

COLLEGE OF PUBLIC SERVICE

Dr. Ricardo A. Brown, Dean

Jackson Medical Mall, Suite 301
350 West Woodrow Wilson Drive
Jackson, MS 39213
Telephone: (601) 979-8836
Fax: (601) 979-8837

School of Public Health

- ◆ Communicative Disorders
- ◆ Behavioral and Environmental Health
- ◆ Epidemiology and Biostatistics
- ◆ Health Policy and Management

School of Policy and Planning

- ◆ Public Policy and Administration
- ◆ Urban and Regional Planning

School of Social Work

- ◆ Doctoral Program in Social Work
- ◆ Master's Program in Social Work

Mission

The mission of the College of Public Service is to educate a diversity of students for the highest quality professional service in collaboration with the public and private sectors, and to develop local, national, and international leaders in the professional academic disciplines in the Schools of Health Sciences, Policy and Planning, and Social Work.

Goal

The primary goal of the College is to provide undergraduate and graduate education to students and promote the development of intellectual leaders in the identification, conceptualization, and dissemination of knowledge related to services in the three professions.

SCHOOL OF PUBLIC HEALTH

Dr. Dorothy C. Browne, Dean
Dr. Russell L. Bennett, Interim Associate Dean
Jackson Medical Mall
350 West Woodrow Wilson Drive, Suite 320
Jackson, MS 39213
Phone: (601) 979-8806
Fax: (601) 979-8809
E-mail: russell.l.bennett@jsums.edu

School Mission

The mission of the School of Health Sciences is to provide quality education and leadership in community-based research and practice. Through collaboration with communities, the School promotes health and the prevention of disease and disability with special emphasis on the underserved and at-risk populations in Mississippi, the nation, and the world.

COMMUNICATIVE DISORDERS PROGRAM

Dr. Brandi Newkirk-Turner, Interim Chair
3825 Ridgewood Road, Box 23
Jackson, MS 39211-6453
Phone: (601) 432-6717
E-mail: commdisordersgrad@jsums.edu

Faculty

Dr. M. Hall, Assistant Professor
Dr. B. Newkirk-Turner, Assistant Professor
Dr. N. Radford, Professor

The Communicative Disorders program offers programs leading to the Master of Science degree in Communicative Disorders and the Bachelor of Science degree in Communicative Disorders. Students enrolled in the master's program are trained to screen, assess, identify, diagnose, refer, and provide intervention, habilitation/rehabilitation to persons of all ages and cultural/ethnic backgrounds, with, or at risk for, disorders of articulation, fluency, voice, cognition, language, swallowing, hearing and other disabilities. Students learn to counsel and educate individuals with communicative disorders, their families, caregivers and other service providers to select, prescribe, dispense assistive, augmentative and alternative communication devices and other communication prostheses, and to provide services supporting the effective use of these devices.

Accreditation

The Master of Science degree program in Communicative Disorders is accredited in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). Students who successfully complete the program meet the academic and clinical requirements for a license in Speech-Language Pathology granted by the Mississippi State Board of Health, for the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA, and the Mississippi Educator Standard Class AA Vocational license.

Mission

The mission of the Communicative Disorders Program is to provide quality education to pre-professional and graduate students from diverse populations who are majoring in Communicative Disorders by offering

educational experiences that require the application of knowledge of normal and abnormal communication, critical thinking, data analysis, the use of professional oral and written communication, and the infusion of technology, when possible, for the prevention, assessment and intervention of communication disorders. The program in graduate education will guide graduate students to: (a) acquire the knowledge and develop the skills, competencies and attitudes that are essential for the prevention, assessment and intervention of communicative disorders, and the safe, effective, and efficient practice of entry-level speech-language pathology, (b) develop the ability to analyze, synthesize, and evaluate data, and to conduct research, (c) provide professional and public service to local, state, national, and world communities, (d) continue their professional growth by exploring developments in the profession and learning new models of prevention, assessment and intervention, and (e) develop an understanding and appreciation of ethnic and cultural diversity on normal and disordered communication.

Program Objectives

The objectives of the Master of Science in Communicative Disorders Program are to:

- ◆ Educate students to independently, effectively and safely: (a) differentiate between normal and abnormal communication, as well as normal and abnormal swallowing patterns; (b) diagnose and treat persons of all ages who have speech, voice, cognitive, language, communication and swallowing disorders; and, (c) habilitate/rehabilitate infants, children and adults with hearing loss.
- ◆ Equip students to ask relevant questions and provide appropriate information to patients, their families, care givers and other service providers regarding the prevention, diagnosis and management of disorders of human communication and swallowing.
- ◆ Facilitate clinical experiences that will train students to provide clinical services in a variety of settings including community clinics, hospitals, private practices, and university settings.
- ◆ Prepare students to meet the academic and clinical requirements for licensure granted by the Mississippi State Department of Health and the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA.
- ◆ Guide students to evaluate developments in the professions, and conduct research in (a) the normal processes of language, speech, hearing and swallowing; and, (b) the prevention, diagnosis and treatment of disorders of human communication and swallowing.
- ◆ Assist students to develop sensitivity to and an appreciation of diversity in society, so that they (a) take into consideration individual differences in the provision of clinical

services, (b) do not discriminate in the delivery of services on the basis of race or ethnicity, age, gender, religion, national origin, sexual orientation or disability; and, (c) work effectively with other professionals who may be different from them in respect to race or ethnicity, age, gender, religion, national origin, sexual orientation or disability.¹²⁹

- ◆ Encourage students to develop high standards of integrity, responsibility and ethics, so that they (a) hold paramount the welfare of patients they serve; (b) provide services only in areas in which they are competent; and, (c) adhere to the fundamentals of ethical conduct.
- ◆ Prepare students for advanced programs of study in communicative disorders.
- ◆ Advocate the pursuit of continued professional growth through continuing education.
- ◆ Offer educational programs that will (a) promote the maintenance of current knowledge and skills of speech-language pathologists in the Jackson area, state, national and world communities; and (b) provide the general public with information regarding the prevention, nature, diagnosis and treatment of communication and swallowing disorders.
- ◆ Provide professional and public services to local, state, national and world communities.

