.e. withdrawal from MUW after the published deadline for withdrawal from the University. Students may apply for a Late Administrative Withdrawal for only one term during their academic career. The University will only accept applications for late withdrawals from students who are unable to complete the term because of circumstances beyond their control. The following are acceptable circumstances for which a student may appeal for a Late Administrative Withdrawal:

1. Medical (documentation must be provided);
2. Relocation (documentation must be provided indicating that the relocation was required by an employer).

It is the responsibility of the student to apply for Late Administrative Withdrawal. The appropriate offices and individuals will review and process the application as quickly as possible, but students should allow at least one week for review and processing of an application before any action will be reflected on the student's academic record.

All applications for Late Administrative Withdrawal must be submitted to the Dean of the college and must include the following:

1. A letter from the student containing a detailed explanation of the circumstances necessitating a late withdrawal as well as relevant and compelling documentation to support the request;
2. The student's last date of attendance, documented by the instructor for each course from which the student
3. seeks to withdraw;
4. The approval of the student's academic advisor and Department Chair.

The Dean will decide whether the documentation provided is appropriate and sufficient and may request additional information from the student. The Dean adjudicates all requests for Late Administrative Withdrawal. The decision of the Dean may be appealed to the Provost/Vice President for Academic Affairs whose review is final.

If the application is approved, all courses and the grades for the semester will remain on the student's transcript; however, the courses for that one term will not impact the student's grade point average and can never be used toward graduation at Mississippi University for Women. Nevertheless, these grades may be used to determine admission into graduate and professional programs. In addition, the student must repeat any required courses from the term.

Late Administrative Withdrawal applies only to courses taken at MUW. In addition, it is the student's responsibility to make sure that he/she meets scholarship and/or financial aid enrollment requirements.

Note: Under Veterans' Administration and federal financial aid rules and regulations, students will not be eligible for reversal of fees under this Late Administrative Withdrawal policy for any term in which they received benefits.



## 7.7 Course Administration

### Class Attendance

Students are expected to attend all classes, laboratory periods, and other meetings that constitute a regular part of their University program. Parents cannot excuse students from their obligation to attend University classes. Excessive absences from classes can lead to dismissal from the University and loss of course credit. The student must consult the instructor concerning required makeup work and will be held responsible for all work missed. Any college/school within the University may formulate a policy governing class attendance. An instructor may establish his/her own more rigorous policy, subject to the approval of the Department Chair/Program Director. In no instance may a student who misses 50% or more of the class meetings receive course credit. Alternative attendance policies established by departments and/or individual instructors will be communicated to students in the course syllabi that are made available in the first week of the semester.

Individuals may only attend classes in which they are registered. Once a student drops or withdraws from a course he/she is no longer eligible to attend the course. Exceptions require prior approval of the instructor, department chair, and dean of the course.

### Attendance Policy for Financial Aid

Students who receive Financial Aid awards can only receive funds for attendance in the semester's courses. The MUW Attendance Policy for Financial Aid addresses two issues—1) students who never attended class and 2) students who stop attending classes but have not officially dropped the course nor have withdrawn from the University.

**Students who have never attended classes**—The amount of aid disbursed usually depends on the number of credit hours scheduled for the semester. The University must, however, determine that the student has attended at least one class meeting in each course to validate the disbursement of aid funds for each course in the schedule. Faculty members are requested to carefully monitor attendance during the first three weeks of classes and report those who have never attended their class or never signed in for an online course.

A student who has not attended any class meetings for a course will have a pro rata reduction of his/her award and funds will be returned to the programs/lender that provided the award. Unfortunately, MUW has already collected tuition and fees from these aid funds and the student will now have an unpaid tuition and fee balance. Thus, the attendance monitoring process has an impact on both the student's account and MUW's budget. Faculty must report no shows immediately after the close of the last day to add/register for classes.

**Students who stop attending classes but have not officially dropped the course nor have withdrawn from the University** – The amount of aid that is disbursed to a student is intended for attendance throughout the semester. If a student officially withdraws from all courses, a refund calculation is performed using the actual date of withdrawal to determine the amount of funds earned by the time of attendance and the amount of unearned funds to be returned to the programs that provided the aid.

For those students who do not officially withdraw but stop attending and earn all F and/or WF grades for the semester, the last date of attendance (LDA) will deter-



mine the time attended and the amounts of aid earned and unearned. The longer a student attends the more aid a student earns. Generally, if a student attends for at least 60% of the semester, the full aid award is considered earned.

For students who stop attending class at some point during the semester, faculty members are requested to indicate the last date of attendance or participation in a class event or activity at the time they report the F as the final grade. If attendance dates cannot be determined, the mid-term date will be used for the calculation and only 50% of the aid can be earned. Again, the accuracy of reporting can have an impact on the student's account and on MUW's budget.

**Student Appeal Process** – If a student disagrees with the no show or last date of attendance reported by the faculty, the student must submit an appeal in writing to his/her Dean. The Dean will review the appeal with the faculty member and department chair. The Dean/Institute Director will then send a recommendation to the Provost. The Provost will contact the Registrar and the Director of Financial Aid concerning the outcome of the appeal. The final level of appeal will be to the President of the University.

## 7.8 General Degree Requirements

To complete a program of study in Graduate Studies, the requirements listed below must be followed:

### **Credit Hour Policy**

Mississippi University for Women (MUW) measures course and program credits in semester credit hours. MUW follows the policy of its governing board, the Board of Trustees of State Institutions of Higher Learning (IHL Board), which specifies a minimum course meeting time of “2,250 minutes per three semester hour course, which may include final exam time,” and “the number of weeks must meet Federal financial aid requirements” (IHL Board Policy, Section 506, p. 79). For purposes of implementing this policy, MUW defines “credit hour” as follows: “For most classroom lecture/discussion courses, one credit hour equals one hour of classroom instruction and at least two hours of work outside of class for a minimum of fifteen weeks. For online or independent study classes that do not have regular meeting times, students are expected to achieve learning outcomes comparable to a traditional classroom course and to exert the equivalent student effort of three hours’ work per credit hour. Laboratory and studio courses normally meet with an instructor a minimum of one and a half hours per week per credit hour; in laboratory/studio classes, one credit hour represents a total of three hours of laboratory/studio time and preparation. For courses that meet in abbreviated time periods, such as summer sessions, students must attend the same number of class hours and spend the same amount of time in preparation as in the regular academic term, as well as achieve comparable learning outcomes.

### **Hour Requirements**

All semester hours in a student's program of studies for the Master's Degree must be completed in courses numbered 500 or above.

### **Transfer Credit**

A maximum of six semester hours of graduate credit may be accepted for transfer. However, at the time the coursework was completed, the transfer institution must

have been accredited by the Southern Association of Colleges and Schools or a regional accrediting association. No course will be accepted for transfer in which the student has received less than a B.

### **Residence Requirements**

All coursework except the six hours of transfer credit must be completed at MUW.

### **Correspondence Study**

No Master's Degree credit may be earned by correspondence study.

### **Workshop Credit**

Credit for coursework completed in a workshop may or may not be accepted.

### **Course Load**

The minimum load for a full-time graduate student is nine semester hours; the normal full-time load is twelve semester hours. Students must have written permission from the appropriate program coordinator/director to exceed thirteen semester hours in the regular sessions or six semester hours in a single summer session.

## **7.9 Application to Candidacy**

Once graduate students have accumulated at least six hours of graduate credit at MUW, they must apply for candidacy by the end of their next semester of enrollment. To initiate the application to candidacy, students should meet with their faculty advisors. Admission to Graduate Studies does not qualify a students as candidates for advanced degrees. Candidacy depends upon approval of a written request for admission. All students desiring admission to candidacy must meet the following conditions:

1. Completion of all requirements for full admission status to Graduate Studies and to a specific program,
2. Completion of a minimum of six semester hours of graduate credit at MUW with a minimum GPA of 3.0 on coursework,
3. Submission of the completed application for admission to candidacy to the Graduate Program Coordinator/Director in which the student is enrolled.

Admission to candidacy must also be approved by the Program Coordinator/Director, the Department Chair, the College Dean, and the Director of Graduate Studies. Students will receive written notification of admission to candidacy.

### **Time Limitation**

A student must complete his or her Master's Degree within six years from the date of his/her first enrollment in the program.

### **Thesis Option**

Information about the thesis option can be obtained from the specific program director/coordinator.

### **Comprehensive Examination**

Each student may be required to pass a comprehensive examination covering his or her major field as a requirement for the Master's Degree. The comprehensive

examination may be written and/or oral and must be completed at least ten days before the date of graduation.

### **Financial/Administrative Requirements**

The student is expected to satisfy all financial and administrative responsibilities prior to conferral of the degree. These responsibilities include, but are not limited to, the settling of all University accounts, the payment of fines, and the return of books to the library. The University reserves the right to withhold diplomas or transcripts for students who do not satisfy their obligations to the University.

## **7.10 Application for Degree**

A student must complete an application for a degree and pay the degree audit fee by the deadline listed on the Academic Calendar. Applications are available in the Registrar's Office. Once an application is filed with the Office of the Registrar, a formal degree audit will be prepared and mailed to the student and the student's advisor. Degrees are conferred in December, May, or August upon successful completion of all requirements. Should a student not complete graduation by the date indicated, another application must be filed and another degree audit fee paid. See the Academic Calendar for deadlines.

## **7.11 Transcripts**

Official transcripts are issued by the Office of the Registrar and bear a raised seal and the Registrar's signature. There are three ways to order an official transcript from Mississippi University for Women.

1. **Ordering Transcripts Online:** The National Student Clearinghouse ([www.studentclearinghouse.org](http://www.studentclearinghouse.org)) has been authorized by Mississippi University for Women (MUW) to provide our transcript ordering service via the internet. Current and former students can order transcripts online using a major credit card at any time of the day or week. Your credit card will only be charged after your order has been completed by MUW's Office of the Registrar. Please note that MUW only processes transcript orders Monday through Friday, from 8:00 a.m. - 5:00 p.m. CT on the days that the University is open. Online transcript requests submitted while MUW is closed for holidays will be processed in the order they were received when offices reopen. Transcripts are not released for students who have not settled all University accounts (financial or otherwise).
2. **Ordering Transcripts Directly from MUW via Mail:** Current or former students may order copies of their academic coursework at MUW by sending a written, signed and dated request to the Office of the Registrar, 1100 College Street MUW-1605, Columbus, MS 39701-5800. A charge payable in advance will be made for each copy. Transcripts are not released for students who have not settled all University accounts. Transcript request forms are available online at ([http://www.muw.edu/registrar/MUW\\_Transcript\\_Request\\_Form.pdf](http://www.muw.edu/registrar/MUW_Transcript_Request_Form.pdf)).
3. **Walk In Requests:** Current or former students may request a transcript at the service counter of the Office of the Registrar located in Welty Hall, Room 105. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

CT, on the days that the University is open. Transcript requests are taken until 4:45 p.m. CT. If you are coming in person, you must have a picture ID. If a third party will be picking up your transcript, that person must have your written permission to release the transcript. Payment must be made upon receipt of the transcript. Please limit to no more than five (5) copies.

Transcripts forwarded in support of transfer student admission will not be released by MUW, but they can be reviewed in the Registrar's Office. Such documents can be obtained from the institution originally issuing the record.

## 8. Academic Resources

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- 8.1 Center for Academic Excellence
- 8.2 Students with Diagnosed Disabilities
- 8.3 Fant Memorial Library

### 8.1 Center for Academic Excellence

The goal of the Center for Academic Excellence is to facilitate the academic progress of all students. Students who need academic assistance are aided through a variety of services designed to increase their chances for success. Advanced students have the opportunity to develop mentoring and teaching skills and to enhance their study techniques prior to entering either graduate/professional school or the job market.

The Center for Academic Excellence offers peer tutoring, academic advising for undeclared students, guided study sessions, and individual academic counseling. Group workshops are scheduled on a variety of topics, such as test taking, note taking, and time management. Students may also receive support in their preparation for graduate school entry exams, such as the MCAT and GRE.

The Center for Academic Excellence maintains a library of study guides, study skills books, computer tutorials, video tutorials, and handouts that offer instruction in effective learning and study strategies. Students receive individualized instruction in the utilization of computer tutorials and the implementation of newly-acquired study techniques.

### 8.2 Students With Diagnosed Disabilities

The Center for Academic Excellence ensures that students with disabilities have an equal opportunity to learn and to express their knowledge. MUW students with disabilities who are requesting accommodations should contact the Center for Academic Excellence at (662) 329-7138.

### 8.3 Fant Memorial Library

Students have access to a wide range of print and electronic information resources in the John Clayton Fant Memorial Library. The Fant Library Web Page provides links to the online catalog, electronic databases, and many relevant Internet resources. The library collection includes books, periodicals, newspapers, reference sources, microforms, government documents, manuscripts, and curriculum materials. Additionally, over thirty-three online databases are available many containing full-text articles. For books and articles difficult to locate, Fant Library offers Interlibrary Loan Services. To check out materials, students will need to have their current semester sticker on their MUW I.D. and no outstanding fines. This I.D. card provides check-out at all of the library systems in our consortium. Students are responsible for returning the books to the library from which they checked them out. All items checked out on the I.D. card are the responsibility of the person to whom the card is issued and makes the person liable for fines and replacement cost of any lost materials. The checkout period for books is 14 days for undergraduate students and 28 days for graduate students with overdue fines of \$.25 per book per day. The Library sends overdue notices and flags student records when materials are not returned by the due date. Failure to be notified does not remove the user's obligation to pay fines or replacement cost of lost books. Photocopy ma-

chines, microfilm reader/printers, and computer stations are available for student use with current MUW I.D.

For more information about library hours, etc. see the Fant Library website  
<http://www.muw.edu> or call (662) 329-7332.

## **9. Academic Colleges and Graduate Programs**

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- 9.1 College of Arts and Sciences
- 9.2 College of Business and Professional Studies
- 9.3 College of Education and Human Sciences
- 9.4 College of Nursing and Speech Language Pathology

### **9.1 College of Arts and Sciences**

**Thomas C. Richardson, Dean**

#### **Purpose Statement**

The purpose of the College of Arts and Sciences is to provide quality classroom instruction, practical learning experiences, and academic and cultural enrichment opportunities that will lead to successful student learning. Through the programs in its six departments, the College provides students with a focused course of study that will prepare them for graduate or professional schools or employment. The College also provides students with a solid educational foundation in the liberal arts that will prepare them for continued personal and intellectual growth after graduation.

#### **DEPARTMENT OF THEATRE**

**Department Chair: William Biddy**

#### **Theatre Faculty**

Professor: William Biddy

Associate Professor: David Carter

Instructors: Kevin Crawford, Scott McGehee

#### **Programs**

- Physical Theatre, M.F.A.

### **9.2 College of Business and Professional Studies**

**C. Scott Tollison, Dean**

#### **Purpose Statement**

The purpose of the College of Business and Professional Studies is to provide advanced education in the field of business and to prepare students for successful and rewarding careers in a global business environment.

#### **DEPARTMENT OF BUSINESS-GRADUATE STUDIES IN BUSINESS**

**Department Chair: Dr. Martha A. Brock**

#### **Faculty**

Professor: Joyce M. Hunt, Dee A. Larson, Graduate Coordinator

Associate Professor: C. Scott Tollison, Kimberly D. Dorsey

Assistant Professors: Martha A. Brock, Wesley H. Garrett, Andrew Luccasen

#### **Programs**

- Master of Science in Global Commerce



## **9.3 College of Education and Human Sciences**

**Sue Jolly-Smith, Dean**

### **Purpose Statement**

The College of Education and Human Sciences offers quality graduate programs in teacher education and health education.

### **DEPARTMENT OF EDUCATION - GRADUATE STUDIES**

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**Department Chair: Monica H. Riley**

### **Education Faculty**

Professors: Twila Alpe, Richard Holden, Sue Jolly-Smith, Monica Riley, Linda Mahoney

Assistant Professors: Bob Fuller, Royal Toy

Assistant Professors: Shelley Bock

### **NCATE (CAEP) Accreditation**

The MUW Educator Preparation Unit and all programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The MUW teacher certification programs are also approved by the Mississippi Department of Education, which makes graduates of these programs eligible for Mississippi Educator Licensure in the approved areas. The NCATE accrediting body has merged with another accrediting organization (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). The accreditation covers both initial and advanced educator preparation programs. Since many states have reciprocity agreements based on graduation from NCATE/CAEP accredited schools, graduates of NCATE/CAEP accredited institutions will generally find it easier to apply for educator licensure when they move out of state.

### **Quality Assurance Policy**

All teacher education programs are covered by the Mississippi Institution of Higher Learning Quality Assurance Policy. The University warrants the quality of our graduates for a period of two years immediately following graduation. Certain guidelines do apply. Contact the College of Education and Human Sciences for more information.

### **Program Purpose:**

The Graduate Programs in Education provide high quality, advanced professional development and leadership training for educators, which will strengthen their theoretical knowledge, their practice, and increase their accountability for student learning. This reflects the University's mission of professional education with an emphasis on academic and leadership preparation.

The conceptual framework of the Department of Education has been extended for Graduate Studies in Education to include the five core propositions of the National Board for Professional Teaching Standards. The related belief statements that follow each core proposition further characterize the advanced programs in education.

1. Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from their experience.
5. Teachers are members of learning communities.

The Graduate Programs in Education are: Master of Arts in Teaching, Master of Education in Gifted Studies, Master of Education in Differentiated Instruction, Master of Education in Reading/Literacy, and Master of Education in Educational Leadership.