Admission Requirements

Admission is competitive. Applicants must meet the following requirements for regular admission:

- ◆ A baccalaureate degree in speech-language pathology from a regionally accredited college or university. Students may be admitted with baccalaureate, master's or specialist degrees in professions other than speech-language pathology but first must complete specified prerequisite courses with a grade of "B" (on 4-point scale) or better.
- ◆ A cumulative grade point average (GPA) of 3.0 (on 4-point scale) for courses completed during the junior and senior years, and a cumulative GPA of 3.0 (4-point scale) at the undergraduate level.
- ◆ A satisfactory Graduate Record Examination (GRE) score.
- ◆ A personal typewritten statement that includes the applicant's (a) reasons for pursuing a degree speech-language pathology; (b) commitment to rigorous study and engagement in service learning as well as clinical research; (c) professional goals; (d) strengths that will contribute to success in the graduate program at Jackson State University; (e) limitations, if any, that may need to be addressed in order to successfully pursue graduate studies in speech-language pathology; and (f) past work experiences, if any, that have helped to prepare the applicant for graduate studies.

- ◆ At least three letters of recommendation from speech-language pathology instructors and/or clinical supervisors. (Students with degrees in professions other than speech-language pathology may obtain these letters from instructors in their major area of study.)
- ◆ A satisfactory score on the Test of English As A Foreign Language (TOEFL) or IELTS from international applicants and those for whom English is a second language.

[Conditional admission may be given to a student who has earned a cumulative GPA of at least 2.50 - 2.99 (on 4-point scale) for courses completed during the junior and senior years. However, admission is competitive. Therefore conditional admission is rare. The student must earn regular status with a GPA of 3.00 in the first semester of full-time enrollment or the first 12 hours of graduate work.]

Prerequisites

Applicants with baccalaureate, master's or specialist degrees in professions other than speech-language pathology must complete courses in the areas listed below with a grade of "B" or better, prior to or concurrent application for the graduate program:

Courses	Semester Hours
*Anatomy and physiology of speech mechanism	3
*Speech and hearing science	3
*Phonetics	
*Normal language development	3
* Introduction to audiology	3
*Articulation disorders	3
Language disorders in children	3

Additionally, applicants must have successfully completed:

- a. One course in biological science, **and** one course in physical sciences, **and** one course in statistics.
- b. Courses in behavioral and/or social sciences for a total of 6 semester hours.

Prerequisite courses in the professional area taken more than 10 years before the initiation of the graduate program may not be accepted.

Transfer of Credits

The Communicative Disorders Program may allow the transfer of a limited number of credit hours providing criteria specified by the Graduate School and the Program are met. A maximum of 9 graduate semester hours of course credit earned with a grade of B (on 4.0 scale) or better in approved speech-language pathology or audiology courses may be transferred providing the course content is commensurate with the requirements of this program and the credit hours were earned within the immediate past five years from a program accredited by

the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The applicant must apply for transfer of credit with 30 days of notification of acceptance into the program and prior to enrollment. A maximum of 25 clinical observation hours and 50 clinical clock hours obtained in another graduate program may be allowed providing national certification and state licensure criteria for clinical supervision were met. A maximum of 25 clinical observation and 50 undergraduate clinical clock hours obtained in another program may be allowed. A student who wants to transfer clinical clock hours from another program must have that program's director verify the number of clock hours in each clinical category, the amount of supervision that was provided, and the names and ASHA membership numbers of the clinical supervisor(s) before or at the time the student enrolls in the graduate program at Jackson State University. Transfer of academic (course) credit and clinical clock hours must be approved in writing by the Communicative Disorders Program.

Degree Requirements

A student pursuing the Master of Science degree in Communicative Disorders is required to:

1. Complete at least 52 semester hours (including no more than 6 semester hours of clinical practicum) with a cumulative average of B (on a 4.0 scale) or better. In addition to the core curriculum (46 semester hours), the student **must** successfully complete a thesis, or a project, or additional coursework.
 - a. **Thesis Option.** The student must enroll in CMD 590: Thesis, for a total of 6 semester hours, successfully complete a thesis, and the Final Oral Examination.
 - b. **Project Option.** The student must enroll in CMD 589: Master's Project, for 6 semester hours, and successfully complete a project.
 - c. **Additional Coursework Option.** The student must successfully complete an additional 6 semester hours of electives within the Program, selected with the approval of the academic advisor.
2. Acquire the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) by ASHA. Additionally, the student must successfully complete all clinical clock hours required at the time of graduation by (a) the Communicative Disorders Program, (b) the Mississippi State Board of Health for licensure, and (c) ASHA for the CCC-SLP.
3. Successfully complete the Graduate English Competency (and ENG 500, if required) and written Comprehensive Examinations. Students who choose the thesis option must successfully complete a Final Oral Examination.

**Plan of Study for the
Master of Science in Communicative
Disorders**

Year 1: Fall Semester

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 527	Seminar in Child Language Disorders I	3
CMD 532	Methods of Research	3
CMD 537	Neuroanatomy and Neurophysiology	3
CMD 540	Advanced Clinical Practice in SLP	1
		13

Spring Semester

CMD 528	Seminar in Child Language Disorders II	2
CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 541	Advanced Clinical Practice in SLP	1
CMD 565	Seminar in Fluency Disorders	2
CMD 575	Seminar in Organic Speech Disorders	3
		11

Summer Semester

CMD 525	Dysphagia	3
CMD 531	Seminar in Acquired Disorders of Language II	3
CMD 542	Advanced Clinical Practice in SLP	1
PHS 500	Introduction to Public Health Disciplines	3
		10

Year 2: Fall Semester

CMD 535	Augmentative and Alternative Communication	3
CMD 543	Advanced Clinical Practice in SLP	1
CMD 570	Seminar in Aural Rehabilitation	3
CMD 578	Seminar in Voice Disorders	3
		10

Spring Semester

CMD 544-545	Advanced Clinical Practice in SLP Elective/Thesis/Project	2
		6
		8
	<i>Total Hours</i>	52

Academic Requirements

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 525	Dysphagia	3
CMD 527	Seminar in Child Language Disorders I	3
CMD 528	Seminar in Child Language Disorders II	2
CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 531	Seminar in Acquired Disorders of Language II	3
CMD 532	Methods of Research	3
CMD 535	Augmentative and Alternative Communication	3
CMD 537	Neuroanatomy and Neurophysiology	3
CMD 565	Seminar in Fluency Disorders	2
CMD 570	Seminar in Aural Rehabilitation	3
CMD 575	Seminar in Organic Speech Disorders	3
CMD 578	Seminar in Voice Disorders	3
CMD 540-549	Advanced Clinical Practice in Speech-Language Pathology	6

Electives

CMD 515	Counseling in Speech-Language Pathology	1
CMD 519	Audiology for the Speech-Language Pathologist	3
CMD 523	Assessment and Evaluation in Speech-Language Pathology	3
CMD 550	Professional Issues in Speech-Language Pathology	1
CMD 555	Speech-Language Pathology in the Medical Setting	2
CMD 558	Seminar in Multicultural Issues	2
CMD 563	Research & Clinical Instrumentation	2
CMD 572	Communication Behaviors and the Aging Process	2
CMD 580	Business and Management Aspects of a Speech-Language Pathology Practice	2
CMD 582	Special Problems in Speech-Language Pathology	2-4
CMD 585	Independent Study	3-6
CMD 589	Master's Project	3-6
CMD 590	Master's Thesis	3-6
PHS 500	Introduction to Public Health Disciplines	3

NOTE: During each semester in which clinical clock hours are earned, the student must enroll in Advanced Clinical Practice in Speech-Language Pathology (CMD 540-549). However, no more than 6 semester hours may be counted towards the required 52 semester hours.

Clinical Practicum Requirements

The student must successfully complete all clinical clock hours required at the time of graduation by (a) the Communicative Disorders Program, (b) Mississippi State Board of Health for licensure, and (c) ASHA for the Certificate of Clinical Competence in Speech-Language Pathology. Additionally, the student must acquire all required clinical skills specified in the new certification standards before the student will be cleared for graduation. The Program operates the Central Mississippi Speech, Language and Hearing Clinic. The student must complete the clinical clock hours at this Clinic and at other off-campus clinical sites assigned by the Program.

The current cumulative clinical practicum requirements are specified below:

- ◆ At least 25-clock hours of clinical observation must be completed before beginning the clinical practicum.
- ◆ In addition to the observation, a minimum of 375 clock hours of supervised clinical practicum must be successfully completed, of which 325 clock hours must be earned in the graduate program.

DESCRIPTION OF COURSES

CMD 510 Advanced Articulation and Phonological

Disorders: (3 Hours) Prerequisites: Course in phonetics. Students will develop the skills to effectively assess, plan, and implement appropriate intervention strategies for persons presenting with articulation and/or phonological disorders (including with functional or organic etiology) as well as regional or cultural dialectal variations of speech sound production.

CMD 515 Counseling in Speech-Language

Pathology: (1 Hour) Prerequisites: Permission of instructor and academic advisor. This course will explore the social, emotional, cultural and vocational effects a communication disorder may have on individuals, their families and significant others. Students will learn appropriate techniques and strategies for counseling children, adolescents and adults presenting with conditions impacting communication. Students will also learn how to counsel and interact with families (immediate and extended), case managers and other service providers.

CMD 519 Audiology for the Speech-Language

Pathologist: (3 Hours) Prerequisite: Course in speech/hearing science or permission of instructor. Students will learn the etiology, signs, symptoms, and differential audiological findings in infants, children and adults with a variety of auditory disorders. The theory, methodology and procedures in differential diagnosis and test interpretation, including the appropriate modification of test procedures to accommodate the patient's chronological age, intellectual age, cultural differences, physical and emotional states will be examined. The assessment and management of persons with central auditory processing disorders will be explored.

CMD 523 Assessment and Evaluation in Speech-Language Pathology: (3 Hours) Prerequisites:

Courses in normal language development, articulation disorders, and language disorders or permission of instructor and academic advisor. Students will learn to select, critique, administer, score and interpret standardized tests while also learning compensatory strategies to help reduce the impact of cultural bias. Procedures for informal and naturalistic assessment will be reviewed. The integration of informal and formal data to develop appropriate recommendations will be emphasized.

CMD 525 Dysphagia: (3 Hours) Prerequisite: Course

in anatomy and physiology of the speech mechanism. Students will learn the normal anatomy and physiology of swallowing in infants, children and adults. The etiology, signs and symptoms of dysphagia, as well as screening, instrumental assessment and non-instrumental evaluation procedures will be explored. Management, including counseling and sensitivity to cultural differences, models of service delivery, indications and methods of oral and non-oral feeding, nutritional issues, and prevention of complications will be investigated. The student will learn to assess the effectiveness of treatment by using relevant outcomes.

CMD 527 Seminar in Child Language Disorders I

(3.0 Hours) Prerequisite: Course in normal language development. This course will address normal communication development in children from birth to age three. Students will develop an understanding of the major etiologies of language disorders in infants and toddlers across cultures. Assessment and strategies, including the infusion of technology, for those presenting with disorders as well as for the at-risk child will be discussed. Skills to informally and formally determine the present communicative level of an infant or toddler using non-standard methods, such as play-based assessment will be addressed. Strategies for helping families from diverse backgrounds participate in the successful implementation of speech and language services to infants and toddlers will be shared. Policies impacting service delivery to this population and their families will be explored.

CMD 528 Seminar in Child Language Disorders

II: (2 Hours) Prerequisites: Course in normal language development. Students will develop an understanding of the etiologies of language delay and disorders in children, and the impact of language impairment on the learning process. Formal and informal assessment and intervention strategies as well as treatment outcomes will be discussed. Students will develop awareness of issues pertinent to service delivery including cultural diversity, preparation of individualized educational programs, literacy, assessment of progress, behavior management, collaboration and infusion of technology. Various group processes and structures required for successful service delivery will be recognized. Legislation and policies impacting services to school aged children will be explored.

CMD 530 Seminar in Acquired Disorders of Language I: (3 Hours) Prerequisites: CMD 537 or

equivalent. This course will explore the incidence, ethno-cultural differences and etiology of impairments that jeopardize acquired language as a result of insult to the central nervous system. The characteristics of different types of aphasia, as well as the effects of right hemisphere damage, including neglect, attention, linguistic, communicative, cognitive and affective deficits will be explored. Students will acquire knowledge of standardized and functional assessment of communication to ascertain the individual's abilities and impairments. Treatment approaches and strategies (including the infusion of technology) that promote compensation for deficits and promote recovery of function will be explored. Issues including counseling and educating patients, family members, significant others and care givers specific to the patient's diagnosis, management plan, prognosis and discharge will be discussed.