### **Progression in the Program**

1. The potential Graduate student must make formal application for admission, providing official transcripts of all coursework (undergraduate and graduate), GRE scores, 3 letters of recommendation, proof of immunization, teaching license or proof of eligibility, and \$25.00 application fee. (MAT applicants must submit passing scores on Praxis I and Praxis II, content area.)
2. The Graduate student, in consultation with his/her advisor, works out a proposed program of study.
3. After the completion of the appropriate number of hours and/or semesters, as indicated in the section on Graduate Admissions in the Graduate Bulletin, the student who has been admitted conditionally must meet with his/her advisor to determine whether the student's admission status can be upgraded.
4. The Graduate student must meet with his/her advisor prior to registration to secure approval for courses to be taken in the ensuing semester.
5. The Graduate student must submit an official transcript of any transfer credits before his/her last semester of coursework. The Graduate faculty must approve any transfer work applied to the student's program. No more than 6 hours with minimum grade of B may be transferred.
6. Withdrawal from a graduate class should be done in consultation with an advisor and must be approved by the College Dean.
7. Once graduate students have accumulated at least six hours of graduate credit at MUW, they must apply for candidacy by the end of their next semester of enrollment.
8. All requests for modification of the Candidacy Form must be made in writing to the Program Coordinator whose approval allows the student to proceed with courses as planned.
9. A minimum of 15 semester hours must be completed following the student's admission to candidacy.
10. Before graduation all graduate students will submit a professional portfolio to the Coordinator of Graduate Programs in Education. For August graduates, portfolios are due the first day of the second summer session and will be returned by the last day of the same session. For May and December

graduates, portfolios are due one month prior to graduation. Students are advised to keep a copy of all contents for their own records.

11. To take the Comprehensive Examination, the student must submit a written request to the Coordinator of Graduate Programs in Education at the beginning of his/her last semester.
12. The Comprehensive Examination will be given in Room 211, Education/HS Building, 9:00 a.m. - 1:00 p.m. Exams are usually scheduled for the last Saturday in April, the third Saturday in June, and the first Saturday in December. Please confirm date, time, location, and other pertinent information in advance of the exam.
13. The Graduate student needs to meet with his/her advisor to confirm completion of graduation requirements: all admission and program requirements have been satisfied, all transcripts of transfer credit have been submitted to and processed by the Registrar, the comprehensive examinations have been completed satisfactorily, the MUW cumulative GPA and the overall GPA are at least a 3.0 and no incompletes remain on the student's academic record.

### **Programs**

- Differentiated Instruction, M.Ed.
- Educational Leadership, M.Ed.
- Gifted Education (K-12) Add-On Certification
- Gifted Studies, M.Ed.
- Graduate Education Core
- Master of Arts in Teaching, M.A.T.
- Reading Add-On Certification
- Reading/Literacy, M.Ed.

### **DEPARTMENT OF HEALTH AND KINESIOLOGY**

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**Department Chair: Mark Bean**

#### **Health and Kinesiology Faculty**

Professor: Mark Bean

Associate Professors: K. Randell Foxworth, Angelia Paschal

Assistant Professors: Irene T. Pintado, Krista Woods

### **Programs**

- Health Education, M.S.

## **9.4 College of Nursing and Speech Language Pathology**

**Sheila V. Adams, Dean**

### **Purpose Statement**

The purposes of the College of Nursing and Speech-Language Pathology are reflected in the philosophies and outcomes of each program. The college provides high quality graduate professional programs in nursing and speech-language pa-

## MISSISSIPPI UNIVERSITY FOR WOMEN

thology. Classes are small, emphasizing a personalized learning environment that prepares graduates for competitive professional careers at the master's or doctoral levels or admission to doctoral programs. These purposes are directly related to the University's mission to provide high quality graduate education in a variety of professional programs.

The College of Nursing and Speech-Language Pathology offers graduate programs in nursing at the master's and doctoral levels and in speech-language pathology at the master's level.

## DEPARTMENT OF NURSING

### **Purpose Statement**

The purpose of the Nursing programs is to provide education that prepares nurses for several levels of practice. Preparation is offered at the associate, baccalaureate, master's and doctoral levels in a personalized and stimulating environment conducive to strong academic and leadership preparation, community service, achievement of clinical expertise, and life-long learning. As a part of the educational process, students develop an awareness of gender-related issues and multicultural diversity. The purpose relates to the Mission of the University by providing professional education for several levels of students with an emphasis on academic and leadership preparation for women and men in a personalized environment. The purpose, philosophies, and outcomes of the department and the four nursing programs are consonant with the purpose and aims of the University and are derived from the faculty's beliefs about the nature of education and nursing practice. Information on the undergraduate nursing programs is in the MUW Undergraduate Bulletin. Information on comparison of expenses and fees with other Mississippi Nursing Schools can be found in Nursing Education Opportunities in Mississippi at the web site <http://www.mshealthcareers.com/news/nursingopp.htm>.

## DEPARTMENT OF GRADUATE NURSING

**Department Chair: Johnnie Sue Cooper Wijewardane**

### **Accreditation**

The Master of Science in Nursing (MSN) Program and the Doctor of Nursing Practice (DNP) Program have state accreditation from the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL, 3825 Ridgewood Road, Jackson, MS 39211; 601-432-6486, <http://www.ihl.state.ms.us>). In addition, the Master of Science in Nursing program has national accreditation from the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120. 1-404-975-5000, or via the web at [www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)).

### **Facilities**

The MSN and DNP program courses are taught on the Columbus campus of Mississippi University for Women in Martin Hall. Graduate nursing students clinical experiences are individually established as close as possible to the student's home. Students are not guaranteed an assignment in any one clinical area.

## **Graduate Nursing Faculty**

DNP Program Co-Coordinator: Kristi Acker/Lorraine Gaddis

MSN Program Co-Coordinator: Terri Hamill/Johnnie Sue Wijewardane

Professors: Sheila V. Adams, Tammie M. McCoy, Patricia E. Smyth

Assistant Professor: Kristi Acker, Sueanne Davidson, Lorraine Gaddis, Carey

McCarter, Johnnie Sue Cooper Wijewardane

Instructors: Terri Hamill, Shonda Phelon (MSN Program only)

### **Programs**

- Nursing, Doctor of Nursing Practice
- Nursing, Master of Science in Nursing

## **DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY**

**Department Chair: Joy Townsend, Interim**

### **Speech-Language Pathology Faculty**

Professors: Marie Byrne, Michelle Harmon

Instructors: Donna Burlingame, Lynn M. Hanson, Joy Townsend

### **Programs**

- Speech-Language Pathology, M.S.

## 10. Graduate Program Requirements

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### 10.1 Purpose Statement

The Office of Graduate Studies assures that Mississippi University for Women provides high-quality graduate programs that will enable students to have the resources, content knowledge, and skills in research, technology, and critical thinking necessary for intellectual growth and leadership in their profession.

### 10.2 Graduate Programs

Graduate academic programs are administered through the following Colleges and Departments, which provide courses in the specified subject areas:

#### **Differentiated Instruction, M.Ed.**

##### **Program Philosophy**

The Master of Education degree in Differentiated Instruction provides K-8 or 7-12 teachers a graduate program that focuses on innovative approaches to meeting the instructional needs of diverse learners. Graduate students in Differentiated Instruction must take a minimum of 36 semester hours of graduate coursework in the following areas: the Graduate Core, Studies in Differentiated Instruction, and Electives.

##### **Graduate Education Core (12 Semester Hours)**

See Graduate Education Core

##### **Major Courses (21 Semester Hours)**

- [ED 538 - Understanding Individual Learning Differences](#)
- [ED 548 - Methods and Materials for Teaching Diverse Learners](#)
- [ED 549 - Instructional Assessment Practices and Procedures](#)
- [ED 551 - Managing the Instructional Environment](#)
- [ED 527 - Content Area Literacy](#)
- [ED 592 - Capstone in Differentiated Instruction](#)
- [ED 593 - Internship in Differentiated Instruction](#)

##### **Electives (3 Semester Hours)**

Three (3) hours from selected courses (numbered 500 or higher) in the student's special subject area or in instructional technology. Electives must be approved by the student's advisor.

## **Educational Leadership, M.Ed.**

### **Program Philosophy**

The Master's of Education degree in Educational Leadership is designed to prepare future school leaders to effectively lead and respond to the changing needs of educational communities of the 21st century. The degree prepares graduates for Mississippi AA Certification in School Administration.

Emphases in the degree program include: Diversity, with particular emphasis on gender; ethical decision making; instructional supervision; and the integration of theory with practice through intensive internships. The curriculum is aligned with the *Interstate School Leaders Licensure Consortium Standards* and the *Educational Leadership Constituent Council's* requirements. The program also complies with current *National Council for Accreditation of Teacher Education* (NCATE) standards as well as Mississippi Department of Education School Leadership guidelines for administrator licensure.

### **Curriculum Requirements:**

The Educational Leadership Program is a cohort program. Candidates are reviewed for admission each spring with study for each new cohort beginning in summer. The 39 hour degree program requires the following:

#### **Summer I**

- ED 600 - Leadership through Action Research for School Improvement
- ED 600L - Leadership Internship: Leadership through Action Research for School Improvement
- ED 620 - Leadership through Developing a Vision to Build a Collaborative Learning Community and Foster School Improvement
- ED 620L - Leadership Internship: Leadership through Developing a Vision to Build a Collaborative Learning Community & Foster School Improvement
- ED 638 - Leadership through Supporting Diverse Learners
- ED 638L - Leadership Internship: Leadership through Supporting Diverse Learners

#### **Fall I**

- ED 630 - Leadership through Instructional Supervision
- ED 630L - Leadership Internship: Leadership through Instructional Supervision
- ED 652 - Leadership through Curriculum Development and Supervision
- ED 652L - Leadership through Curriculum Development and Supervision Lab

#### **Spring I**

- ED 640 - Leadership through School Management
- ED 640L - Leadership Internship: Leadership through School Management
- ED 614 - Leadership through Building a Culture of Professionalism
- ED 614L - Leadership Internship: Leadership through Building a Culture of Professionalism

#### **Summer II**

- ED 680 - Leadership through Legal and Ethical Decision Making
- ED 680L - Leadership Internship: Leadership through Legal and Ethical Decision Making

#### **Fall II**

- ED 699 - Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth



## **Gifted Education (K-12) Add-On Certification**

The following curriculum leads to Add-On Certification in Gifted Education (K-12) and are available through a course rotation online. Two years of teaching experience is required prior to state licensure.

### **Certificate Courses:**

- ED 516 - Understanding Gifted Populations
- ED 517 - Methods, Materials and Resources for Teaching the Gifted
- ED 552 - Curriculum Development
- ED 595 - Program Development and Evaluation
- ED 598 - Internship in Gifted Studies

## **Gifted Studies, M.Ed.**

### **Program Philosophy**

The philosophy for the graduate program in Gifted Studies is based upon the belief that educators who work specifically with gifted/talented students should hold a Master's Degree in the field and should develop a variety of special competencies for teaching this population. The professional standards jointly agreed upon by the two national governing bodies of gifted education, The National Association for Gifted Children (NAGC) and The Association for the Gifted (TAG), state that degree programs with a major emphasis in gifted education should be offered only at the graduate level.

### **Master of Education in Gifted Studies Requirements**

The graduate program in Gifted Studies builds on the knowledge and skills acquired at the baccalaureate level. Gifted Studies coursework and practical experiences are designed to prepare the graduate student to recognize and meet the unique cognitive and affective needs of gifted students. Graduate students in Gifted Studies must take a minimum of 36 semester hours of graduate coursework in the following areas: The Graduate Core, Studies of the Gifted, and Electives.

The master's degree in Gifted Studies provides special advanced training and leadership experiences for professionals who are committed to more purposeful and comprehensive programming for gifted students. The Graduate faculty believe that information concerning gifted students is beneficial to all teachers, administrators, parents, counselors, and other interested persons.

### **Graduate Education Core (12 Semester Hours)**

See Graduate Education Core

### **Major Courses: (18 – 21 Semester Hours)**

- \* ED 516 - Understanding Gifted Populations
- \* ED 517 - Methods, Materials and Resources for Teaching the Gifted
- ED 530 - Counseling the Gifted Student
- ED 594 - Atypical Populations of the Gifted
- \* ED 595 - Program Development and Evaluation
- ED 598 - Internship in Gifted Studies
- ED 596 - Capstone: Trends and Issues in Gifted Studies

**Note(s):**

\* These courses and ED 552 are required for the add-on certification in Gifted Education (K-12) and are available through a course rotation online. Two years of teaching experience is required prior to state certification.

**Electives: (3-6 Semester Hours)**

Selected courses (numbered 500 or higher) in special subject areas or instructional technology. Electives must be approved by the student's advisor. Independent Study in the content area is limited to 3 semester hours.

**Graduate Education Core**

**Core Courses:**

- ED 500 - Educational Research
- ED 514 - The Professional Role of Educators
- ED 504 - Advanced Educational Psychology  
OR
- ED 520 - Foundations of Education
- ED 552 - Curriculum Development

**Health Education, M.S.**

**Purpose Statement**

The purpose of the Master of Science in Health Education is to provide high quality instruction and research at the graduate level. The degree seeks to provide graduate students with the skills and knowledge to become professionals in the field of Health Education. This purpose relates to the MUW mission by providing general and specialized education for a diverse population of students with an emphasis on women's health issues. The program seeks to enhance the wellbeing of MUW students, faculty, and staff as well as the citizens of Columbus, Lowndes County, and the surrounding areas through cooperative efforts and partnerships.

Any student graduating with a Master of Science in Health Education will be required to maintain a 3.0 cumulative average throughout the degree program. Students will also be required to take the CHES exam, pass the comprehensive exam, and successfully complete a graduate portfolio. The M.S. degree is a 36 hour graduate program that is offered entirely online.

**Program Philosophy**

The graduate program in Health Education provides students with the practical and research experiences necessary to become a practitioner in the field of Health Education. The program promotes health-related social and behavioral changes in the community, school, and/or workplace settings. Sample courses include Foundations of Health Education, Epidemiology, and Theories of Health Behavior. In these courses students learn to conduct diagnostic needs assessments, plan, implement, and evaluate health education interventions for individuals, schools, work sites or communities. The final phase of the student's work is completion of an internship or a thesis.

Students completing this degree are eligible to take the Certified Health Education Specialist (CHES) exam. The program meets Mississippi State Department of Education's 'AA' Teaching Certification. The program adheres to the competencies of the National Commission for Health Education Credentialing.

**Core Courses:**

- HKH 501 - Foundations of Health Education
- HKH 510 - Theories of Health Behavior
- HKH 511 - Research Methods in Health Education
- HKH 512 - Health Program Planning and Implementation
- HKH 513 - Health Program Evaluation
- HKH 515 - Community Health Education Methods

**Additional Requirements:**

- HKH 514 - Introduction to Epidemiology
- HKH 516 - Survey of Human Diseases

**Electives: (6 Semester Hours)**

- FS 570 - Health, Drugs, and Chemical Dependencies
- HKH 520 - Physical Activity and Disease Prevention
- HKH 525 - Gender Issues in Health
- HKH 530 - Stress Management
- HKH 535 - Nutrition for Health
- HKH 542 - Special Topics in Health Education

**Thesis or Internship Requirements:**

**Select one of the following:**

- HKH 598 - Internship in Health Education
- HKH 599 - Thesis in Health Education

**Additional Non-Course-Related Requirements:**

- Graduate comprehensive exam successfully completed
- Registration for and completion of CHES exam

**Total Hours Required for a M.S. in Health Education: 36 Semester Hours**

**Master of Arts in Teaching, M.A.T.**

**Program Philosophy**

The Master of Arts in Teaching degree provides college students with the following:

1. an alternative opportunity to teach in Mississippi secondary schools (7-12);
2. mentoring and support for those who wish to teach in Mississippi secondary schools; and
3. the coursework, knowledge, and field experiences necessary to become a licensed and successful secondary school teacher.

Thirty-six (36) hours are required for a Master of Arts in Teaching degree. MAT students must have been employed by a school district within a forty mile radius of MUW for one year prior to completion of the degree program. Upon successful

completion of the 36 hours in the program, candidates will be eligible for a class AA standard alternate route Mississippi license.

**Pre-teaching Required Courses:** (taught the summer before the Internship)

Upon completion of ED 549 and ED 551 below, candidates will be eligible for a special Mississippi alternate route license which is good for three years. In addition, ED 538 Understanding Individual Learning Differences should be taken during the first summer.

- ED 538 - Understanding Individual Learning Differences
- ED 549 - Instructional Assessment Practices and Procedures
- ED 551 - Managing the Instructional Environment

**Internship Phase:**

To complete the Internship, candidates must hold a teaching position. If such a position is not obtained, candidates may not continue in the program.

- ED 548 - Methods and Materials for Teaching Diverse Learners
- ED 566 - Internship in MAT (6 semester hours)

**Additional Graduate Courses for AA Licensure and Degree Completion:**

- ED 500 - Educational Research
- ED 503 - Instructional Technology
- ED 514 - The Professional Role of Educators
- ED 520 - Foundations of Education or
- ED 504 - Advanced Educational Psychology
- ED 527 - Content Area Literacy
- ED 552 - Curriculum Development

**MAT Certification Areas:**

The following are areas in which MAT Certification can be obtained:

Art Education	German	Physics
Biology	Home Economics	Social Studies
Business Education	Marketing	Spanish
Chemistry	Mathematics	Speech Communication
English	Music Education	Technology Education
French	Physical Education	

**Master of Science in Global Commerce**

The purpose of the Master of Science in Global Commerce is to prepare its graduates to manage global business operations to the benefit and competitive advantage of companies across the region. The program seeks a multidisciplinary approach to provide unique instructional opportunities in all elements of global commerce. At the conclusion of the program, a graduate will be able to (a) manage the global supply chain and global marketing functions, (b) work across different cultures, (c) utilize telecommunication systems to manage global collaborative projects, (d) understand global financial markets, (e) recognize the impact of international laws on global commerce, and (f) appreciate the impact of global commerce on the environment. In addition, one-third of the curriculum consists of elective offerings allowing the student to tailor coursework to fulfill his or her interests and professional aspirations.

## **Regional Studies Portfolio:**

During a student's first semester, he or she must declare a region or country of the world on which to complete a portfolio. Every course, in turn, will require the student to write a portfolio paper on the declared region. As a capstone activity, the student will collect these papers in a portfolio to be presented to the graduate faculty electronically during their graduating semester. The purpose of the regional studies portfolio is to (a) develop a mastery of one region of the world by writing a series of portfolio papers throughout the curriculum, (b) create a portfolio unifying the curriculum, (c) exit the program with a deliverable work product that can be presented to potential employers.

## **Admission Requirements and Procedures:**

See Graduate Admissions Procedures in this Bulletin for information regarding admission requirements, dates and procedures.

## **Additional Admission Requirements and Procedures for the Masters of Science in Global Commerce Program:**

### **1) GMAT**

A GMAT (Graduate Management Admission Test) score of 400 or higher is required to be considered for admission. GMAT scores are valid for five years. If the test has been taken more than once, the admissions committee will use the highest total score to evaluate the application.

### **2) Prerequisite Courses Completed**

The following undergraduate courses must be completed (with a grade of C or better) prior to enrolling in the Master of Science in Global Commerce program at MUW: Principles of Marketing, Principles of Management, Principles of Accounting I, Economics I (or Economics II), and course related to Information Technology.

### **3) Essay**

The required essay allows the admissions committee to learn about the applicant, his/her accomplishments and professional aspirations. Responses should be double-spaced and each page should clearly list the applicant's full legal name and the essay topic. The required essay is to address the following topic: Describe your career goals and explain how a M.S. in Global Commerce from MUW will help you accomplish these goals. (750 words maximum)

## **Curriculum Requirements:**

In addition to the general degree requirements (See Academic Policies and Procedures in the Graduate Bulletin and curriculum requirements noted below, the student must successfully complete the following:

### **Masters of Global Commerce Core: (24 hours)**

- MIS 551 - Global Telecommunications
- MKT 526 - Global Marketing Management
- MIS 552 - Systems Project Management
- MGT 520 - Supply Chain Management
- MGT 510 - Cross-Culture Management
- FIN 540 - Financial Management
- PLG 560 - International Business Law
- MGT 530 - Environmental Sustainability Management

## Elective Courses

Select 4 from the following: (12 hours)

- MKT 523 - Digital Marketing and Search Engine Optimization
- MIS 553 - Cybersecurity and Information Assurance
- MKT 522 - Multi-Channel Marketing
- MIS 555 - Developing Software Solutions for Global Commerce
- MKT 525 - Product and Brand Management
- ENT 501 - Entrepreneurship
- MKT 524 - Electronic Retailing
- MGT 600 - Strategy and Business Models

## Completion and Presentation of a Regional Studies Portfolio

Following successful completion of all curricular requirements, student will submit a Regional Studies Portfolio that will represent the culmination of their research on a chosen region/country. Students will craft an introductory paper that unifies common elements of the collected papers they have written in each course and demonstrate a mastery of the topics and their impacts on their selected region/country. Students must submit an electronic presentation of this portfolio. Graduation requires approval of the portfolio by a majority of the program's graduate faculty.

## Total Hours for Master of Science in Global Commerce: 36

Note: Graduate-degree credit is granted only for graduate-level courses in which the student earns an A, B, or C. No more than six semester hours of graduate credit evaluated as C may be applied toward any graduate program, whether degree or non-degree.

To remain in good standing, the student must maintain a minimum 3.0 MUW cumulative GPA on all graduate courses attempted with no more than two grades of C, with no grade of D, and with no grade of F.

## Nursing, Doctor of Nursing Practice

### DNP Purpose

The purpose of the Doctor of Nursing Practice (DNP) program is congruent with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2006) and the National League for Nursing Standards and criteria for the clinical doctorate (2008). The DNP program is a practice focused doctoral program designed to prepare nurses at the highest level of nursing practice to lead in applying and translating research into practice in local, state, national, and global health systems. The focus of the DNP program is on evidence-based practice reflecting synthesis, application, and translation of credible research findings. The DNP program includes integrative practice experiences and an intense practice immersion experience that prepares advanced practice nurses caring for populations in primary and specialty care settings with emphasis on chronic illness management.

### DNP Philosophy

The Doctoral program builds upon the philosophy of the Master's program that includes primary care, advanced nursing practice, and evidence based practice foci.

Attainment of advanced knowledge and competencies as an expert occurs through the processes of synthesizing, applying, and translating credible research findings into practice. All encompassing beliefs concerning the value of leadership (both in political and practice related settings), advanced practice nursing, and global health are components of the well-rounded advanced practice nursing leader at the doctoral level.

## **DNP Outcomes**

- Synthesize theoretical, philosophical, ethical, and empirical knowledge to develop therapeutic interventions in complex health systems.
- Utilize information systems and patient care technology for the improvement and transformation of health care.
- Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels.
- Employ collaborative approaches with other disciplines for improving health outcomes among diverse populations.
- Develop leadership skills within complex health systems to improve safe, cost-effective, and quality health care for diverse populations.
- Demonstrate clinical scholarship and the use of analytical methods to design, implement, evaluate, and disseminate evidence-based practice.

## **Admissions Requirements for Doctor of Nursing Practice:**

See Graduate Admissions in this Bulletin for information regarding admission

## **Full Time Plan of Study**

### **Semester 1**

- NU 700 - Philosophy and Theory of Nursing Practice in Chronic Care
- NU 704 - Informatics and Transformation of Health Care
- NU 708 - Standards of Care and Evidenced Based Practice

### **Semester 2**

- NU 713 - Chronic Disease in the Human
- NU 714 - Population Health
- NU 750 - Interprofessional Collaboration in Complex Health Systems
- NU 800 - DNP Project I & II

### **Semester 3**

- NU 701 - Quality and Safety in Complex Health Systems
- NU 770 - Health Care Policy & Economics
- NU 721 - Clinical Analysis of Diagnostics
- NU 799 - DNP Residency I & II

### **Semester 4**

- NU 712 - Leadership in Complex Health Care Systems
- NU 799 - DNP Residency I & II
- NU 800 - DNP Project I & II



## **Part Time Plan of Study**

### **Semester 1**

- NU 704 - Informatics and Transformation of Health Care
- NU 708 - Standards of Care and Evidenced Based Practice

### **Semester 2**

- NU 701 - Quality and Safety in Complex Health Systems
- NU 714 - Population Health

### **Semester 3**

- NU 713 - Chronic Disease in the Human
- NU 721 - Clinical Analysis of Diagnostics

### **Semester 4**

- NU 700 - Philosophy and Theory of Nursing Practice in Chronic Care
- NU 750 - Interprofessional Collaboration in Complex Health Systems
- NU 800 - DNP Project I & II

### **Semester 5**

- NU 712 - Leadership in Complex Health Care Systems
- NU 770 - Health Care Policy & Economics
- NU 799 - DNP Residency I & II

### **Semester 6**

- NU 799 - DNP Residency I & II
- NU 800 - DNP Project I & II

## **Nursing, Master of Science in Nursing**

### **Purpose Statement**

The purpose of the Master of Science in Nursing Program is to prepare advanced practice nurses by expanding and refining a broad base of knowledge and skills of baccalaureate education incorporating the experiential background of the professional nurse. This purpose relates to the Mission of the University by providing professional education at the master's level that emphasizes advanced academic preparation of specialized knowledge and competencies through the process of role mastery.

### **Philosophy**

The Philosophy for the Master of Science in Nursing Program builds upon the philosophy of the Bachelor of Science in Nursing Program which can be found in the MUW Undergraduate Bulletin. In addition, the Master of Science in Nursing Program extends and refines the knowledge and skills of baccalaureate education incorporating the experiential background of the professional nurse. Attainment of advanced knowledge and competencies occurs through the process of role mastery, moving from novice to expert. The educational process is guided by three foci: primary care, advanced nursing practice, and evidence based practice. Primary care emphasizes health promotion and health maintenance for individuals, families, and communities in addition to managing and monitoring acute and chronic illnesses. This diversity of care is culturally sensitive and individualized.

Advanced nursing practice is autonomous and focuses on knowledge and competencies for the specialized role of the nurse practitioner. In this role the advanced practice nurse may function independently or collaboratively and is accountable as a direct provider of care. Inherent in advanced nursing practice is leadership for the purposes of improving nursing and healthcare and influencing health policy. Advanced practice leadership involves self-evaluation for continuing scholarship, professional growth, and excellence in practice. Therefore, the advanced practice nurse is prepared to pursue doctoral education. Evidence based practice provides opportunity for integration of nursing research, primary care, and healthcare leadership, with the science of nursing. Advanced nursing practice in primary care includes application of evidence based practice to increase understanding of primary care nursing phenomena and develop improved modalities of care, and to provide the basis for health policy change.

### **Curriculum Objectives/Program Outcomes**

The Master of Science in Nursing Program is designed to prepare Advanced Practice Nurses who will:

1. Synthesize advanced knowledge of the humanities with biophysical and behavioral sciences as they influence the healthcare system and role development,
2. Integrate theoretical and research knowledge from evidence based practice into primary healthcare,
3. Conduct scientific investigation of issues relevant to primary healthcare and the advanced nurse practice role,
4. Demonstrate responsibility and accountability for provision of quality healthcare,
5. Employ an interdisciplinary team approach for the improvement of healthcare delivery,
6. Self-evaluate continuing scholarship, professional growth, and role mastery,
7. Demonstrate advanced competencies for the specialized role of the nurse practitioner.

### **Admission Requirements for Master of Science in Nursing, Post-Master's (MSN-RN) Certificate, and Post-Master's (MSN-NP) Certificate:**

See Graduate Admissions in this Bulletin for information regarding admission.

### **Admission Dates/Procedures:**

See Graduate Admissions in this Bulletin for information regarding admission dates and procedures.

### **PROGRAM REQUIREMENTS**

In addition to the general degree requirements (see 7. Academic Policies and Procedures and curriculum requirements noted below, the student must successfully complete the following:

1. A minimum of 39 semester hours of approved graduate credit including (please see specific NP track requirements):
  - a. A minimum of 10 hours of MSN core coursework,

- b. A minimum of 19 hours of FNP core coursework, (21 hours in GNP & PMHNP)
- c. A minimum of 10 hours of role specialization coursework.
2. A clinical research project or thesis;
3. A written comprehensive examination.

### **1. Progression**

The Master of Science in Nursing Program Progression policy is the following:

1. An overall Grade Point Average of 3.0 on a 4.0 scale must be maintained.
2. A minimum grade of B is required in each clinical course. If the average of either the didactic or clinic component of a clinical course falls below B, the lower grade will be awarded and will be considered failing.
3. A minimum grade of C in all non-clinical nursing courses is required. Students may not earn a C in more than two courses (6 hours) and remain in the program.
4. The failure to progress satisfactorily according to the above policies will necessitate that the student obtain readmission to the program through the Graduate Nursing Program.
5. Readmission will be considered only once.
6. Continued compliance with admission requirements such as criminal background checks and drug/alcohol screens.

### **Course of Study**

The post-master's (MSN-RN) option requires satisfactory completion of the APN coursework designated with an asterisk (\*). The post-master's (MSN-NP) option requires satisfactory completion of the role specialization coursework designated by a pound sign (#). The distribution of didactic and clinic hours is indicated in parentheses following total course credits in the course listing at the back of this bulletin. The ratio of credit to contact hours for the FNP clinical courses is 1:4.5. The ratio of credit to contact hours for the GNP and PMHNP clinical courses is 1:3. The M.S.N. degree requires satisfactory completion of the following courses:

### **Prerequisite:**

- NU 513 - Advanced Pathophysiology

(All applicants must complete an Advanced Pathophysiology course with a grade of B or higher prior to starting the program.)

### **Family Nurse Practitioner Track**

#### **Fall:**

- NU 502 - Advanced Theoretical Issues in Nursing and Ethics
- NU 503 - Advanced Health Assessment \*#
- NU 503L - Advanced Health Assessment Clinical \*#
- NU 508 - Advanced Nursing Research and Evidence Based Practice Strategies
- NU 521 - Science of Diagnostic Reasoning \*#

**Spring:**

- NU 501 - Advanced Pharmacology \*
- NU 505 - Primary Care Management I \*#
- NU 505L - Primary Care Management I Clinical \*#
- NU 550 - Advanced Primary Care Procedures \*
- NU 597 - Clinical Research Project

**Summer:**

- NU 506 - Primary Care Management II \*#
- NU 506L - Primary Care Management II Clinical \*#
- NU 512 - Advanced Practice Role Development \*
- NU 516 - Population Health in Advanced Nursing Practice \*
- NU 570 - Advanced Healthcare Policy and Politics
- NU 597-Clinical Research Project

\*Denotes post-Master's-RN course requirements.

#Denotes post-Master's-NP course requirements

**Adult Geriatric Nurse Practitioner Track**

**Fall I:**

- NU 502 - Advanced Theoretical Issues in Nursing and Ethics
- NU 503 - Advanced Health Assessment
- NU 503L - Advanced Health Assessment Clinical
- NU 508 - Advanced Nursing Research and Evidence Based Practice Strategies
- NU 521 - Science of Diagnostic Reasoning

**Spring I:**

- NU 501 - Advanced Pharmacology
- NU 550 - Advanced Primary Care Procedures
- NU 597 - Clinical Research Project

**Summer I:**

- NU 512 - Advanced Practice Role Development
- NU 516 - Population Health in Advanced Nursing Practice
- NU 570 - Advanced Healthcare Policy and Politics
- NU 597 - Clinical Research Project
- NU 627.4 - Clinical Management of Adults and Older Adults I \*\*
- NU 628.4 - Practicum in Clinical Management of Adults and Older Adults I \*\*

**Fall II:**

- NU 610.2 - Reproductive Health for Adult Practioners \*\*
- NU 627.5 - Clinical Management of Adults and Older Adults II \*\*
- NU 628.5 - Practicum in Clinical Management of Adults and Older Adults II \*\*

**Spring II**

- NU 627.6 - Clinical Management of Adults and Older Adults III \*\*
- NU 628.6 - Practicum in Clinical Management of Adults and Older Adults III \*\*

\*\* Denotes courses offered through Mississippi Education Consortium of Specialty Advanced Practice Nursing Schools (MECSAPN) and post-Master's NP requirements.

**Psych Mental Health Nurse Practitioner Track**

**Fall I:**

- NU 502 - Advanced Theoretical Issues in Nursing and Ethics
- NU 503 - Advanced Health Assessment
- NU 503L - Advanced Health Assessment Clinical
- NU 508 - Advanced Nursing Research and Evidence Based Practice Strategies
- NU 521 - Science of Diagnostic Reasoning

**Spring I**

- NU 501 - Advanced Pharmacology
- NU 550 - Advanced Primary Care Procedures
- NU 597 - Clinical Research Project

**Summer I**

- NU 512 - Advanced Practice Role Development
- NU 516 - Population Health in Advanced Nursing Practice
- NU 570 - Advanced Healthcare Policy and Politics
- NU 597-Clinical Research Project
- NU 630 - Psychobiological Theories and Assessment in Advanced Psychiatric Nursing \*\*
- NU 636 - Psychopharmacology \*\*

**Fall II:**

- NU 687.1/NSG 631\* - Clinical Assessment of Persons with Mental Health Problems I \*\*
- NU 686.1/NSG 631L\* - Clinical Assessment of Persons with Mental Health Problems, Practicum I \*\*

**Spring II:**

- NU 687.2/NSG 635\* - Clinical Management of Individuals with Mental Health Problems, II \*\*
- NU 686.2/NSG 635L\* - Clinical Management of Individuals with Mental Health Problems, Practicum II \*\*

**Summer II:**

- NU 686.3/NSG 634L\* - Clinical Management of Families and Groups with Mental Health Problems, Practicum III \*\*

\*\*Denotes courses offered through Mississippi Education Consortium of Specialty Advanced Practice Nursing Schools (MECSAPN) and post-Master's NP requirements.

**Nurse Practitioner Residency Track**

Nurse Practitioner Residency program in collaboration with North Mississippi Medical Center. This is located at the same site as the Family Physician Residency Center. This track is divided into three semesters. The student engages in 8 credit hours/405 clinical hours and 30 didactic hours each semester of additional primary care and specialty areas beyond the training required in the Family Nurse Practitioner Program. Application information is offered through North Mississippi Medical Center online at <http://www.nmhs.net/fmrc.php>

**Fall I:**

- NU 690 - Nurse Practitioner Residency

**Spring I:**

- NU 691 - Nurse Practitioner Residency

**Summer I:**

- NU 692 - Nurse Practitioner Residency

**Physical Theatre, M.F.A.**

The Master of Fine Arts in Physical Theatre is offered in conjunction with the Accademia dell'Arte in Arezzo, Italy. Students must be admitted to the graduate program at MUW prior to enrolling in courses leading to the MFA degree.

The MFA in Physical Theatre combines the study of movement/dance, Italian language, vocal study, and music with the study of circus arts, the techniques of the commedia dell'arte, and contemporary mime/masks. The program will provide students with a high level of technical training for the actor, as well as a study of the aesthetic, historical, and social contexts of the commedia dell'arte. The degree emphasizes the "actor as creator" and creative autonomy to prepare students for solo performance. As a terminal degree program, students also may opt for a career in teaching.