CMD 531 Seminar in Acquired Disorders of Language II: (3 Hours) Prerequisites: CMD 537 or

equivalent. This course will address the incidence, pathophysiology, as well as communicative, mood and behavior changes in persons with dementia (including Alzheimer's disease), and those with traumatic brain injury across various cultures. The physiologic,

cognitive, auditory and motor speech characteristics, as well as the language, pragmatic and discourse abilities of these individuals will be investigated. The social impact on the individual and the family will be reviewed. Professional services provided to the individual and caregiver, including differential diagnosis, assessment and rehabilitation, and the infusion of technology will be discussed. Direct and indirect communication management approaches, including individual and group therapy, stabilization strategies, the use of assistive and augmentative devices, and collaboration with other health care professionals will be explored. Educational intervention and transition to school/work after traumatic brain injury, as well as efficacy, ethical and legal issues pertaining to both disorders will be examined.

CMD 532 Methods of Research: (3 Hours)

Prerequisite: Course in statistics. The student will learn to read critically and evaluate research in normal and disordered speech, language, hearing and swallowing processes. The principles of research, research designs, issues in conducting unbiased research, types of research, observation, measurement, statistical treatment and reporting of data will be explored. The student will be guided in developing an intuitive understanding of clinical research methodology and integrating it with core statistical concepts and techniques.

CMD 535 Augmentative and Alternative Communication: (3 Hours) This course focuses on approaches to the development of augmentative and alternative modes of communication for individuals of all ages with limited oral communication. The skills to effectively evaluate, select, and properly use a variety of gestural and symbol-based communication systems will be developed. Factors that affect assessment and treatment, such as, severity, age, cultural differences, nature of disorder, etc. will be discussed.

CMD 537 Neuroanatomy and Neuro-physiology: (3 Hours) The neuroanatomy and neurophysiology of the central and peripheral nervous systems will be discussed with emphasis on structures that control language, speech and swallowing. The student will learn about the normal embryonic development of the nervous system, and the critical periods of susceptibility to teratogenic agents. The neurological examination and pertinent diagnostic issues including variations in different countries and cultures will be investigated. Signs, symptoms and sequelae of pathological agents will be correlated with clinical implications. Rehabilitation issues will be addressed.

CMD 540-549 Advanced Clinical Practice in Speech-Language Pathology: (1-6 Hours) The student will provide supervised screening, diagnostic and treatment services to persons of all ages, from culturally diverse backgrounds, presenting with speech, language, cognitive, swallowing, or hearing disorders. Clinical experiences will include assessment and treatment planning, report writing, oral and written communication with other professionals

and family members, client/family education, and counseling. Clinical sites will vary depending on student needs, interest, competency, and availability.

CMD 550 Professional Issues in Speech-Language Pathology: (1 Hour) Prerequisite: Permission of instructor and academic advisor. This course will focus on topics such as professional standards, quality improvement, outcome measures, ethical considerations, funding sources, third party reimbursement, work force issues, health care legislation, as well as the role of professional organizations in developing policies that impact speech-language pathology. Approaches to planning, managing and marketing speech-language pathology services in various communities, cultures and practice settings will be discussed.

CMD 555 Speech-Language Pathology in the Medical Setting: (2 Hours) This course will prepare students to work in medical settings with professionals and patients of all ages and cultural backgrounds. The organizational structure of institutions such as managed care organizations, home-health agencies, long-term care facilities, and acute, sub acute and rehabilitation hospitals will be explored. Students will learn appropriate protocols, abbreviations, and universal precautions used in most medical settings.

CMD 558 Seminar in Multicultural Issues: (2 Hours) This course will focus on the historical origins, rules and features of nonstandard English dialects. Normal language and speech acquisition in speakers from culturally/ethnically and linguistically diverse groups will be examined. Strategies to distinguish individuals with communication differences from those with communication disorders will be identified. Students will learn about current clinical standards and practices associated with service delivery to speakers from different backgrounds in respect to race or ethnicity, age, gender, national origin, sexual orientation and disability.

CMD 563 Speech and Clinical Instrumentation: (2 Hours) This course includes work in the speech science lab and in the clinic where students will obtain hands on experience in the use of equipment to study the acoustics of speech and hearing. Students will also learn the proper use of instruments in research activities and clinical assessment/intervention procedures. Experience in instrumental measurement and analysis of physical, physiological, perceptual and acoustical aspects of normal and abnormal speech production will provide valuable insight in understanding theoretical concepts introduced in other courses.

CMD 565 Seminar in Fluency Disorders: (2 Hours) Prerequisites: Permission of instructor and academic advisor. Current as well as historically relevant theories of stuttering and its etiology will be considered. Students will develop skills to identify and classify various types of dysfluencies as well as the social, emotional, cultural, vocational, and economic impact of stuttering. Assessment and intervention strategies for children, adolescents and adults who stutter will be presented.

CMD 570 Seminar in Aural Rehabilitation: (3 Hours) Prerequisites: Courses in audiology and normal language development. This course is an advanced exploration of the critical role of hearing in normal language, speech and psychosocial development. The effects of hearing loss on communication across the life span, and the importance of early intervention and counseling will be investigated. Assessment of oral, signed and written language, speech and voice production, auditory discrimination and perception, and speech reading skills will be discussed. Scales used to assess specific communication breakdown and resultant attitudes will be identified. Treatment options and communication strategies, including the use of amplification systems, assistive listening devices, sensory aids and cochlear implants will be explored. Pertinent legislative and multicultural issues will be reviewed. Assessment and management of auditory processing disorders will be addressed.

CMD 572 Communication Behaviors and the Aging Process: (2 Hours) Current research and theory concerning age-related changes in communication and swallowing due to anatomical, physiological and cognitive changes will be reviewed. The influence of attitudes and expectations, the effects of cultural, psychological and pharmaceutical variables, the role of genetic factors and deleterious environmental influences will be analyzed. Appropriate modifications in assessment and management procedures to meet individual needs in different health care settings, including the use of group treatment and a collaborative management approach will be discussed. Counseling and assistance provided to caregivers and members of the extended social support network will be explored.