The MFA program takes place across a 26-month period divided into modules that range from 8 weeks to 12 weeks. The total instruction is over 1800 hours. The MFA requires 60 semester hours of coursework, including a performance project and a thesis.

**Fall: Module One - Arezzo (12 weeks)**

Module one is conceived as a foundational unit that prepares the student to work in their new environment, to develop the habits necessary for serious training and to introduce the actor to some of the basic elements of physical performance.

- TH 501 - Movement/Voice I
- TH 521 - Music I
- TH 531 - Aesthetics/History I
- TH 541 - Italian for Actors I
- TH 551 - Acting I

**Spring: Module Two - Arezzo (12 weeks)**

Module two is an extension of the skills developed in the foundational module with an emphasis on the development and exploration of style. It leads into a series of scene studies that are researched, designed and performed by the actors under the guidance of core faculty, utilizing the skills developed in the first module.

- TH 502 - Movement/Voice II
- TH 522 - Music II
- TH 532 - Aesthetics/History II
- TH 542 - Italian for Actors II
- TH 552 - Acting II

### **Summer: Module Three - FLIC, Torino (8 weeks)**

Module three provides a unique opportunity to work in one of the most respected circus schools in Europe. Located in Torino, Italy, FLIC will provide students with introductory level circus skills and expose students to an exciting performative practice that will stimulate an aesthetic crossover between circus and theatre.

- TH 533 - Circus History and Dramaturgy
- TH 561 - Acrobatics/Physical Preparation
- TH 562 - Object Manipulation
- TH 563 - Equilibrium
- TH 582 - Guided Research

### **Fall: Module Four - Arezzo (12 weeks)**

Module four is dedicated to an in-depth exploration of Commedia dell'arte, its history, its aesthetic, and its ethos. The actors will focus on the mastery of the historic masks, movement, attitudes and hierarchical relationships through improvisation and rigorous work on various lazzi and cannovacci. While the module principally focuses on the historic form, it is with a perspective for a creative reinvention appropriate for the modern theatre.

- TH 601 - Movement/Dance III
- TH 621 - Music III
- TH 634 - Acting III
- TH 642 - Graduate Lab I
- TH 672 - Special Topics I
- TH 691 - Personal Field Research

### **Spring: Module Five - Arezzo (12 weeks)**

In module five the emphasis shifts toward the actor as creator. While new skills and stylistic forms will continue to be explored through a series of master classes, students will be moving toward creative autonomy. The module will culminate in an evening of cabaret devised by students that will incorporate the wide variety of technical and creative skills developed in the previous modules.

- TH 622 - Music IV
- TH 631 - Aesthetics/History III
- TH 635 - Acting IV
- TH 673 - Special Topics II
- TH 692 - Graduate Performance Lab II

### **Summer: Module Six | Contemporary Mask | Familie Flöz, Berlin | Summer (6 Weeks)**

Module six offers students an in-depth study of a stylistic form of theatre that has a tremendous power to communicate through simplicity universal themes of the human condition, as well as an opportunity to develop performance through ensemble improvisation. In addition, students will be exposed to traditions and influences of twentieth century German theatre.

- TH 632 - Aesthetics/History IV
- TH 636 - Acting V
- TH 693 - Graduate Performance Lab III



## **Module Seven | Performance Autonomy | Continuo Theatre, Czech Republic | Fall 6 Weeks**

Possible extension for performances

Module seven is the culmination of two years of training and creative evolution. At this point in the program students will be on their way to defining their personal style, both as individuals and ensemble collaborators. Under the direction of Pavel Stourac and in collaboration with the permanent members of Continuo Theatre, students will devise and perform a full-length original work in Plum Yard Theatre, Malovice, followed by a short tour in the Czech Republic.

- TH 637 - Graduate Ensemble (5 Credits)
- TH 699 - Thesis Project (3 Credits)
- Final Thesis

## **Master of Fine Arts in Physical Theatre|Total Course Hours 1932|Total Credit Hours: 60**

Following the performance projects in Milano, students will submit a final thesis that will represent the culmination of their research and creative work. Further information concerning the parameters of the thesis are forthcoming. Please refer to the academic schedule for the thesis completion timeline.

## **Reading Add-On Certification**

The following curriculum leads to add-on certification in Reading and is available through an online course rotation.

### **Certificate Courses:**

- ED 523 - Early Reading Literacy Development (Pre-K-3)
- ED 524 - Expanding Reading Literacy Development (Grades 4-12)
- ED 527 - Content Area Literacy
- ED 564 - Effective Literacy Assessment and Intervention
- ED 599 - Internship in Reading Literacy

## **Reading/Literacy, M.Ed.**

### **Program Philosophy**

This program focuses on the integrated connections among all the literacies (reading, writing, speaking, listening, and more recently, viewing and technology) as a foundation for understanding the various content areas. The program is designed for licensed teachers who wish to enhance their professional preparation in the field of reading/literacy and/or prepare for other responsibilities in education, such as school reading coordinator. The conceptual framework for this graduate program is based on the five core propositions of the National Board for Professional Teaching Standards and the International Reading Association Standards. Candidates who complete this program will earn AA licensure in Remedial Reading, grades K-8 or 7-12.

## **Program Goals**

1. To provide continued intellectual growth and leadership preparation for in-service educators seeking advanced professional development in the Reading/Literacy area.
2. To provide a personalized learning environment for graduate students interested in a broad perspective of diversity including language, culture, gender, and learning exceptionalities of all types.
3. To provide a service to the community and state in supporting the goals of the Mississippi Reading Initiative.
4. To provide add-on licensure in Reading for those completing the program

## **Graduate Education Core (12 Semester Hours)**

See Graduate Education Core

## **Major Courses: (24 Semester Hours)**

- \* ED 523 - Early Reading Literacy Development (Pre-K-3)
- \* ED 524 - Expanding Reading Literacy Development (Grades 4-12)
- \* ED 527 - Content Area Literacy
- ED 531 - Capstone: Effective Reading Literacy Programs
- ED 532 - Literature for the Child and Adolescent
- \* ED 564 - Effective Literacy Assessment and Intervention
- \* ED 599 - Internship in Reading Literacy (6 semester hours)

## **Note(s):**

\* These courses are required for the add-on certification in Reading and are available through an online course rotation.

## **Speech-Language Pathology, M.S.**

### **Master of Science in Speech-Language Pathology**

Speech-language pathologists specialize in the screening, diagnosis, treatment, and prevention of human communication disorders. They work in a variety of professional settings, such as public and private schools, hospitals, universities, nursing homes, other health care facilities, and in private practice. They work with persons of all ages, from infancy to elderly. Upon completion of the program, graduates will meet the academic and clinical requirements for American Speech-Language-Hearing Association (ASHA) certification and for Mississippi Department of Health (MDH) and Department of Education (MDE) licensure.

### **Purpose and Objectives**

The Mississippi University for Women graduate program in Speech-Language Pathology is committed to offering the necessary coursework and clinical practicum experiences that will qualify students to meet the academic and clinical requirements for national certification and state licensure.

The program emphasizes the clinical aspects of the profession and requires that all students demonstrate their ability to understand the normal communicative processes as well as to diagnose and treat individuals with communicative disorders.

Students are also expected to develop the skills to communicate diagnostic results, treatment effects, and prognoses to other professionals and family members in both oral and written forms.

### **Purpose Statement**

The purpose of the speech-language pathology graduate program is to enable students to develop professional knowledge and clinical skills. Traditional and non-traditional students will demonstrate leadership, critical thinking, and problem-solving abilities professionally and competently in a variety of clinical settings.

### **Accreditation:**

The graduate program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of ASHA.

### **Facilities**

The program is taught in Cromwell Communication Center, the Speech and Hearing Center, and various clinical sites in health care facilities and schools.

### **Admission Policy and Dates:**

See Graduate Admissions in this *Bulletin* for information concerning admission policies. The application process opens on October 1 and must be completed by March 1, for fall admission.

### **Program Requirements:**

In addition to the general degree requirements (see “Academic Policies and Procedure” and “Academic Programs” in this catalog) and the curriculum requirements noted below, the student must successfully complete the following:

1. A minimum of 42 hours of Graduate credit and clinical practicum. (A minimum of 30 hours must be in major coursework, and no more than 6 hours of clinical practicum may be counted towards the 42 hours.)
2. All academic and clinical practicum requirements for ASHA’s Certificate of Clinical Competence. (Mississippi licensure and teacher certification requirements must also be completed.)
3. Written comprehensive examinations. (The student will have only two opportunities to pass the written examinations.)

### **Transfer of Credit**

Up to six hours of graduate credit may be transferred into the program. A student who has completed twenty-five hours of observation and any clinical practicum hours at a CAA accredited university and who wants these hours considered for transfer must have the program director from the previous school verify the observation and clinical practicum hours.

### **Clinical Requirements and Responsibilities:**

Before enrolling in clinical practicum, the student must present evidence of the following:

1. Professional liability insurance.
2. Results of a tuberculin skin test.

3. Hepatitis immunization or a signed declination statement, to be determined by the clinical site.
4. CPR certification.
5. Criminal background check.
6. 25 observation hours earned and verified by an CAA accredited institution.

*Note: Affiliate practicum sites may stipulate additional requirements.*

### **Transportation:**

Students are responsible for supplying and paying for their own transportation for clinical practica.

### **Progression:**

The Speech-Language Pathology Graduate program progression policy is as follows:

1. An overall SLP Graduate Program GPA of 3.0 on a 4.0 scale must be maintained.
2. In the event a graduate student's overall graduate GPA drops below 3.0 the student is placed on academic probationary status.
3. A student with probationary status must earn grades in SLP academic graduate courses sufficient to achieve an overall graduate GPA of 3.0 during the semester immediately following the term during which the probation was determined. Failure to raise the overall SLP graduate GPA to a 3.0 will result in dismissal from the program.
4. A minimum grade of C in all courses is required. Students may not count more than six (6) credit hours with a grade of C toward the M.S. degree. SLP courses may only be repeated one time. In the event a student repeats a course and earns a grade of C or lower, he/she will be dismissed from the program.
5. Any student on academic probation status will not be allowed to enroll in clinical practicum.
6. Students must earn a minimum grade of B- in the third semester of on-campus practicum prior to being assigned to an off-campus site. In the event a student earns a grade below a B-, he/she must enroll in a fourth semester of on-campus practicum. If a minimum grade of B- is then earned, the student may enroll in off-campus practicum the following semester. If a student earns below a B- in the fourth semester of on-campus practicum, the student will be dismissed from the program.
7. The student must earn a passing score on all three sections of the PRAXIS I before enrolling in a public school practicum.
8. Failure to progress satisfactorily as outlined above will result in dismissal from the SLP Graduate Program.
9. Any student may be dismissed from the program for unsafe practice, unethical and/or illegal conduct. In this event, a grade of F will be recorded

for the course(s) affected. Readmission will not be considered for students dismissed under these circumstances.

10. In the event a student is dismissed from the SLP Graduate Program for academic reasons, readmission will be granted only on the recommendation of the Graduate Student Scholastic Appeals Committee. A student may appeal for readmission one time only.
11. The student must have a graduate GPA of 3.0 in SLP in order to earn a degree.
12. Students must report any arrest or disqualifying event which occurs while enrolled in the program to the SLP Program Chair. Failure to report will result in dismissal from the program.

### **Curriculum Requirements:**

No more than 6 hours of credit with the grade of C may be counted toward the degree.

### **Required Courses:**

- SPA 500 - Research Methods in SLP
- SPA 501 - Motor Speech Disorders
- SPA 502 - Language Disorders
- SPA 503 - Articulatory/Phonologic Disorders
- SPA 504 - Voice Disorders
- SPA 505 - Fluency Disorders
- SPA 522 - Dysphagia
- SPA 525 - Language Science
- SPA 530 - Neurogenic Disorders of Communication

### **Elective Courses:**

- SPA 506 - Audiology for Speech-Language Pathologists
- SPA 507 - Craniofacial Anomalies and Associated Speech Disorders
- SPA 511 - Readings in Speech-Language Pathology
- SPA 512 - Seminar in Medical Speech-Language Pathology
- SPA 521 - Communication Disorders in Infants
- SPA 535 - Counseling for Communication Disorders
- SPA 545 - Multicultural Language Difference
- SPA 555 - Language Learning Disabilities (LLD)

### **Clinical Practicum:**

- SPA 513 - Practicum in Speech-Language Pathology (On Campus)
- SPA 514 - Practicum in Audiology
- SPA 515 - Practicum in Speech-Language Pathology (Off Campus)
- SPA 520 - Observation and Clinical Methods

# Graduate Courses

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## **ED 500 - Educational Research**

Credits: 3

This course offers instruction in the basic skills of analyzing educational research, understanding various research designs, and conducting an action research study.

## **ED 502 - Special Problems**

Credits:

3

This course meets State Department of Education requirements for renewal of certificates that have been expired for more than 5 years.

## **ED 503 - Instructional Technology**

Credits: 3

This course will focus on fundamental concepts and skills for applying instructional technologies to educational settings and for making decisions regarding the most appropriate use. The instructional technologies include authoring/development software, multimedia computers, electronic presentation/projection systems, Internet access, and TV/VCR applications. This course is an elective for education majors and recommended for graduate students.

## **ED 504 - Advanced Educational Psychology**

Credits: 3

This course is designed to acquaint students with the different theories of learning and to study the assumptions about learning which underlie various educational practices. Students will explore some of the current trends in learning theory and research as they apply to education.

## **ED 514 - The Professional Role of Educators**

Credits: 3

This course focuses on the need for educators to serve as positive change agents as they strengthen schools from within. Students will enhance their own professional development by examining their roles as leaders, scholars, researchers, student advocates, and parent/community liaisons.

## **ED 515 - Literature for the Adolescent**

Credits: 3

This course examines the needs of the adolescent reader in upper elementary grades through high school. The history of young adult literature is surveyed, and the rationale for the use of this genre with adolescent students is provided. Curriculum strategies for using young adult literature in the classroom for middle school students are identified.

## **ED 516 - Understanding Gifted Populations**

Credits: 3

This course includes study, research and analysis of psychological characteristics, identification procedures, assessment procedures, and learning modes of gifted populations. (Required for certification to teach gifted children in grades K-12; required course in graduate program in gifted studies).

**ED 517 - Methods, Materials and Resources for Teaching the Gifted**

Credits: 3

*Prerequisite: ED 516*

This course is a study of program materials, curricula models and methodologies applicable to the teaching of the gifted. (Required for certification to teach gifted children in grades K-12; required course in graduate program in gifted studies).

**ED 520 - Foundations of Education**

Credits: 3

This course examines the historical and philosophical foundations of education as well as the social forces impacting schools in modern times. Using both a chronological and a topical frame-of-reference, the students will analyze American educational leaders, trends, and movements in their general political, social, intellectual, and economic contexts.

**ED 523 - Early Reading Literacy Development (Pre-K-3)**

Credits: 3

This course is designed to address essential skills and concepts for beginning literacy development. Language development, phonemic awareness, phonics, comprehension, fluency, and motivation will be incorporated from a comprehensive reading perspective.

**ED 524 - Expanding Reading Literacy Development (Grades 4-12)**

Credits: 3

This course is designed to encompass reading/literacy instruction from fourth through twelfth grades. Decoding, comprehension, fluency, attitudes, motivation, and engagement will be addressed. Issues and trends in expanding reading will be researched and classroom programs will be investigated.

**ED 527 - Content Area Literacy**

Credits: 3

This course is designed to address content area in all grade levels through an integrated approach to literacy.

**ED 530 - Counseling the Gifted Student**

Credits: 3

*Prerequisite: ED 516*

This course examines the nature of giftedness, the counseling process, and strategies specifically developed for counseling the gifted student.

**ED 531 - Capstone: Effective Reading Literacy Programs**

Credits: 3

*Prerequisite: 18 hours in literacy be completed prior to this course*

Effective Reading Programs is the capstone course for the Master of Education in Reading/Literacy program. This course has two primary goals: 1) to develop a clear understanding of what constitutes balanced reading/literacy instruction across the developmental continuum and 2) to consider what can be done to improve reading/literacy achievement in our schools. The first goal will focus on what is known about the development of effective reading/literacy programs from the literature. The second goal will include the study of effective reading/literacy programs through an examination of the school and the classroom. Case studies on school change will be studied and participants will consider how schools/districts can improve their reading instruction.



**ED 532 - Literature for the Child and Adolescent**

Credits: 3

This course is designed to offer a survey of current and classic children's literature with an emphasis on multicultural literature in grades Pre-K-6. Issues and trends in children's literature will be researched and evaluations of quality literature across genres will be conducted.

**ED 534 - Process Writing**

Credits: 3

This course will address instructional strategies to develop and implement a process writing program for the classroom. The focus will be on instruction and performance assessment designed to take pieces of writing through the stages of the editing process (pre-writing), during writing (draft), conferencing, after writing (final copy), and publishing.

**ED 538 - Understanding Individual Learning Differences**

Credits: 3

This course focuses on the use of learning theories to understand the needs of diverse learners and to create responsive learning environments.

**ED 548 - Methods and Materials for Teaching Diverse Learners**

Credits: 3

*Prerequisite: ED 538*

This course is designed to provide the student with educational strategies and resources that can be used effectively with diverse learners.

**ED 549 - Instructional Assessment Practices and Procedures**

Credits: 3

*Prerequisite: ED 538/548*

This course provides professionals with skills in the application of assessment practices and procedures necessary for decision-making in planning and differentiating instruction.

**ED 551 - Managing the Instructional Environment**

Credits: 3

*Prerequisite: ED 538/548*

This course focuses on the structure of the instructional environment and its relevance of the learner's motivation, development, and behavior.

**ED 552 - Curriculum Development**

Credits: 3

*Prerequisite: ED 517 (Gifted) or ED 548 (MAT, DI)*

This course is a study of the theoretical bases and practical applications for curriculum work. Special attention will be given to specific procedures to follow and concepts to consider in creating curriculum experiences.

**ED 554 - Collaboration**

Credits: 3

*Prerequisite: ED 538/548*

This course is designed to prepare professionals for the role of co-teacher, collaborator, and consultant

### **ED 560 - Independent Study in Education**

Credits: 1-6

Course taught at irregular intervals or upon demand of at least 6 students; course developed to meet special needs, times or current relevant topics in the education area.

*On demand*

### **ED 564 - Effective Literacy Assessment and Intervention**

Credits: 3

The focus of this course is the role of the teacher as a diagnostician in the classroom. Students will learn how to administer measures of literacy assessments that can be used for individuals or whole groups. Students will analyze data and plan appropriate interventions. Students will examine clinical and classroom diagnostic methods, explore the theoretical foundations for these practices, and discuss practical applications.

### **ED 566 - Internship in MAT**

Credits: 3

This course is the clinical supervision of the MAT program. Intern teachers will meet regularly with their university supervisor to reflect upon instructional planning, classroom experiences, problems, and decisions they have made as classroom teachers. Students will maintain a reflective journal on the teaching experience.

### **ED 592 - Capstone in Differentiated Instruction**

Credits: 3

This special topics course focuses on trends and issues characteristic of subject areas in the elementary school curriculum; emphasis is on educational reform designed to enhance student learning.

### **ED 593 - Internship in Differentiated Instruction**

Credits: 3

This course is the provision of practical training in differentiated instruction in various education centers which meet the needs/specifications of the individual graduate student under the supervision of a faculty member.

### **ED 594 - Atypical Populations of the Gifted**

Credits: 3

*Prerequisite: ED 516*

This course is an in-depth study of the unique needs and special motivational problems of a variety of atypical populations of gifted students. Attention will be directed to the culturally diverse gifted, economically disadvantaged gifted, underachieving gifted, gifted handicapped, gifted females, the highly gifted, and gifted preschoolers.

### **ED 595 - Program Development and Evaluation**

Credits: 3

*Prerequisite: ED 516*

This course is a study of various alternative settings, program options and models for gifted students. Procedures for systematic and comprehensive program development and evaluation will be examined. Other key issues faced by administrators or teachers of gifted programs will be addressed, such as program articulation, building support systems, and funding sources.

**ED 596 - Capstone: Trends and Issues in Gifted Studies**

Credits: 3

*Prerequisite:* Minimum of 12 hours of graduate courses in gifted studies including ED 516, 517

This course is a study of the expanding dimensions of gifted education to include new directions for identification and programming and the implications of new paradigms for research and practice.

Note: This course is considered a “capstone” for the gifted program.

**ED 598 - Internship in Gifted Studies**

Credits: 3

This course is the provision of practical training in gifted studies in various education centers which meet the needs/specifications of the individual graduate student under the supervision of a faculty member.

**ED 599 - Internship in Reading Literacy**

Credits: 3

This course provides the student with a 40 hour clinical experience in a supervised setting. Interns administer diagnostic assessment and implement instruction based on the results.

Note: This internship is designed to be the final course of the series.

**ED 600 - Leadership through Action Research for School Improvement**

Credits: 3

*Prerequisite/Corequisite:* ED 600L

This course offers instruction in the skills of analyzing Educational research, understanding various research designs, and conducting an action research study.

**ED 600L - Leadership Internship: Leadership through Action Research for School Improvement**

Credits: 1

*Prerequisite/Corequisite:* ED 600

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course offers instruction in the skills of analyzing educational research, understanding various research designs, and conducting an action research study.

**ED 614 - Leadership through Building a Culture of Professionalism**

Credits: 3

*Prerequisite/Corequisite:* ED 614L

This course focuses on the need for school leaders to expand their professional roles as leaders, researchers, scholars, and advocates. Candidates will learn and practice the skills needed to become effective leaders and change agents in the educational community.

**ED 614L - Leadership Internship: Leadership through Building a Culture of Professionalism**

Credits: 1

*Prerequisite/Corequisite:* ED 614

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants

pants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course focuses on the need for school leaders to expand their professional roles as leaders, researchers, scholars, and advocates. Candidates will learn and practice the skills needed to become effective leaders and change agents in the educational community.

**ED 620 - Leadership through Developing a Vision to Build a Collaborative Learning Community and Foster School Improvement**

Credits: 3

*Prerequisite/Corequisite: ED 620L*

This course focuses on the development of a vision for a positive culture in a collaborative learning community and the development of skills needed to foster school improvement. Participants will analyze their own leadership skills. Current leadership practices and theory, including systematic performance accountability and organizational change, will be examined in the context of their meaning in creating positive, collaborative learning organizations. Participants will examine models of whole school reform and conduct field based analyses of schools in relation to concepts studied.

**ED 620L - Leadership Internship: Leadership through Developing a Vision to Build a Collaborative Learning Community & Foster School Improvement**

Credits: 1

*Prerequisite/Corequisite: ED 620*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course focuses on the development of a vision for a positive culture in a collaborative learning community; and the development of skills needed to foster school improvement. Participants will experience field based situations and conduct analyses of schools in relations to current leadership practices and theory. Included in these field-based experiences will be how systematic performance accountability and organizational change help foster the creation of positive, collaborative learning organizations. Participants also will examine models of whole school reform and their affect in the school setting.

**ED 630 - Leadership through Instructional Supervision**

Credits: 3

*Prerequisite/Corequisite: ED 630L*

This course focuses on an understanding of instruction and how to effectively supervise, guide, and develop appropriate instructional practice. Cognitive coaching, clinical supervision and evaluation of teachers will be covered

**ED 630L - Leadership Internship: Leadership through Instructional Supervision**

Credits: 1

*Prerequisite/Corequisite: ED 630*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Parti-

pants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course focuses on an understanding of instruction and how to effectively supervise, guide, and develop appropriate instructional practice. Cognitive coaching, clinical supervision, and evaluation of teachers will be covered.

**ED 638 - Leadership through Supporting Diverse Learners**

Credits: 3

*Prerequisite/Corequisite: ED 638L*

This course focuses on understanding of special education and other special populations programs found in the public schools. Legal requirements, characteristics of inclusive settings, and effective strategies for implementing and sustaining educational adaptations for students from special populations will be covered.

**ED 638L - Leadership Internship: Leadership through Supporting Diverse Learners**

Credits: 1

*Prerequisite/Corequisite: ED 638*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course focuses on an understanding of special education and other special populations programs found in the public schools. Legal requirements, characteristics of inclusive settings, and effective strategies for implementing and sustaining educational adaptations for students from special populations will be covered.

**ED 640 - Leadership through School Management**

Credits: 3

*Prerequisite/Corequisite: ED 640L*

This course will examine organizational effectiveness strategies for managing all aspects of the educational environment to create a safe and orderly school climate. The following will be covered: school safety, financial management and budgeting, personnel, physical facilities, and scheduling.

**ED 640L - Leadership Internship: Leadership through School Management**

Credits: 1

*Prerequisite: ED 620 Prerequisite/Corequisite: ED 640*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course will examine organizational effectiveness strategies for managing all aspects of the educational environment to create a safe and orderly school climate. The following will be covered: school safety, financial management and budgeting, personnel, physical facilities, and scheduling.

**ED 652 - Leadership through Curriculum Development and Supervision**

Credits: 3

*Prerequisite/Corequisite: ED 352L*

This course for leadership students focuses on best practices in the processes of guiding and evaluating the development and alignment of curriculum. Students will gain practice in utilizing data to inform curriculum decision making and will also gain an understanding of how to evaluate curriculum design for appropriateness for the various grade levels and subject areas.

**ED 652L - Leadership through Curriculum Development and Supervision Lab**

Credits: 1

*Prerequisite: ED 620 Prerequisite/Corequisite: ED 652*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. This course for leadership students focuses on best practices in the processes of guiding and evaluating the development and alignment of curriculum. Students will gain practice in utilizing data to inform curriculum decision making and will also gain an understanding of how to evaluate curriculum design for appropriateness for the various grade levels and subject areas.

**ED 670 - Leadership: Political, Cultural, and Legal Implications**

Credits: 3

*Prerequisite: ED 620*

This course will examine the political, cultural, and legal context of school leadership. Students will gain practice in making appropriate and legal decisions while working with all stakeholders.

**ED 680 - Leadership through Legal and Ethical Decision Making**

Credits: 3

*Prerequisite/Corequisite: ED 680L*

Students will explore leadership practice emphasizing integrity and ethical decision making while examining the political, cultural, and legal context of school leadership. Students will gain practice in making appropriate and legal decisions while working with all stakeholders.

**ED 680L - Leadership Internship: Leadership through Legal and Ethical Decision Making**

Credits: 1

*Prerequisite: ED 620 Prerequisite/Corequisite: ED 680*

This course is a school based internship, emphasizing the elementary, middle, and/or high school. Students will complete structured hands-on assignments. Participants will work under the direction of a mentor in a school setting to complete assignments. The course is designed to include a minimum of 80 hours of work, with a minimum of approximately 60 hours to be completed on-site. Students will explore leadership practice emphasizing integrity and ethical decision making while examining the political, cultural, and legal context of school leadership. Students will gain practice in making appropriate and legal decisions while working with all stakeholders.

**ED 692 - Leadership Internship: Elementary Schools**

Credits: 3

School based internship, emphasizing the elementary school. Students will complete structured hands-on assignments.

**ED 694 - Leadership Internship: Middle Schools**

Credits: 3

School based internship, emphasizing the middle school. Students will complete structured hands-on assignments.

**ED 696 - Leadership Internship: High Schools**

Credits: 3

School based internship, emphasizing the high school. Students will complete structured hands-on assignments.

**ED 698 - Leadership Internship: District Level**

Credits: 3

School based internship, emphasizing district level responsibilities such as budgeting, personnel, transportation, special education, school lunch program, federal programs, and professional development. Students will complete structured hands-on assignments.

**ED 699 - Ethical Leadership Capstone Internship:  
Practicing Professional Behaviors and Growth**

Credits: 3

*Prerequisite/Corequisite: ED 699L*

This course focuses on the capstone experiences for the Educational Leadership Program Administrator Candidate. In collaboration with the supervising clinical faculty, the administrator candidate will develop and complete a plan for field-based clinical experiences. The course also focuses on analysis and reflection of the candidate's future role as an administrator and professional presentation.

**ED 699L - Ethical Leadership Capstone Internship:  
Practicing Professional Behaviors and Growth**

Credits: 1

*Prerequisite/Corequisite: ED 699*

This course focuses on the capstone experiences for the Educational Leadership Program Administrator Candidate. In collaboration with the supervising clinical faculty, the administrator candidate will develop and complete a plan for field-based clinical experiences. The course also focuses on analysis and reflection of the candidate's future role as an administrator and professional presentation.

**ENT 501 - Entrepreneurship**

Credits: 3

The course teaches students how to identify potentially valuable opportunities, obtain the resources necessary to pursue an opportunity and to create an entrepreneurial organization, manage the entrepreneurial organization once it has been established, grow the business into a sustainable enterprise, and create and harvest value for the organization's stakeholders.

**FIN 540 - Financial Management**

Credits: 3

This course examines the role of finance in supporting the functional areas of a firm and fosters an understanding of how financial decisions can create value. Topics



covered include: basic analytical skills and principles of corporate finance, functions of modern capital markets and financial institutions, and standard techniques of analysis, including capital budgeting, discounted cash flow valuation, and risk analysis.

### **FS 570 - Health, Drugs, and Chemical Dependencies**

Credits: 3

This course assesses the implications of drug use on human health with a focus on drug actions and interactions, motivational factors that influence the use of drugs, and long-term societal effects of drug use.

Note: The course will be available for elective credit to students in the graduate program in Health Education.

### **HKH 501 - Foundations of Health Education**

Credits: 3

The design of this course is to introduce the students to a study of the scientific, social, psychological, legal, and educational foundations of health education. Professional competencies and practice settings will be reviewed. This course serves as a foundation for all other courses in health education and provides an overview of the field to the student from related areas.

### **HKH 510 - Theories of Health Behavior**

Credits: 3

This course is designed to teach the fundamental theories of health behavior that provide the foundation for research and practice in health education. Instruction will include the theoretical models currently used in health education and how these models are used in conducting research. The effect of different philosophical positions on health education will be included.

### **HKH 511 - Research Methods in Health Education**

Credits: 3

A research methods course is designed to provide the student with the basis for understanding and conducting research. This course focuses on the research in the area of health education. Specific emphasis will be placed on statistical procedures, research designs, techniques, and tools.

### **HKH 512 - Health Program Planning and Implementation**

Credits: 3

This course is designed to aid the student in the application of knowledge gained to practical situations; needs assessment, missions, goals, and objectives of planning and implementing health education programs. This course provides an overview of health promotion programs and systems, public health issues, and primary locations for health education resources with a focus on design and implementation. The student will develop proficiency in using equipment and skills to evaluate a population's health profile. Students will conduct on-site needs assessments and develop health education plans responsive to the identified needs of the respective setting(s).

### **HKH 513 - Health Program Evaluation**

Credits: 3

This course will include the principles and procedures to evaluate health promotion/disease prevention programs. Instruction will include data collection methods, instrument-scale development, measurement and evaluation designs. Program evaluation methods will include community, school, medical, and workplace settings.

**HKH 514 - Introduction to Epidemiology**

Credits: 3

Epidemiology is the study of the distribution of diseases in a population and the factors that determine the distribution. This course is an introductory course in the disciplines of epidemiology. It will include an introduction to the definitions, concepts, techniques, and methodology necessary for understanding and conducting epidemiological research.

**HKH 515 - Community Health Education Methods**

Credits: 3

This course prepares students to analyze and incorporate effective content and process in health education program delivery. Provides an overview of health education teaching and learning strategies for use in community and/or school settings. Special attention is given to the skills, instructional strategies, and techniques needed to develop an optimal learning environment to promote success for all learners.

**HKH 516 - Survey of Human Diseases**

Credits: 3

This course provides health education students with an overview of major diseases, their classification, causes, diagnosis and treatment and emphasizes a public health perspective.

**HKH 520 - Physical Activity and Disease Prevention**

Credits: 3

This course is designed to present the role of physical activity and exercise in preventing and controlling certain diseases. Presentation will include the basic etiology of each disease state and the mechanisms by which physical activity and exercise reduce the chance of developing the disease. Cross-sectional and longitudinal studies that present the epidemiological data supporting the protective effect of physical activity will be presented. Recommendations for physical activity for each disease will be included.

**HKH 525 - Gender Issues in Health**

Credits: 3

This course is designed to distinguish and differentiate between major health concerns of men and women.

**HKH 530 - Stress Management**

Credits: 3

This course is designed as an introduction to the terminology and current research of stress and stress management. The relationship between stress and health will also be discussed. Selected methods of relaxation and stress management will be discussed, demonstrated, practiced, and analyzed.

**HKH 535 - Nutrition for Health**

Credits: 3

This course is designed to introduce students to the fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society.

### **HKH 542 - Special Topics in Health Education**

Credits: 3

The learning objectives of this course will be geared toward a specific topic of current interest in the field of health education. The specific topics and prerequisites will be announced in the course schedule.

### **HKH 598 - Internship in Health Education**

Credits: 6

This course offers graduate students in health education an opportunity to gain practical and applied experience in community, school, worksite or health care environment. Each course participant is placed according to individual goals, experience, and/or training. The primary intent is to provide opportunities for the student to apply advanced knowledge and skills to practical situations.

### **HKH 599 - Thesis in Health Education**

Credits: 6

The thesis is designed as the terminal research project for the Master of Science Degree. The primary intent is to provide an opportunity for students to conceptualize, design, initiate, and complete a significant research project. The completed thesis must demonstrate the student's ability to review and synthesize the related literature, develop appropriate research methodologies, collect and analyze data, and synthesize and interpret the results.

### **MGT 510 - Cross-Culture Management**

Credits: 3

This course examines the critical issues in the management of multicultural domestic firms and multinational organizations. It develops cross-cultural management skills by assessing the impact that individual cultural differences have on employees and how multinational organizations adapt business practices as they expand into other cultures. Topics include the role of culture in organizations, communicating across cultures, ethical dilemmas in cross-cultural environments, and human resource selection and development across cultures.

### **MGT 520 - Supply Chain Management**

Credits: 3

This course covers organizational, strategic and operational aspects of managing Supply Networks (SNs) from domestic and international perspectives. Topics include alternative SN structures, strategic alliances, design of delivery systems and the role of third party logistics providers. Many of the activities exchanged among enterprises in an SN are of a service nature, and the final output is often a combination of tangible products and services which the end-customer purchases. A series of concepts, frameworks and analytic tools are provided to better understand the management of service operations.

### **MGT 530 - Environmental Sustainability Management**

Credits: 3

An examination of the means by which global organizations may integrate environmental sustainability into their corporate behavior and day-to-day operations. This course will explore issues of climate, environmental impact, societal interaction, stakeholder expectation, and regulation as well as the efficiencies that can be derived through the thoughtful management of energy utilization, resource usage, global supply chains, new goods and services, and socially responsible investment.

### **MGT 600 - Strategy and Business Models**

Credits: 3

This course provides students with the conceptual tools necessary to understand and work effectively in today's multi-layered world of international business. The course provides frameworks for identifying and taking advantage of opportunities presented in a dynamic global environment. The course focuses on firm-level strategic choices and on the challenges of integrating the multiple perspectives, functions, and interests that constitute the multinational firm.

### **MIS 551 - Global Telecommunications**

Credits: 3

An examination of the significant technologies and standards used in the telecommunications systems that drive global commerce. The competitive and regulatory environment of the global telecommunications industry will also be explored.