CMD 575 Seminar in Organic Speech Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism, neuroanatomy, neurophysiology and articulation disorders or permission of instructor. This course is a comprehensive study of the theory and research related to underlying neurological pathology, salient features, confirmatory signs, diagnosis and treatment of motor speech disorders across the life span. The etiology and classifications of congenital orofacial anomalies and dentofacial growth problems, genetics of clefting and associated syndromes, including those typically associated with specific racial and ethnic groups will be explored. Acoustical, perceptual and instrumental measures in assessment, as well as models of service delivery and management procedures will be discussed. Pediatric care and feeding of the newborn with a cleft, and complications associated with clefting and craniofacial disorders will be reviewed.

CMD 578 Seminar in Voice Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism and speech science. This course includes a comprehensive study of the models of voice production, as well as organic and functional voice disorders across the life span in culturally diverse populations. Etiology, signs, symptoms, and

perceptual correlates of vocal pathologies and management will be discussed. The art of assessment including perceptual ratings and the use of contemporary equipment will be explored. Interdisciplinary collaboration in planning and monitoring treatment will be investigated. Communication and swallowing management of tracheotomized and ventilator dependent children and adults, as well as assessment and rehabilitation of head/neck cancer patients will be examined.

CMD 580 Business and Management Aspects of a Speech-Language Pathology Practice: (2 Hours) This course provides business and practice management principles and procedures for starting and managing a speech-language pathology practice, or in buying/selling an existing private practice. Topics of discussion include market analysis, marketing plan, operation and organizational plan, financial analysis, risk management, office automation, and personnel issues. Procedures for proper bookkeeping and accounting, strategies in pricing, and financial planning will be examined. Issues such as reimbursement, negotiating service contracts, continuous quality improvement, and risk abatement will be discussed.

CMD 582 Special Problems in Speech-Language Pathology: (2-4 Hours) Prerequisite: Permission of academic advisor and instructor. This course has varying content dealing with issues, trends and topics of current interest. Content will be developed based on assessed needs, interests and goals of a group(s) of students.

CMD 585 Independent Study: (3-6 Hours) Prerequisite: Permission of academic advisor and instructor. This course allows for the exploration of topics and/or issues based upon assessed needs, interest and goals of the individual student under the guidance of a faculty member. Typically, such a study will concentrate on an area not covered in other courses, or an area in which the individual student has developed particular interest and wishes to explore beyond what was covered in another course(s).

CMD 589 Master's Project: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to complete a creative project within the student's professional area under the supervision of a graduate advisor within the Program. It is expected that this project will contribute to the knowledge base of the profession.

CMD 590 Thesis: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to present a thesis that embodies independent research. The topic must be within the student's major professional area and must be approved by the student's thesis advisor within the program. It is expected that the research will contribute to the knowledge base of the profession.

GRADUATE PROGRAMS IN PUBLIC HEALTH

Dr. Russell L. Bennett, Interim Associate Dean
Jackson Medical Mall
350 West Woodrow Wilson Drive, Suite 320
Jackson, MS 39213
Phone: (601) 979-8806
Fax: (601) 979-8809
E-mail: russell.l.bennett@jsums.edu

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The Public Health is comprised of the following three academic programs:

BEHAVIORAL AND ENVIRONMENTAL HEALTH

Faculty

Dr. D. Brown, Assistant Professor
Dr. S. Leggett, Associate Professor
Dr. S. Manjo, Professor
Dr. M. Shahbazi, Professor

EPIDEMIOLOGY AND BIOSTATISTICS

Faculty

Dr. A. Bhuiyan, Associate Professor
Dr. R. Brown, Professor
Dr. J. Lee, Assistant Professor
Dr. M. Payton, Professor
Dr. I. Perkins, Professor

HEALTH POLICY AND MANAGEMENT

Faculty

Dr. R. Bennett, Associate Professor
Dr. Sarah Buxbaum, Assistant Professor
Dr. Emeka Nwagwu, Professor
Dr. S. Ochai, Assistant Professor
Dr. M. Younis, Professor

Mission

The mission of the Public Health Program is to provide quality education and leadership in community-based research and practice. Through collaboration with communities, the Program promotes health and prevent disease and disability with special emphasis on the underserved and at-risk populations in Mississippi, the nation, and the world.

Goals

Instructional Goal: To provide students with discipline-specific and core competencies in the essential public health services. To achieve this goal, the program will prepare individuals at the masters' and doctoral levels through mentoring and training in public health with a focus on the underserved and at-risk populations in Mississippi, the nation, and the world.

Research Goal: To provide leadership and advance social justice through evidence-based scientific inquiry, generate knowledge in the reduction of risk and prevention of disease and disability among the underserved and at-risk populations in Mississippi, the nation, and the world.

Service Goal: To provide technical expertise, advocacy, and translational resources to internal stakeholders (university, school, and program) and external stakeholders (local, national and global communities, public agencies, and the private sector).

MASTER OF PUBLIC HEALTH (M.P.H.)

This range of work includes healthcare, preventive and regulatory agencies, community health promotion service organizations, health policy organizations, and an array of health-oriented public, not-for-profit, and private groups. The concentrations for the Master of Public Health are as follows.

Concentration in

Behavioral Health Promotion and Education

Behavioral Health Promotion and Education focuses on the health related behavior of individuals in the context of socio-cultural structures, communities, healthcare systems, and family units. Of particular interest is how health-related behaviors of individuals are determined by and interact with conditions in the social, political, cultural, economic, physical, and biological environment to influence health status. Emphasis is placed on identifying, evaluating, and diminishing unhealthy behaviors and promoting positive personal health. This concentration seeks to integrate and apply public health theories and methods to problems of human health. Assessment, planning and evaluation with emphasis on sociocultural aspects of health are the core themes of the study of health promotion and education.

Concentration in Epidemiology

Epidemiology prepares students for careers as scientific researchers, practical field investigators, health officers, research program directors and managers, and other research areas of public health. Epidemiologists work closely with biostatisticians in designing and analyzing research studies. This concentration is designed for students to acquire a thorough understanding of epidemiological methods, statistical principles, and computer software applications to apply to the practical fields of public health. It offers students an opportunity to acquire specific skills in designing research studies and knowing how to collect data, analyze, and interpret research studies.

Concentration in

Health Policy and Management

The degree concentration in Health Policy and Management prepares students for careers in public

health policy and healthcare management. This concentration provides the student core competencies in management, strategic planning, marketing, human resource management and motivation. Students evaluate the role of governmental institutions in the policy process; examine policy models; and learn how health policy in the United States is uniquely different from that of other countries. Financial aspects of health care are offered to those in the discipline that plan to be future managers. Social and legal principles impacting healthcare delivery in the United States are other core components.

Admission Requirements

Applicants must be admitted to both the Division of Graduate Studies and the MPH Program. To facilitate determination of admissions into the MPH Program, applicants must send materials to both the Division of Graduate Studies and the MPH Program. Applications may be found on-line with the Division of Graduate Studies and the various programs in the School of Health Sciences. Applicants will be admitted twice a year during the Fall and Spring semester. This information must be sent to the program:

- ◆ A personal statement of professional goals
- ◆ Three letters of reference must be submitted with the completed application forms, which may be obtained from the Division of Graduate Studies

Regular Status

Baccalaureate degree from an accredited college or university with a 3.00 or better cumulative grade point average. International students must meet equivalent standards and possess a satisfactory score on the Test of English as a Foreign Language (TOEFL) Examination.

Conditional Status

Conditional status may be assigned to students who have a cumulative GPA of 2.50-2.99 (on a 4.0 scale) and are admitted to a degree program.. Students must earn regular status during the first semester of full-time enrollment, or in the first 12 credit hours of part-time enrollment courses by acquiring a 3.00 or better GPA, which must be completed within one year of conditional admission.

Transfer of Credits and Other Requirements

A maximum of 9 graduate semester hours earned with a "B" or higher may be transferred from Jackson State University programs and other institutions toward MPH degree. Transfer credit is made upon the recommendation of the Associate Dean, the academic college dean or designee and approval of the Dean of the Division of Graduate Studies.

Scholarships and Graduate Assistantships

Financial support may be offered (when available) to new and matriculating students holding regular admission status and maintaining at least a 3.35 program GPA as determined by the program. In order to remain

eligible for financial assistance, students must maintain a minimum 3.35 cumulative GPA and remain in good professional academic standing (e.g., achieve a passing score on the Graduate Area Comprehensive Examination). Only full-time students (9-12 credit hours) are eligible for assistantships offered by the MPH Program.

Academic Performance

Once admitted to the MPH program, graduate students are required to maintain a 3.0 or higher GPA to continue studies in good academic standing.

M.P.H. Curriculum

Full-time students can usually complete the curriculum in two and a half years. Part-time students usually require two or more additional semesters to complete the program. Most students are expected to graduate within three years. Students acquire the necessary professional knowledge, skills and competencies that qualify them for employment in public health and health service organizations in their specialized disciplines. The program must be completed with a 3.0 or higher cumulative GPA for the minimum 45 credit hours. The curriculum has four major components: core courses, required concentration courses, electives, and the field practicum.

The core courses include the following basic subject studies as required by the CEPH: a) philosophy and historical basis of public health concepts; b) statistical basis of population health demography and quantitative, computer-based problem solving; c) epidemiological foundations of public health; d) social and behavioral determinants of community and personal health status; e) environmental and biological factors in public health; and f) management theory and practice of health and human services.

The M.P.H. curriculum requires 6 core courses or 18 credit hours (3 hours per course) for all students. Each program assures that students take 5 required specialization courses or 15 credit hours for the advanced study in a specific public health concentration: Behavioral Health Promotion and Education, Epidemiology, and Health Policy and Promotion.

Elective courses are offered in each concentration. Students may complete their three courses or 9 credit hours of electives within these specializations or other graduate level courses by advisor approval.

All students must complete a public health residency in the field. The Program will assist in the placement of students in field training which will account for 3 credit hours. Students will be placed in an organization for at least one full semester and commit a minimum of 400 clock hours during the semester under the supervision of a professional public health preceptor and faculty advisor. The location and

specific residency activities will be worked out individually between the student, faculty of record for PHS 508, student advisor and preceptor and approved by the faculty member of record, prior to initiating the experience. Comprehensive “guidelines” will include appropriate covenants of mutual obligation between the university and the field agency through a written affiliation agreement. The purpose of this experience is to provide students with opportunities to apply and demonstrate their acquired knowledge and skill competencies in a public health setting as practice preparation for professional employment or doctoral studies upon graduation.

Graduation Requirements

Students culminate their study program by taking PHS 508- Public Health Internship. A minimum of 45 semester hours with a cumulative average of 3.0 or ‘B’ (on a 4.0 scale) or higher are required to earn the M.P.H. degree. The Graduate Comprehensive Examination must be taken and successfully pass with an aggregate score of 80 percent or above before graduation. The Graduate English Competency Examination must be passed during the first semester of graduate studies at Jackson State University and must be passed before graduation. Students who fail this test must successfully complete English 500-Advanced Laboratory Writing during their second semester of enrollment.

Master of Public Health Curriculum

Behavioral Health Promotion and Education

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
	<i>Hours</i>	18

Required Concentration Courses

PHS 531	Health Behavior, Promotion and Education	3
PHS 532	Community and Patient Health Education	3
PHS 533	Wellness and Health Promotion Management	3
PHS 534	Communication and Health Education Marketing	3
PHS 535	Behavioral Change Program Strategies	3
	<i>Hours</i>	15

***Elective Courses**

Capstone Course

PHS 508	Public Health Residency	3
	<i>Total Hours</i>	45

*With approval from the faculty advisor and course instructor, a student may take elective courses from other academic units at Jackson State University. Students in Behavioral and Environmental Health may pursue an environmental health

emphasis by including the following three courses (as electives) in their plan of study towards their total of 45 hours for the MPH degree: PHS 543-Occupational Health and Safety Management, PHS 544- Environmental and Occupational Toxicology, and PHS 545- Environmental Policy and Occupational Health Regulations.