### **MIS 552 - Systems Project Management**

Credits: 3

An examination of the different aspects of project management (e.g. scope, cost, risk, tracking, resource allocation) and contemporary technologies needed to manage large projects. Special emphasis will be placed on tools that promote collaboration and facilitate project management over long distances.

### **MIS 553 - Cybersecurity and Information Assurance**

Credits: 3

An exploration of the tools and techniques needed to ensure the confidentiality, integrity, and availability of an organization's data with added consideration given to Internet-based security. The course will introduce critical security concepts (e.g. services, protocols, hardware and software, physical security, specific vulnerabilities) as well as the practices (e.g. authentication, firewalls, virtual private networks, business continuity planning) necessary to protect against such threats.

### **MIS 555 - Developing Software Solutions for Global Commerce**

Credits: 3

An exploration of the strategies used to design, implement, and test software solutions for the global commerce environment. Students will learn computer programming techniques in a popular object-oriented language and then implement a solution developed in that language.

### **MKT 522 - Multi-Channel Marketing**

Credits: 3

Marketing channels examines the design and management of the inter-organizational system involved in the task of making goods and services available for purchase. Multichannel marketing is marketing using many different marketing channels to reach a customer. Channels addressed in this class include store, catalog, direct mail, mobile phone, website, email marketing, and online social marketing. Students will examine the methods and processes used in the distribution of consumer and industrial products and services. Emphasis is upon the ways in which certain basic distribution functions are carried out in the traditional channel system as well as e-commerce.

### **MKT 523 - Digital Marketing and Search Engine Optimization**

Credits: 3

Digital marketing means using an online presence to support your business. Students will learn the existing and emerging formats of digital marketing in order to know how to integrate them into their marketing plans and how to integrate online and offline marketing. Topics include the various forms of online marketing and advertising in digital formats such as websites, search engines, email, online video, online public relations, social media, blogging, podcasting, and mobile. Online buyer behavior, online privacy and security issues, and online branding are also covered. In addition, students will examine the search engine optimization (SEO) process and will learn how to improve web rankings and position maximizing oriented traffic to increase return on web development investments.

### **MKT 524 - Electronic Retailing**

Credits: 3

This course will investigate the changing role of e-commerce in retailing, with emphasis on the skills needed to plan, launch, manage, market, and measure a Website that sells products. Students will learn the specific processes that constitute core competencies for retail site development, including online merchandising, pricing, and product display; best practices for maximizing click-through rate, stickiness, conversion of site visits to sales, as well as minimizing shopping-cart abandonment. The course also reviews the nature of buying and selling between businesses (business-to-business).

### **MKT 525 - Product and Brand Management**

Credits: 3

This course focuses on creating and managing product and brand portfolios for long-term profitability. The course will provide a framework within which students will be able to identify and understand variables that drive the success of brands and product lines. Particular emphasis will be placed on the building brand equity within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments.

This course utilizes classic and current consumer and business-to-business case studies of leading marketers and their strategies for effectively building and managing products and brands.

### **MKT 526 - Global Marketing Management**

Credits: 3

Building on the fundamentals of marketing, this course introduces the context of the rapidly changing international business environment. The course examines the cultural, social, legal, political, financial and geographic dimensions of the global marketplace. This course deals with the application of advanced marketing management concepts and tools in global markets. The aim of the course is to help develop students' ability to solve marketing problems and at the same time handle the complex coordination problems and subtle cultural issues facing the global marketer.

### **NU 501 - Advanced Pharmacology**

Credits: 3

*45 contact hours*

*Prerequisite: NU 503*

Assists the learner to evaluate therapeutic strategies for improving human responses to actual and potential health problems. Emphasis is placed on pharmacologic therapy management by nurse practitioners in independent and collaborative practice. The concept of compliance/collaboration for promoting change is examined. The role dimensions of evaluator and collaborator are implemented.

### **NU 502 - Advanced Theoretical Issues in Nursing and Ethics**

Credits: 2

*30 contact hours*

*Prerequisite: None.*

*Concurrent enrollment: NU 508*

Assists the learner in analyzing and evaluating selected theories appropriate for advanced practice nursing. Learners are expected to explore their professional beliefs and value systems. The relationships between theory, practice, and research are examined. The process of theory development, evaluation, and testing is explored. Practical application of nursing, developmental, ethical, family, health, and other theories will be examined.

### **NU 503 - Advanced Health Assessment**

Credits: 3

*45 contact hours*

*Prerequisite: None.*

*Concurrent enrollment: NU 503L, NU 521.*

Building upon prerequisite knowledge and skills for health assessment, this course is designed to provide learners with the theoretical basis for advanced nursing practice. Emphasis is placed on development of advanced assessment competencies that enable learners to promote wellness, prevent illness, and detect acute and chronic health problems among family populations whose members are diverse ages. Didactic covers primary family settings with pediatric, adult, and geriatric clients.

### **NU 503L - Advanced Health Assessment Clinical**

Credits: 2 (1:4.5)

*135 clinical assessment hours.*

*Prerequisite: None.*

*Concurrent enrollment in NU 503.*

Building upon prerequisite knowledge and skills for health assessment, this course is designed to provide learners with the clinical basis for advanced nursing practice. Emphasis is placed on development of advanced clinical assessment competencies that enable learners to promote wellness, prevent illness, and detect acute and chronic health problems among family populations whose members are diverse ages. Clinical experiences occur in primary family settings with pediatric, adult, and geriatric clients.

**NU 505 - Primary Care Management I**

Credits: 3

*45 contact hours*

*Prerequisite: NU 503/503L/521.*

*Concurrent enrollment: NU 501, 505L.*

Provides learners with advanced nursing knowledge and competencies relative to management of actual and potential health problems in the family primary care setting. Didactic and clinic experiences enable students to promote wellness and treat health problems of clients within the scope of the family nurse practitioner role. Clinical experiences are provided that encompass clients across the age span in a variety of primary care settings. The role dimensions of manager, collaborator, and teacher for the family nurse practitioner are refined.

**NU 505L - Primary Care Management I Clinical**

Credits: 4 (1:4.5)

*270 clinical hours*

*Prerequisite: NU 503/503L/513/521*

*Concurrent enrollment: NU 501/505.*

Provides learners with advanced nursing knowledge and competencies relative to clinical management of actual and potential health problems in the primary care setting. Didactic and clinic experiences enable students to promote wellness and treat health problems of clients within the scope of the family nurse practitioner role. Clinical experiences are provided that encompass clients across the age span in a variety of primary care settings. The role dimensions of manager, collaborator, and teacher for the family nurse practitioner are refined.

**NU 506 - Primary Care Management II**

Credits: 2

*30 contact hours*

*Prerequisite: NU 501/503/503L/505/505L/513/521*

*Concurrent enrollment: NU 506L/512.*

Provides learners with the nursing knowledge and competencies to manage common health problems and preventive services. The family nurse practitioner role is implemented with emphasis on the role dimensions of evaluator, case manager, consultant, and leader. Using a team approach, learners develop a management plan for identifying health related problems. Clinical experiences are expanded to encompass a wider variety of primary care settings based on the student's individual interests and needs.

**NU 506L - Primary Care Management II Clinical**

Credits: 4 (1:4.5)

*270 clinical hours*

*Prerequisite: NU 501/503/503L/505/505L/513/521*

*Concurrent enrollment: NU 506/512.*

Provides learners with the nursing knowledge and competencies to manage common health problems and preventive services. The family nurse practitioner role is implemented with emphasis on the role dimensions of evaluator, case manager, consultant, and leader. Using a team approach, learners develop a management plan for identifying health-related problems. Clinical experiences are expanded to encompass a wider variety of primary care settings based on the student's individual interests and needs.



**NU 507 - Advanced Health Assessment: Pediatric**

Credits: 3

*45 contact hours*

*Prerequisite: None.*

*Concurrent enrollment NU 507L/512.*

Building upon prerequisite knowledge and skills for health assessment, this course is designed to provide learners with the theoretical basis for advanced nursing practice. Emphasis is placed on development of advanced assessment competencies that enable learners to promote wellness, prevent illness, and detect acute and chronic health problems among pediatric populations across the age span.

**NU 507L - Advanced Health Assessment: Pediatric Clinical**

Credits: 4 (1:4.5)

*270 clinical hours*

*Prerequisite: None.*

*Concurrent enrollment NU 507/512.*

Building upon prerequisite knowledge and skills for health assessment, this course is designed to provide learners with the clinical basis for advanced nursing practice. Emphasis is placed on development of advanced assessment competencies that enable learners to promote wellness, prevent illness, and detect acute and chronic health problems among pediatric populations across the age span. Clinical experiences occur in primary and acute care settings with newborns, infants, toddlers, children, and adolescent clients and their families.

**NU 508 - Advanced Nursing Research and Evidence Based Practice Strategies**

Credits: 3

*45 contact hours*

Assists learners to develop the role dimension of nurse researcher. The application of research to advanced nursing practice and the role of primary care provider are evaluated. Using research strategies combining nursing informatics and evidence based practice (EBP), learners develop a formal research proposal.

**NU 512 - Advanced Practice Role Development**

Credits: 2

*30 contact hours*

*Prerequisite: NU 505/505L.*

*Concurrent enrollment: NU 506/506L.*

Provides an introduction to advanced practice nursing and the nurse practitioner role from novice to expert. A historical perspective of the development of the expanded role is included. Issues related to current and future practice are addressed from a variety of perspectives ranging from entrepreneur to change agent.

**NU 513 - Advanced Pathophysiology**

Credits: 3

*45 contact hours*

*Prerequisite: This is a preadmission course.*

Building on prerequisite knowledge in pathophysiology, this course is designed to provide the learner with an advanced theoretical understanding of disordered physiologic mechanisms or disease states for selected health problems. Emphasis will be on the mechanism for production of the symptoms and signs for selected disease syndromes. Thus, the learner will be prepared to discriminate the mecha-

nisms underlying the disease and its clinical manifestations as a basis for assessing and developing a plan of care.

**NU 516 - Population Health in Advanced Nursing Practice**

Credits: 2

*30 contact hours*

*Prerequisite: NU 502/503/503L.*

*Concurrent enrollment: NU 512*

Prepares the advanced practice nurse to apply and integrate broad and organizational, client-centered and culturally appropriate concepts in the primary care setting in regard to individuals, families, communities and populations. The concept of the nurse practitioner in partnership with the community is promoted based on cooperation, communication, and collaboration among health professionals.

**NU 517 - Women's Issues**

Credits: 3

*45 contact hours*

This elective course is designed to provide students with an opportunity to evaluate current issues facing women.

**NU 518 - Primary Care Management I: Pediatric**

Credits: 3

*45 contact hours*

*Prerequisite: NU 507/507L/513.*

*Concurrent enrollment: NU 501/518L.*

Provides learners with advanced nursing knowledge and competencies relative to actual and potential health problems in the primary care setting. Didactic experiences enable students to promote wellness and treat health problems of clients within the scope of the pediatric nurse practitioner role. Education is provided that encompass newborns, infants, toddlers, children, and adolescents in a variety of primary care and acute care settings. The role dimensions of manager, collaborator, and teacher for the pediatric nurse practitioner are refined.

Note: Elective Course.

**NU 518L - Primary Care Management I: Pediatric Clinical**

Credits: 4 (1:4.5)

*270 clinical hours*

*Prerequisite: NU 507/507L/513.*

*Concurrent enrollment: NU 501/518.*

Provides learners with advanced nursing knowledge and competencies relative to clinical management of actual and potential health problems in the primary care setting. Clinical experiences enable students to promote wellness and treat health problems of clients within the scope of the pediatric nurse practitioner role. Clinical experiences are provided that encompass newborns, infants, toddlers, children, and adolescents in a variety of primary care and acute care settings. The role dimensions of manager, collaborator, and teacher for the pediatric nurse practitioner are refined.

Note: Elective Course.

**NU 519 - Alternative Therapeutic Interventions**Credits: 3

*45 contact hours*

This elective course is designed to provide students with content and experiences in therapeutic interventions such as herbal therapies, therapeutic touch, humor, and massage.

Note: Elective Course.

**NU 520 - Primary Care Management II: Pediatric**

Credits: 6 (2:4) Theory (2) 30 contact hours

*270 clinical hours (1:4.5)*

*Prerequisite: NU 501/507/507L/513/518/518L.*

*Concurrent enrollment: NU 512*

Provides learners with the nursing knowledge and competencies to manage common health problems and preventive services. The pediatric nurse practitioner role is implemented with emphasis on the role dimensions of evaluator, case manager, consultant, and leader. Using a team approach, learners develop a management plan for identifying health-related problems. Clinical experiences are expanded to encompass a wider variety of primary and acute care settings based on the student's individual interests and needs.

**NU 521 - Science of Diagnostic Reasoning**

Credits: 3

*45 contact hours*

*Prerequisite: Concurrent enrollment: NU 503, 503L.*

This course teaches the beginning nurse practitioner the science and meaning of Diagnostic Reasoning that relate to the care of patients. Clinical values have an impact on the diagnosis, treatment and decision-making strategies for the advanced practice nurse's patients. The changing standards for diagnosis of disease and/or genetics of diagnosis will be addressed.

**NU 550 - Advanced Primary Care Procedures**

Credits: 2

*30 contact hours*

*Prerequisite: NU 503/503L.*

*Concurrent enrollment: NU 505/505L.*

Enables learners to master advanced practice competencies for use in primary clinical practice. The learners explore both theoretical and practical aspects of a variety of procedures for application such as EKG interpretation, microscopy, suturing, splinting, and radiology interpretation, digital blocks, joint injections and foreign body removal. Learners will receive information regarding Physical Therapy use in primary care and correct ordering as well as information regarding legal issues in patient care. Students will have the opportunity to discuss recruiting/marketing techniques.

**NU 560 - Special Topics in Nursing**

Credits: 1-6

*15 contact hours per credit hour*

This elective course will address selected didactic or clinical topics of interest in primary care. Courses will be designed to provide opportunity for transition to the advanced practice nurse role or to increase understanding of current health issues.

**NU 570 - Advanced Healthcare Policy and Politics**

Credits: 2

*30 contact hours*

*Prerequisite: Permission of the MSN department chair.*

Assists learners to analyze health policy, politics, healthcare delivery systems, organizations and finance from the perspectives of healthcare leadership and advanced nursing practice, and to design strategies enhancing cost effective quality care for diverse populations.

**NU 597 - Clinical Research Project**

Credits: 1 - 2

*15 contact hours per credit hour*

*Prerequisite: NU 508.*

*Concurrent enrollment: NU 505/505L/506 (as applies)*

Assists learners to apply evidence based practice research methodologies to synthesize theoretical, scientific, and contemporary clinical knowledge for selected advanced practice nursing problems.

Note: (Variable credits per semester)

**NU 599 - Thesis**

Credits: 6

*90 contact hours*

*Prerequisite: NU 502/508*

Assists learners to further develop advanced nursing research competencies. Learners are expected to design, implement, and evaluate formal research relevant to advanced practice nursing. The study is presented as a written thesis and defended orally.

Note: (Variable credits per semester)

**NU 610.2 - Reproductive Health for Adult Practitioners**

Credits: 2

This didactic course provides the theoretical basis for assessing and managing reproductive health care patterns in men and women for advanced role practice in nursing as an adult nurse practitioner. Emphasis is placed on health promotion, screening, prevention of illness, and management of problems common in the reproductive health care of men and women.

**NU 627.1 - Clinical Management of Older Adults, I**

Credits: 2

*30 contact hours*

This didactic course is focused on the principles of aging and health, advanced assessments of older adults of diverse cultures, and common geriatric issues and syndromes with emphasis on wellness, prevention, maintenance, and early health care interventions in rural settings.

**NU 627.2 - Clinical Management of Older Adults, II**

Credits: 3

*45 contact hours*

This didactic course is focused on the diagnosis and treatment of common acute and chronic geriatric illnesses and complex health problems of older adults of diverse cultures, including frail and demented older adults in rural settings.

**NU 627.3 - Clinical Management of Older Adults, III**

Credits: 2

*30 contact hours*

This didactic course is focused on synthesis of theory into evidence-based advanced gerontological nursing practice with older adults and their families of diverse cultures, integration of GNP roles, and practice management in selected rural health care systems.

**NU 627.4 - Clinical Management of Adults and Older Adults I**

Credits: 2

*30 contact hours*

*Prerequisite: NU 513 Advanced Pathophysiology, NU 501 Advanced Pharmacology, and NU 503 Advanced Physical Assessment/NU 503L Advanced Health Assessment Clinical Prerequisite/Corequisite: NU 628.4 Practicum in Clinical Management of Adults and Older Adults I*

This course is focused on the principles of adult health, advanced clinical assessments of adults and older adults of diverse cultures, issues in the care of adults and older adults with emphasis on wellness, prevention, health maintenance, and early health care interventions. (MECSAPN Course GNP 1.A). *This is an online course delivered utilizing synchronous and asynchronous distance learning modalities.*

**NU 627.5 - Clinical Management of Adults and Older Adults II**

Credits: 3

*45 contact hours*

*Prerequisite: NU 627.4 Clinical Management of Adults and Older Adults I and NU 628.4 Practicum in Clinical Management of Older Adults I Prerequisite/Corequisite: NU 628.5 Practicum in Clinical Management of Adults and Older Adults II*

This course is focused on the diagnosis and treatment of acute and chronic illnesses, common geriatric syndromes, and complex health problems of adults and older adults of diverse cultures, including frail and demented older adults in rural settings. (MECSAPN Course GNP 2.A). *This is an online course delivered utilizing synchronous and asynchronous distance learning modalities.*

**NU 627.6 - Clinical Management of Adults and Older Adults III**

Credits: 2

*30 contact hours*

*Prerequisite: NU 627.5 Clinical Management of Adults and Older Adults II and NU 628.5 Practicum in Clinical Management of Adults and Older Adults II. Prerequisite/Corequisite: NU 628.6 Practicum in Clinical Management of Adults and Older Adults III*

This didactic course is focused on synthesis of theory into evidence-based gerontological advanced nursing practice with adults and older adults and their families of diverse cultures, integration of NP roles, and professional practice in selected rural health care systems. (MECSAPN Course GNP 3.A). *This online course is delivered utilizing synchronous and asynchronous distance learning modalities.*

**NU 628.1 - Clinical Management of Older Adults, Practicum I**

Credits: 4 (1:3)

*180 clinical hours*

This practicum is focused on the diagnosis and treatment of acute and chronic health problems of older adults of diverse cultures, with emphasis on wellness, prevention, maintenance, and early health care interventions in rural health care settings.