Epidemiology Concentration

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
	<i>Hours</i>	18

Required Concentration Courses

PHS 521	Advanced Seminar in Epidemiology	3
PHS 522	Multivariate and Probabilistic Statistics	3
PHS 523	Chronic and Infectious Disease Epidemiology	3
PHS 524	Statistical Methods for Applied Epidemiology	3
PHS 525	Epidemiology of Minority and Special Populations	3
	<i>Hours</i>	15

Elective Courses*

		9
Capstone Course		
PHS 508	Public Health Internship	3
	<i>Total Hours</i>	45

*With approval from the faculty advisor and course instructor, a student may take elective courses from other academic units at Jackson State University.

Health Policy and Management

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
	<i>Hours</i>	18

Required Concentration Courses

PHS 511	Organizational Design and Behavior	3
PHS 512	Public Health Policy, Law and Ethics	3
PHS 513	Financial Management of Health Services	3
PHS 514	Health Information Management Systems	3
PHS 515	Marketing Public Health and Strategic Planning	3
	<i>Hours</i>	15

***Elective Courses**

		9
Capstone Course		
PHS 508	Public Health Internship	3
	<i>Total Hours</i>	45

*With approval from the faculty advisor and course instructor, a student may take elective courses from other academic units at Jackson State University.

Important Notice for all M.P.H. Students: For students who entered the M.P.H. Program on a full-time basis in the Fall 2008 and after, the full time plans must be followed in each of the concentrations. Students admitted into the M.P.H. Program on a part-time basis in Fall 2008 and thereafter must follow their part-time plan in each of the concentrations. Full-time students are admitted for full-time study to one program only. Each student must complete a Degree Plan with the assistance of their advisor at the beginning of their first semester. The Plan will reflect a Full-time or Part-time cohort enrollment status. Transfer from (1) full-time to part-time student status, or, (2) part-time to full-time student status must be applied for and approved by the program of origin. A change of concentration must be approved by both the Chair and Associate Dean. Transfers are not automatic.

Certificate in Public Health

Jackson State University's Public Health Program has developed a "for-credit" certificate program comprised of approved and existing courses. Upon successful completion of the following five core knowledge areas of public health (15 graduate hours), a student (with a bachelor's degree) will be awarded the "a Public Health Certificate." The courses include: PHS 501 – Public Health and Behavioral Science
PHS 502 – Public Health Policy and Administration
PHS 503 – Biostatistics and Computer Applications
PHS 504 – Environmental and Occupational Health
PHS 505 – Principles of Epidemiology.

For further information on the certificate program, please contact (601) 979-8806.

DESCRIPTION OF COURSES

Core Courses

PHS 501 Public Health and Behavioral Science (3 hours) This course introduces public health organization and practice, including history, concepts, legal basis, purposes, programs and trends in the evolving of public and private sectors of social and preventive medicine in America. It discusses various behaviorally related health determinants, and presents a number of theories/models to change behaviors at individual and group levels.

PHS 502 Public Health Policy and Administration (3 hours) This course presents an overarching introduction to national legislative issues and policy processes together with the managerial functions and practices in public and private healthcare organizations. Study emphasis is on the essentials of how executive and supervisory managers professionally perform their roles in the work of leading system-wide teamwork, strategy building, reengineering, resource acquisition, and market effectiveness in competitive environments.

PHS 503 Biostatistics and Computer Applications (3 hours) This course introduces the principles and methods of statistical analysis. Topics include hypothesis testing, confidence limits, sample size, statistical tests of inferences, and simple linear and multivariate analysis. Statistical software packages such as SPSS and Stata will be used in illustrating the basic principles of data analysis.

PHS 504 Environmental and Occupational Health (3 hours) This course introduces major community health concerns and problems in the related fields of environmental and occupational health with an emphasis on disease and disability. Students will review and analyze the policy and ecological change implications of these two public domains.

PHS 505 Principles of Epidemiology (3 hours) This course explores the science and practice of epidemiology and its contributions to disease detection, measurement, and prevention in clinical and public health settings. Specific topics include measurement of disease frequency, measurement of disease association, standardization, bias, and study designs. This course also introduces the practical fields of epidemiology.

PHS 506 Research and Quantitative Methods (3 hours) This course introduces students to applied research methods in public health. It emphasizes essential concepts, techniques and methods of research practice. Basic measurement procedures for analyzing health data are examined through SPSS computer software, and the student is required to complete the design of a research study. Prerequisites: PHS 503 and PHS 505.

Capstone Courses

PHS 508 Public Health Internship (3 Hours) Students conclude their MPH studies with a supervised field experience in their respective specializations. This supervised residency practice operates for the full semester with a student commitment of a minimum of 400 clock hours with the placement organization, recognizing flexible arrangements for the mutual benefit of all parties and including possible compensation. The program, student, preceptor and field setting will abide by a formal affiliation agreement, which provides policies and guidelines for the placement expectations and responsibilities. It culminates with an analytical focus on the student's concentration area. The report should emphasize the learning objectives and competencies for the internship. Enrollment requires permission of the advisor, the instructor of record, and Executive Director for completion. The course requires the agency's preceptor's evaluation.

Required Courses

Health Policy and Management

PHS 511 Organizational Design and Behavior (3 hours) This course examines universal organizational theories which adapt to private healthcare and public health services. Students study a framework of analysis looking at the management science

explanations of human behavior in these settings from the perspectives of individual worker and patient roles, group and team relationships, and global systems. Topics include professional understanding of organizational culture, conflict, strategic design, change, measuring performance, and creating alliances.

PHS 512 Public Health Policy, Law and Ethics (3 hours) This course provides an overview of principles and policies relating to public health law and ethical applications. This course will explore federal laws and directives, along with state statutes and local ordinances. Recent case law from federal and state courts will be used as illustrations.

PHS 513 Financial Management of Health Services (3 hours) This course explains important financial management techniques applicable to health care settings. Course materials will include the language and function of financial management, analysis of an organization's financial position, management of working capital and current assets, budgeting, and the use of financial data for decision making. Students will further their knowledge of computerized information systems through class exercises. Emphasis will be placed on the application of techniques to health services organizations. Students will synthesize techniques through completion of an analysis project and/or research paper in health economic and financing. Prerequisite: HCA 450 or instructor approvals.

PHS 514 Health Management Information Systems (3 hours) This course introduces students to systems in managing for-profit and not-for-profit organizations (such as manufacturing, banking, and health care organization) and emphasizes the role of information systems to increase productivity, to improve quality of products and services, and to insure overall effectiveness or organizational operations. Appropriate application software will be used to analyze cases and complete the class project. Prerequisite: Basic knowledge of computing skills.