**NU 628.2 - Clinical Management of Older Adults, Practicum II**

Credits: 4 (1:3)

*180 clinical hours*

This practicum is focused on the diagnosis and treatment of acute and chronic health problems of older adults of diverse cultures, with emphasis on advanced health care interventions with frail and demented older adults in rural health care settings.

**NU 628.3 - Clinical Management of Older Adults, Practicum III**

Credits: 6 (1:30)

*270 clinical hours*

This practicum is focused on synthesis of theory into evidence-based advanced gerontological nursing practice with older adults and their families of diverse cultures, integration of GNP roles, and practice management in selected rural health care systems.

**NU 628.4 - Practicum in Clinical Management of Adults and Older Adults I**

Credits: 3 (1:3)

*135 Clinical Hours*

*Prerequisite:* NU 513 Advanced Pathophysiology, NU 501 Advanced Pharmacology, NU 503 Advanced Health Assessment, and NU 503L Advanced Health Assessment Clinical  
*Prerequisite/Corequisite:* NU 627.4 Clinical Management of Adults and Older Adults I

This 180-hour practicum course is focused on advanced clinical assessments of adults and older adults from diverse cultures, with emphasis on wellness, prevention, maintenance, and early interventions in rural health care settings. (MECSAPN Course GNP 1.B).

**NU 628.5 - Practicum in Clinical Management of Adults and Older Adults II**

Credits: 4 (1:3)

*180 clinical hours*

*Prerequisite:* NU 627.4 Clinical Management of Adults and Older Adults I, NU 628.4 Practicum in Clinical Management of Adults and Older Adults I  
*Prerequisite/Corequisite:* NU 627.5 Clinical Management of Adults and Older Adults II

This 180-hour practicum course is focused on the diagnosis and treatment of acute and chronic illnesses, common geriatric syndromes, and complex health problems of adults and older adults of diverse cultures, with emphasis on advanced health care interventions with frail and demented adults and older adults in rural health care settings. (MECSAPN Course GNP 2.B).

**NU 628.6 - Practicum in Clinical Management of Adults and Older Adults III**

Credits: 6 (1:3)

*270 clinical hours*

*Prerequisite:* NU 627.5 Clinical Management of Adults and Older Adults II, NU 628.4 Practicum in Clinical Management of Adults and Older Adults II.  
*Prerequisite/Corequisite:* NU 627.6 Clinical Management of Adults and Older Adults III.

This third 270-hour practicum course is focused on synthesis of theory into evidence-based advanced nursing practice with adults and older adults and their families of diverse cultures, integration of AGNP roles, and practice management in selected rural health care systems (MECSAPN Course GNP 3.B).

**NU 630 - Psychobiological Theories and Assessment  
in Advanced Psychiatric Nursing**

Credits: 3

*45 contact hours*

This course focuses on examination of biological, psychological, and pharmacological theories and research concerned with assessment, diagnosis, and treatment of individuals experiencing or at risk for common mental health problems and major psychiatric disorders across the lifespan. Emphasis is on the mental health environment and advanced clinical process, including psychiatric assessment and diagnostic standards.

**NU 636 - Psychopharmacology**

Credits: 2

*30 contact hours*

This course is designed to provide knowledge of psychopharmacological treatment for individuals experiencing or at risk for common mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses across the lifespan.

**NU 686.1/NSG 631L\* - Clinical Assessment of Persons  
with Mental Health Problems, Practicum I**

Credits: 4 (1:3)

*180 clinical hours*

This practicum is focused on the application of theoretical concepts and assessment skills with persons of diverse cultures in rural health care settings experiencing or at risk for common mental health problems and major psychiatric disorders. Note: Clinical hours are focused on either adults or families.

*\*Course number for University of Southern Mississippi*

**NU 686.2/NSG 635L\* - Clinical Management of Individuals  
with Mental Health Problems, Practicum II**

Credits: 4 (1:3)

*180 clinical hours*

This practicum is focused on integration of theory and evidence-based practice in assessment, diagnosis, intervention, and documentation of individuals of diverse cultures in rural health care settings experiencing mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses.

Note: Clinical hours are focused on either adults or families.

*\*Course number for University of Southern Mississippi*

**NU 686.3/NSG 634L\* - Clinical Management of Families and  
Groups with Mental Health Problems, Practicum III**

Credits: 6 (1:3)

*270 clinical hours*

This practicum is focused on evidence-based psychoeducation, supportive therapy, and psychotherapy with groups, couples, and families of diverse cultures and on synthesis of clinical roles, practice management activities, and strategies for complex mental health issues in rural health care settings.

Note: Clinical hours are focused on either adults or families.

*\*Course number for University of Southern Mississippi*



**NU 687.1/NSG 631\* - Clinical Assessment of Persons with Mental Health Problems I**

Credits: 2

*30 contact hours*

This didactic course is focused on a theoretical basis for advanced psychiatric mental health nursing practice with persons of diverse cultures in rural settings experiencing or at risk for common mental health problems and major psychiatric disorders. Emphasis is on the mental health environment and advanced clinical processes, including communication strategies, psychiatric assessments, and diagnostic standards.

*\*Course number for University of Southern Mississippi*

**NU 687.2/NSG 635\* - Clinical Management of Individuals with Mental Health Problems, II**

Credits: 3

*45 contact hours*

This didactic course is focused on the advanced nursing practices of assessment, diagnosis, treatment planning, evaluation, and documentation of individuals of diverse cultures in rural settings experiencing common mental health problems, major psychiatric disorders, and psychiatric complications of physical illnesses.

*\*Course number at University of Southern Mississippi*

**NU 690 - Nurse Practitioner Residency**

Credits: 8 (1:4.5)

*Theory (2) 30 contact hours; clinical (6) 405 clinical hours (1:4.5)*

*Prerequisite: Completed Master of Science in Nursing with certification as a Family Nurse Practitioner Prerequisite/Corequisite: May be taken with NU 700, 704, 708, 713, 721 if currently enrolled in the Doctor of Nursing Practice Program*

The residency year begins with a two-week intensive orientation to North Mississippi Health Services (NMHS), North Mississippi Medical Clinics (NMMCI), NMMC's Family Medicine Residency Center, the neighborhoods in which the training sites are located and the health problems of the target population. The orientation includes introduction to the system by leaders within NMHS and NMMCI, orientation by the medical officer and clinical director to the responsibilities and privileges of medical staff participation, and technical training on the electronic health record. The residency program continues by offering a variety of primary care and specialty experiences and may serve as a transition into the DNP program.

**NU 691 - Nurse Practitioner Residency**

Credits: 8

*Theory (2) 30 contact hours; clinical (6) 405 clinical hours (1:4.5)*

*Prerequisite: Completed Master of Science in Nursing with certification as a Family Nurse Practitioner Prerequisite/Corequisite: May be taken with NU 700, 704, 708, 713, 721 if currently enrolled in the Doctor of Nursing Practice program.*

The residency program continues by offering a variety of primary care and specialty experiences. Many of these experiences may be focused on clinical experiences that enhance the DNP capstone project and clinical experiences

### **NU 692 - Nurse Practitioner Residency**

Credits: 8

*Theory (2) 30 contact hours; clinical (6) 405 clinical hours (1:4.5)*

*Prerequisite: Completed Master of Science in Nursing with certification as a Family Nurse Practitioner. Prerequisite/Corequisite: May be taken with NU 712, 770, 799, 800 if currently enrolled in the Doctor of Nursing Practice program.*

The residency program continues by offering a variety of primary care and specialty experiences. Many of these experiences may be focused on clinical experiences that enhance the DNP capstone project and clinical experiences.

### **NU 700 - Philosophy and Theory of Nursing Practice in Chronic Care**

Credits: 2

*Prerequisite: MSN, permission of Chair and Faculty*

This course is designed to provide the DNP student with an advanced understanding of the use of philosophy, theory, and conceptual foundations to guide advanced nursing practice in complex health systems. The science of epistemology will be explored, and theories from nursing and other disciplines will be examined for their utility in forming scientifically based and culturally sensitive foundations for health care interventions.

### **NU 701 - Quality and Safety in Complex Health Systems**

Credits: 3

*Prerequisite: NU 501 Advanced Pharmacology (or similar course)*

This course prepares practicing nurse practitioners to critically evaluate existing patient safety policies and practices, and to design, implement, and evaluate evidence-based patient safety strategies for diverse patient populations in clinic, home, institutional, and community settings. Special attention will be given to safety in prescribing and medication management in nurse practitioner practice. Additional foci will include health policy, financial, cultural, and health care information systems issues that impact workplace safety and the safety of therapeutic interventions prescribed by nurse practitioners.

### **NU 704 - Informatics and Transformation of Health Care**

Credits: 3

*Prerequisite: MSN, Inferential Statistics course, permission of Chair and Faculty*

This course introduces graduate students to the field of informatics and the role information technology plays in supporting health practice, education, administration and research. Informatics principles and tools are introduced to help students prepare to meet the challenges of health care in a rapidly changing information technology environment while continuing to strive to improve clinical care and health.

### **NU 708 - Standards of Care and Evidenced Based Practice**

Credits: 3

*Prerequisite: MSN, Inferential Statistics course, permission of Chair and Faculty*

In this course, DNP students examine the evidence-based practice standards for the advanced practice nurse. In addition, students will explore the strengths and weaknesses of different research methodologies and types of data analyses. Each student will evaluate the status of current research and evidence-based literature pertinent to clinical issues of personal interest. Students will critically evaluate and determine the level of evidence for research in preparation for the DNP project.

### **NU 712 - Leadership in Complex Health Care Systems**

Credits: 3

*Prerequisite: MSN, permission of Director and Faculty*

This course prepares the DNP student to employ interdisciplinary leadership concepts and theories in complex health environments. Students will synthesize leadership approaches from a variety of disciplines and perspectives to promote effective, evidence-based strategies for improved patient outcomes and better working environments.

### **NU 713 - Chronic Disease in the Human**

Credits: 3

*Prerequisite: MSN, Permission of Chair and Faculty*

Built on prerequisite graduate level knowledge in pathophysiology, this Doctoral Level course is designed to expand scientific knowledge concerning safe, evidenced-based care to individual patients and populations. The goal of this course is to provide the learner with an advanced understanding of human anatomy and theoretical understanding of disordered physiologic mechanisms and scientific bases of illness prevention, health promotion and wellness. Emphasis will be on integrating existing knowledge of chronic illness and disease management with advanced clinical scholarship skills as the basis for the highest level of evidenced-based nursing practice.

### **NU 714 - Population Health**

Credits: 3

*Prerequisite: MSN, Inferential Statistics course, permission of Chair and Faculty*

In this course, students examine key health indicators and ways to improve the nation's health. Rooted in epidemiological concepts, the course emphasizes health promotion, risk reduction, and illness prevention targeted toward populations. Environmental, occupational, cultural, political, and socioeconomic dimensions of population health are included as well as emerging factors and issues that determine and affect health and health care. In addition to a focus on advanced nursing practice and the nation's health, the course also includes a multidisciplinary, global health approach.

### **NU 721 - Clinical Analysis of Diagnostics**

Credits: 3

*Prerequisite: Advanced Pathophysiology*

This course provides the nurse practitioner with advanced knowledge of both the science and meaning of diagnostic reasoning as it relates to the evaluation and treatment of patients. Provides the nurse practitioner with a more comprehensive knowledge of anatomy and clinical laboratory values and roentography; allowing the nurse practitioner to diagnose a wider and more complex range of patient conditions. Appropriate use of non-roentographic imaging, as well as the changing standards for the appropriate diagnosis of most disease conditions will be discussed and examined. This course will challenge students to synthesize an expanded knowledge base with their previous learning and experiences to become better diagnostic clinicians.

## **NU 750 - Interprofessional Collaboration in Complex Health Systems**

Credits: 2

*Prerequisite: MSN, Faculty/Chair permission*

This course focuses on the knowledge and skills necessary for engaging in interdisciplinary collaboration in addressing the health challenges in today's world. Emphasis will be placed on examining the roles of professionals in other health-related disciplines and establishing relationships with those professionals. Students will investigate ways advanced practice nurses can collaborate with professionals from other disciplines in addressing a number of emerging issues in health care at the local, regional, national, and international levels.

## **NU 770 - Health Care Policy & Economics**

Credits: 3

*Prerequisite: MSN, Inferential Statistics, Faculty Permission*

Students will evaluate the basic principles of health policy and the influence of political processes on health care delivery at institutional, local, state and national levels. Additional foci include economic principles and the impact of financing on the quality of health care delivery. Students will actively participate in the legislative process through live meetings with policymakers and lobbyists.

## **NU 799 - DNP Residency I & II**

Credits: 6-8

*Clinical 405-540 hours (1:4.5 ratio)*

*Prerequisite: MSN, Inferential Statistics, Completion of first semester coursework:*

*NU 700 Philosophy and Theory of Nursing Practice in Chronic Care*

*NU 704 Informatics and Transformation of Health Care*

*NU 708 Standards of Care and Evidence Based Practice*

This clinical immersion practicum for DNP students provides a learning experience for the integration and synthesis of practice inquiry, leadership and advanced practice. The practicum occurs in an area of advanced practice consistent with the student's personal learning objectives and the DNP program outcomes. Course objectives and personal learning objectives serve as the basis for evaluation of the DNP Residency

## **NU 800 - DNP Project I & II**

Credits: Credits up to 4 credits per semester

*3 credits*

*Prerequisite: All previous course work.*

The goal of the DNP project is to demonstrate the student's integration of the DNP essentials into the highest level of advanced nursing practice. This goal is accomplished in the identification of a practice problem and the development, implementation, and evaluation of a project aimed at the identified problem that improves practice and the practice environment. Building on NU 708, students will continue work on the individual project in order to apply best evidence resulting in improved outcomes for patients and/or populations. In NU 800 (DNP Project I & II) students hours will vary based on individual project development and implementation. Each student will be required to formally defend both the DNP project proposal (DNP Project I) and the finalized project (DNP Project II).

## **PLG 560 - International Business Law**

Credits: 3

A course in law as it applies to international business transactions in the global political legal environment. Study of interrelationships among laws of different countries and the legal effects on individuals and business organizations. Topics include agency agreements, international contracts and administrations, regulations of exports and imports, technology transfers, regional transactions, intellectual property, product liability, and legal organization.

**SPA 500 - Research Methods in SLP**

Credits: 3

This course will provide students with a foundation in research methods used in speech-language pathology. The evaluation of treatment evidence is emphasized.

**SPA 501 - Motor Speech Disorders**

Credits: 3

*Prerequisite: SPA 313 or its equivalent*

This course is designed to be an overview of the motor speech disorders from a speech science application perspective. Differential diagnosis and treatment are stressed by examining the characteristics, etiology, and neurophysiologic basis for the disorders. The analysis and interpretation of data collected through instrumentation is emphasized.

**SPA 502 - Language Disorders**

Credits: 3

This course explores the characteristics, etiology, assessment, and treatment of language disorders in children and adolescents.

**SPA 503 - Articulatory/Phonologic Disorders**

Credits: 3

This course explores the current theory, etiology, diagnosis, and treatment of articulatory/phonologic disorders. Developmental stages, traditional, and phonological analyses will form the basis for evaluation and diagnosis. Intervention using traditional and phonological procedures will be covered.

**SPA 504 - Voice Disorders**

Credits: 3

The purpose of this course is to acquaint students with the vocal mechanism's structure, function, and disorders. Methods of voice analysis and therapy will be presented.

**SPA 505 - Fluency Disorders**

Credits: 3

The purpose of this course is to provide a foundation for students to understand the disorders of fluency in children and adults from a multifactorial perspective.

**SPA 506 - Audiology for Speech-Language Pathologists**

Credits: 3

This course will focus on disorders of hearing, diagnosis of the diseases that cause them, and clinical methods for measuring hearing loss.

**SPA 507 - Craniofacial Anomalies and Associated Speech Disorders**

Credits: 3

This course will focus on the communicative disorders that are related to craniofacial anomalies including cleft lip and palate, with emphasis on assessment and treatment of the speech disorders associated with these syndromes.

**SPA 511 - Readings in Speech-Language Pathology**

Credits: 3

This course is designed to survey any current topic of importance that may not have been covered in sufficient depth in other courses. Content may vary from year to year. Examples of topics that might be covered are multicultural issues, augmentative communication, communication and crime, techniques of imaging the speech mechanism, and computer applications in diagnosis and treatment of speech disorders.

**SPA 512 - Seminar in Medical Speech-Language Pathology**

Credits: 3

This course is designed to assist students in the task of relating current research, clinical practices and ethical considerations to the needs of communicatively handicapped individuals in medical settings.

**SPA 513 - Practicum in Speech-Language Pathology (On Campus)**

Credits: 3

*Prerequisite: Twenty hours of clinical observation*

The purpose of this course is to develop clinical competency skills in evaluation and therapy under the direct supervision of the SLP faculty. Assignments are based on availability.

Note: Must be repeated three times before the student can enroll in SPA 515.

**SPA 514 - Practicum in Audiology**

Credits: 1

*Prerequisite: SPA 303, 403, or 506*

This course provides supervised experience in audiologic diagnostics and rehabilitation.

Note: Repeatable.

**SPA 515 - Practicum in Speech-Language Pathology (Off Campus)**

Credits: 3

*Prerequisite: Three semesters of SPA 513 and permission of the Graduate Practicum Coordinator*

The purpose of this course is to develop clinical competency skills in evaluation and therapy in off campus sites such as public schools, nursing homes, hospitals, clinics, or other appropriate facilities. Assignments are based on availability.

**SPA 520 - Observation and Clinical Methods**

Credits: 1

This course will provide students with an introduction to clinical procedures, and analyses of preparation and structure necessary for successful therapy; observation of therapy in different settings.

Note: Pass/Fail.

**SPA 521 - Communication Disorders in Infants**

Credits: 3

*Prerequisite: SPA 502*

This course will focus on assessment and intervention with infants and toddlers with communication disorders. Social communicative development and family-centered practice will be emphasized.

**SPA 522 - Dysphagia**

Credits: 3

*Prerequisite: SPA 449 is strongly recommended.*

This course will provide information concerning normal and abnormal swallowing in adults and children with emphasis on diagnostic/evaluation and treatment.

**SPA 525 - Language Science**

Credits: 3

This course is designed to provide the graduate student with knowledge of the psycholinguistic and sociolinguistic bases of language as well as an in-depth understanding of pragmatics, morphology, syntax, phonology, and semantics.

**SPA 530 - Neurogenic Disorders of Communication**

Credits: 3

Advanced study of the neuropathologic disorders of language, with emphasis upon adult aphasia. Consideration of identification, classification, associated problems or anomalies, systems of diagnosis and treatment; similarities and differences among diagnosed disorders and different treatment regimens.

Note: SPA 449 is strongly recommended.

**SPA 535 - Counseling for Communication Disorders**

Credits: 3

*Prerequisite: Advanced graduate status, or permission of the Speech-Language Pathology Department Chair*

This course will provide information regarding counseling theories and techniques, and their direct application to speech-language therapy.

**SPA 545 - Multicultural Language Difference**

Credits: 3

This course will focus on understanding the assessment and treatment techniques for communication disorders in multicultural populations. Implications for accent reduction of non-native languages will be discussed.

**SPA 555 - Language Learning Disabilities (LLD)**

Credits: 3

*Prerequisite: SPA 502*

This course will provide an in-depth study of the relationship between language skills and classroom success. It will include identification, classification, associated problems, methods of diagnosis and treatment and service delivery.

**TH 501 - Movement/Voice I**

Credits: 4

(a) Movement: This is a foundational course designed to enable actors to develop the skills necessary for their craft. With the body as the primary tool, included will be a daily physical conditioning routine for strength, stamina and coordination. Special emphasis will be on the exploration of body articulation and rhythmic movement. This will also include an introduction to choral dance traditions that will be developed throughout the movement/dance program. (b) Voice: An essential component for the physical actor is voice. This course delineates an approach (based on Roy Hart voice work) that enables the actor to realize his/her potential to reach out to the extreme and varied vocal areas that physical and masked theatre demand.

**TH 502 - Movement/Voice II**

Credits: 4

(a) Movement: This is a consolidation of work achieved in Movement I, leading into more complex areas of improvisation and a development of traditional dance motifs. This course will also include an introduction to acrobatic movement as a



preparation for the circus module that follows. (b) Voice: This course continues from Voice I, introducing more textual variation and investigating the “vocal design” for stylized physical performance.

**TH 521 - Music I**

Credits: 1

Combined with Voice I, the music component underlines an aspect of physical theatre that is often overlooked: the musical skills (instrumental, rhythmic and vocal) that are essential partners in both composition and performance. Students will learn basic rhythmic patterns, along with the gradual incorporation of ensemble work. This will also include introductory work with the unique music of the Mediterranean, its melodic and rhythmic structure and its links with ritual.

**TH 522 - Music II**

Credits: 1

This course builds on the principles Music I, reinforcing confidence in music-making both as a soloist and in ensemble, with a deeper incorporation of stylistic motifs of the Mediterranean basin including an introduction to traditional instruments.

**TH 531 - Aesthetics/History I**

Credits: 1

Actors need to contextualize their art both historically and aesthetically. Gaining insights into the history of masked theatre in Italy and into its influence through to the present gives perspective on current trends.

**TH 532 - Aesthetics/History II**

Credits: 1

Students make an overview of the history of the masked actor in Italy from Plautus to the present day, coupled with an exploration of the social structures from which they evolved.

**TH 533 - Circus History and Dramaturgy**

Credits: 1

This course will be an overview of the history of circus and an analysis of its form as a performative art.

**TH 541 - Italian for Actors I**

Credits: 0

Specially designed for actors, this course introduces the student to the basics in grammar, pronunciation and comprehension essential as students enter into the local culture.

Note: Required for non-Italian speakers.

**TH 542 - Italian for Actors II**

Credits: 0

Specially designed for actors, this course introduces the student to the basics in grammar, pronunciation and comprehension essential as students enter into the local culture.

Note: Required for non-Italian speakers

**TH 551 - Acting I**

Credits: 4

This course establishes the foundation of the MFA in Physical Theatre. The actor is introduced to the principles underlying this form of theatre. Improvisation, spatial awareness, mime, physical memory and the use of neutral and larval masks

develop the skills that define the parameters of stylized theatre forms. Essential to this course are the first steps toward ensemble formation.

**TH 552 - Acting II**

Credits: 4

Through both solo and small group improvisation and scene study, students will continue to explore elements established in Acting I. As well as leading students through a development of various stylistic forms, including clown work, story telling and mime, students will also undertake a series of scene studies in order to consolidate their compositional and imaginative skills.

**TH 561 - Acrobatics/Physical Preparation**

Credits: 2

Rigorous daily physical training is a prerequisite to safety and control for the extreme demands of circus skills. Acrobatics is studied both in static and dynamic situations.

**TH 562 - Object Manipulation**

Credits: 1

Students learn to manipulate objects including juggling balls and batons.

**TH 563 - Equilibrium**

Credits: 1

Approaching the slack and tight wire.

**TH 582 - Guided Research**

Credits: 1

Students define an area of circus skills they wish to explore and develop a solo. The ensemble also devises and performs a 12-minute piece inspired by studies at FLIC. Faculty supervises these studies.

**TH 601 - Movement/Dance III**

Credits: 2

In the second year this course becomes specifically oriented towards the demands of Commedia dell Arte including acrobatics, mime and stylized dance movement appropriate to the masks of the commedia.

**TH 621 - Music III**

Credits: 2

As well as continuing the musical studies commenced in Year One students investigate popular forms of music and dance including the Tarantella and the Tango, as well as musical forms associated with Commedia.

**TH 622 - Music IV**

Credits: 1

In this semester Music IV is enfolded into a full-length musical cabaret project.

**TH 631 - Aesthetics/History III**

Credits: 1

With their supervisor, students will research and define the parameters of their thesis.

**TH 632 - Aesthetics/History IV**

Credits: 1

Through a series of presentations and theatre performance visits, students will have an overview of the contribution of Germany to twentieth century drama and training, as well as an appreciation of contemporary trends.

**TH 634 - Acting III**

Credits: 4

This course is an immersion in the world of the Commedia. The actor studies the stock characters including Arlecchino, Pantalone, Capitano, La Strega among others, and their hierarchical relationships. Following a thorough analysis and practice of their movement and character, the actors further develop a masked character through improvisation and scene study.

**TH 635 - Acting IV**

Credits: 4

Students will apply skills and techniques acquired in years one and two to a devised cabaret production with original music. This production will be performed publicly at a venue in Arezzo.

**TH 636 - Acting V**

Credits: 3

This is an intensive course on the use of contemporary masks in physical theatre, skills inspired by the training methods of Brecht and contemporary German performance including masked theatre.

**TH 637 - Graduate Ensemble**

Credits: 5

This project is the synthesis of the Six Modules of study. Depending on the evolution of the group of actors it may be an ensemble piece entirely devised, composed and directed by them or it may be a mixture of solo and small group work. The venue will be a public theatre in Venice followed by a performance in Arezzo.

**TH 642 - Graduate Lab I**

Credits: 1

Under the supervision of course leaders, the actors refine their methodology for conceiving and developing scene studies and devised pieces into small-scale performance projects.

**TH 672 - Special Topics I**

Credits: 1

A series of presentations and seminars present the importance of stage, costume and lighting design when considering the dramaturgy of physical theatre.

**TH 673 - Special Topics II**

Credits: 1

In this segment students will investigate the nature of site-specific and street theatre, observing how the performance adapts to these spaces. In addition, students review a series of issues concerning the management, the sale and the production of performances. Administrators of high-profile European theatre companies will share their experience with students.

**TH 691 - Personal Field Research**

Credits: 0

As part of students' ongoing personal research, Accademia dell'Arte will facilitate travel within Europe to further students' studies in an area related to physical theatre. Current partnerships with artists and institutions in France, Sweden, Italy, Germany and Ireland enable the Accademia to offer a selection of venues for study outside Arezzo.

**TH 692 - Graduate Performance Lab II**

Credits: 3

Directed by core faculty, this lab focuses on research, development and preliminary composition prior to performance projects in module seven.

**TH 693 - Graduate Performance Lab III**

Credits: 2

This course comprises a series of both solo and ensemble scene studies that will enable the actor to identify and refine both style and content.

**TH 699 - Thesis Project**

Credits: 1

Based on their practical studies, their journals and on their research and academic projects, students will write a thesis on a specific aspect of Physical Theatre that will include a theoretical elaboration of their final performance piece.

## 12. Administration and Faculty

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- 12.1 Administration
- 12.2 Graduate Faculty

### 12.1 Administration

**James B. Borsig** (2012) President, Professor of Political Science, B.S., M.S., University of Southern Mississippi, Ph.D., Mississippi State University

**Sheila Adams** (1973) Professor of Nursing and Dean, College of Nursing and Speech-Language Pathology, B.S.N., M.S.N., Emory University; Ed.D., Mississippi State University

**Maridith W. Geuder** (2012) Executive Director of University Relations, B.A., Millsaps College, M.A., University of Alabama

**Gail Gunter** (1974) Associate Professor and Dean of Library Services, B.S., M.S., Mississippi University for Women, M.L.S., University of Alabama

**Martin L. Hatton** (1992) Professor of Communication and Associate Vice President of Academic Affairs, B.S., Mississippi University for Women; M.A., Ph.D., University of Alabama

**Daniel J. Heimmermann** (2012) Provost and Vice President of Academic Affairs, Professor of History, B.A., University of Wisconsin, M.A., Ph.D., Marquette University

**Sue Jolly-Smith** (2005) Professor of Education and Dean, College of Education and Human Sciences, B.S., M.S., Mississippi University for Women; Ph.D., Mississippi State University

**Carla Lowery** (2006) Director of Institutional Research, B.S., Mississippi University for Women; M.S.B.A., Mississippi State University

**Nora R. Miller** (2001) Senior Vice President for Administration and Chief Financial Officer, B.A., Mississippi University for Women; M.B.A., Mississippi State University

**Jennifer M. Miles** (2011) Vice President of Student Affairs, B.S., Florida State University, M.A., Ed.D., University of Alabama

**Thomas Richardson** (1988) Professor of English, Eudora Welty Chair, and Dean, College of Arts and Sciences, A.B., Davidson College; M.Ed., Ph.D., Duke University

**Andrea Stevens** (2001) Executive Director of Development and Alumni Relations, B.S., Mississippi University for Women

**Scott Tollison** (2004) Associate Professor of Management Information Systems and Dean, College of Business and Professional Studies, B.B.A., M.S., Ph.D., Mississippi State University

### 12.2 Graduate Faculty

**Kristi Acker** (2013) Assistant Professor of Nursing, B.S.N., University of Alabama; M.S.N., Mississippi University for Women; D.N.P., University of Alabama at Birmingham

**Sheila V. Adams** (1973) Professor of Nursing and Dean, College of Nursing and Speech Language Pathology, B.S.N., M.S.N., Emory University; Ed.D., Mississippi State University

**Mark H. Bean** (1991) Professor of Health & Kinesiology and Department Chair, B.S., Mississippi State University; M.Ed., The University of Louisiana at Monroe; Ph.D., University of Southern Mississippi

**William G. (Peppy) Biddy** (1987) Professor of Theatre and Department Chair, B.F.A., University of Mississippi; M.F.A., Trinity University

**Shelley Bock** (2010) Assistant Professor of Education and Director of Field Experiences, B.S., M.Ed., Ph.D., Mississippi State University

**Martha A. Brock** (2010) Department Chair and Assistant Professor of Management Information Systems, B.A., M.S., Ph.D. Mississippi State University

**Marie Byrne** (1997) Professor of Speech/Language Pathology, B.S., East Stroudsburg State University; M.A., Trenton State College; Ph.D., Pennsylvania State University

**David B. Carter** (2001) Associate Professor in Theatre, B.A., University of North Carolina-Asheville; M.F.A., North Carolina School of the Arts

**Kevin Crawford** (2009) Instructor of Theatre, M.A., Central School of Speech and Drama, London

**Sueanne Davidson** (2006) Assistant Professor of Nursing, B.S.N., University of Alabama; M.S.N., Mississippi University for Women; D.N.P., University of Alabama at Birmingham

**Kimberly Dorsey** (2008) Assistant Professor of Management, B.B.A. Mississippi State University; M.B.A., Ph.D. Jackson State University

**K. Randell Foxworth** (2008) Associate Professor of Health & Kinesiology, B.S., M.S., Ph.D., Mississippi State University

**Bob Fuller** (2005) Assistant Professor of Education, B.S., M.Ed., Ph.D., Mississippi State University

**Lorraine Gaddis** (1993; 2013) Assistant Professor of Nursing, B.S.N., M.S.N., Mississippi University for Women; Ph.D., Mississippi State University

**Wesley H. Garrett** (2009), Director of Legal Studies and Assistant Professor of Legal Studies, B.A., Mississippi University for Women; J.D., University of Alabama School of Law

**Teresa Hamill** (1993) Instructor of Nursing, B.S.N., University of Mississippi Medical Center, M.S.N., University of Texas, F.N.P. Certificate, Mississippi University for Women

**Joyce Hunt** (1976) Professor Emerita of Business, B.S., M.S., Mississippi University for Women; Ed.D., Mississippi State University

**Michelle G. Harmon** (1982) Professor of Speech-Language Pathology, B.S., M.S., Mississippi University for Women; Ph.D., Mississippi State University

**Richard Holden** (2002) Professor of Education, B.S., South Dakota State University; M.S., Troy State University; M.S., Ph.D., Mississippi State University

**Sue Jolly-Smith** (2005) Professor of Education and Dean of the College of Education and Human Sciences, B.S., M.S., Mississippi University for Women; Ph.D., Mississippi State University

**Dee Larson** (1998) Professor of Management and Marketing, B.B.A., M.B.A., Ph.D. Mississippi State University

**Andrew Luccassen, III** (2010) Assistant Professor of Finance and Economics, B.S., Birmingham Southern College; M.A., Vanderbilt University; Ph.D. Texas A&M University

**Carey McCarter** (2006) Assistant Professor of Nursing, B.B.A., Mississippi State University, B.S.N., M.S.N., Mississippi University for Women; D.N.P., University of Tennessee Health Sciences Center, Memphis

**Tammie L. McCoy** (1999) Professor of Nursing and BSN Department Chair, A.A., Northeast Mississippi Community College; B.A., B.S.N., M.S.N., Ph.D., University of Mississippi

**Scott McGehee** (2009) Instructor of Theatre, B.S., University of Arkansas at Little Rock, M.A., Harvard University; Ph.D., Boston College

**Shonda R. Phelon** (2011) Instructor of Nursing, B.S.N., University of Mississippi Medical Center, M.S.N., Mississippi University for Women, PMHNP Certificate, University of Northern Kentucky

**Irene T. Pintado** (2007) Assistant Professor of Health Education, B.S., Barry University; M.Phil., University of Utah; Ph.D. University of South Florida

**Johanna Price** (2007) Assistant Professor of Speech-Language Pathology, B.A., M.S., University of North Carolina at Chapel Hill; Ph.D., University of Memphis

**Monica H. Riley** (2004) Professor of Education and Department Chair, B.A., Southeastern University; M.A., University of West Florida; Ph.D., Mississippi State University

**Jenelle Robinson** (2010) Instructor in Health Education, B.S., M.S., University of Oklahoma, Ph.D. (ABD), Mississippi State University

**Patricia E. Smyth** (1994, 2006) Professor of Nursing, B.S.N., State University of New York; M.S.N., University of Pittsburgh; D.S.N., University of Alabama at Birmingham

**Scott Tollison** (2004) Dean, College of Business and Professional Studies; Associate Professor in Management Information Systems; B.B.A., M.S., Ph.D. Mississippi State University

**Joy R. Townsend** (1995) Instructor in Speech-Language Pathology and Interim Speech Language Pathology Program Director, B.A., University of Mississippi; M.S., Mississippi University for Women

**Royal Toy** (2009) Assistant Professor of Education, A.A., Brigham Young University-Idaho; B.M.E., M.A., Ed.D., University of Northern Colorado

**Johnnie Sue Cooper Wijewardane** (2008) Assistant Professor of Nursing and Graduate Nursing Department Chair, B.S.N., M.S.N., Ph.D., University of Mississippi Medical Center



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