PHS 515 Marketing Public Health and Strategic Planning (3 Hours) This course examines an overview of the strategic planning process and state-of-the-art marketing applications used by community health organizations. Marketing is viewed as a social change opportunity for public health practitioners and the analysis and design of market plans are studied. As an extension of the marketing audit, several key planning strategies and methods are critically reviewed for their relative value to managers and stakeholders in decision making of long-range and short-term system futures.

Epidemiology and Biostatistics

PHS 521 Advanced Seminar in Epidemiology (3 hours) The hallmark of the course is designing and presenting an epidemiological research study. Emphasis will be placed on the major types of epidemiological study designs: cross-sectional, case-control, cohort, and intervention studies. In addition,

diagnostic studies to evaluate screening programs will be discussed. Prerequisite: PHS 505.

PHS 522 Multivariate and Probabilistic Statistics (3 hours) This course addresses modeling and practical application of statistical principals in data analysis. Statistical Software packages such as SAS and SPSS will be used. Topics include probability distributions, simple linear regression, multiple linear regression, log linear modeling, logistic regression, Poisson, and Cox-Proportional Hazard modeling. Prerequisites: PHS 503 and PHS 505.

PHS 523 Chronic and Infectious Diseases Epidemiology (3 hours) This course introduces students to various fields of practical epidemiology. This course primarily addresses the epidemiology of cancer, cardiovascular, and infectious diseases. Prerequisite: PHS 505.

PHS 524 Statistical Methods for Applied Epidemiology (3 hours) This course reviews the basic statistical tools used in epidemiology research. The course includes: sampling and sample size determination, methods to compute confidence intervals and p-values for key epidemiological measures of association, and an overview of regression and statistical methods for analysis of data. Prerequisite: PHS 503 and PHS 505.

PHS 525 Epidemiology of Minority and Special Populations (3 hours) This course introduces the salient features of conducting epidemiological research in special populations with a particular emphasis on African Americans. This course covers the epidemiology of diseases and conditions affecting racial/ethnic minorities, children and the elderly. Other components include psychological and behavioral factors and preventive services. Prerequisite: PHS 505.

Behavioral Health Promotion and Education

PHS 531 Health Behavior, Promotion and Education (3 hours) This course provides a comprehensive understanding of health promotion and health education, concepts and applications. It offers students an opportunity to develop a broad understanding of social, cultural and psychological factors as they affect health and health-related behaviors and outcomes at individual, family, and group/community levels. Areas of responsibilities for health educators, as required by the National Commission for Health Education Credentialing (NCHEC) body, are discussed, and students gain competencies essential to pass the Certified Health Education Specialist (CHES) examination. The CHES related skills and competencies in combination with an MPH degree create better job opportunities at state and national levels.

PHS 532 Community and Patient Health Education (3 hours) This course examines professional health education practices in most community and individual settings where opportunities exist to acquire and behaviorally deploy personal health knowledge into action. Health risk factors are studied using the socioecological paradigm

as applied to a selected community. Furthermore, the roles of the health educator as a community advocate, facilitator and collaborator are explored. Patient education in clinical settings focuses on equipping clinical personnel in the competencies and skills of health promotion techniques. Prerequisites: Completion of all MPH core courses and PHS 531.

PHS 533 Wellness and Maternal Child Health Promotion (3 hours) This course provides the historical perspective, organization and delivery of maternal child health services as well as an analysis of the major health determinants associated with the system of health care and health promotion for this population. Ethical issues, cultural diversity, special and vulnerable populations, disparate health outcomes, environmental health and nutritional issues will be emphasized while highlighted strategies to overcome barriers in health promotion and provision of care.

PHS 534 Communication and Health Education Marketing (3 hours) This course provides an overview of communication and marketing within a health education context. This course examines communication in health care settings, public health campaigns, and cultural differences in communication. Prerequisites: Completion of all MPH core courses, and PHS 531.

PHS 535 Behavioral Change Program Strategies (3 hours) This course examines the behavioral science theories which underpin the fundamental ingredients of most change strategies in continuous health program development. Several models/theories that are designed to alter behaviors are discussed. Theories and models of health perception, health promotion and education along and program planning, research and evaluation are explored. Theories of individual health behavior (e.g., Health Belief Model); interpersonal theories (e.g., Social Cognitive Theory), and models for community level behavioral change (e.g., PRECEDE-PROCEDE Model) are discussed; and their applications are shown through research, practices, and actual projects that students undertake in targeted populations. Students also evaluate both classroom case studies and the actual community implementation of health behavior change programs. Prerequisite: PHS 531 Health Behavior Promotion and Education.

Electives

PHS 507 Applied Master's Project (3 hours) The Masters' Research Project provides a culminating experience of the student's scientific and professional practice preparation, including proposal formulation of the problem to be studied or an operational project to be implemented with the evaluating conclusion and defending report of the outcome. Prerequisite: PHS 506 Research and Quantitative Methods.

PHS 516 Human Resources Management in Public Health (3 hours) This course examines the role of healthcare administrators and supervisors with respect to personnel interviewing, selection, orientation, performance counseling and appraisal; staff development; leadership development; and related

functions of human resources management. Issues of job analysis, labor relations, performance appraisal, training and development, and other concerns are studied in relationship to the human resource process system.

PHS 517 Managed Care Networks and Public Health (3 hours) This course introduces the dynamic impact that managed care has had on the delivery of healthcare services and cost containment features of the health plans that thrived in the 1990's. The student will become familiar with all aspects of managed care (HMOs, PPOs, and POS) from effectiveness measurement of these health care plans medical/loss ratios, profit margins and outcomes measurement to the effect on access to quality healthcare services.

PHS 518 Policy Analysis of Health Legislation and Regulation (3 hours) This course identifies public policies that direct and or influence health care in the United States. Health legislation and regulations that support the implementation of policies will be analyzed. Policies will also be analyzed to determine their strategic importance and implications for individuals, communities and organizations.

PHS 519 Health Program and Evaluation (3 hours) This course provides an overview of theories and application of program planning, implementation, and evaluation for public health programs while emphasizing essential components of program planning models and a range of evaluation objectives and designs.

PHS 526 Environmental and Occupational Epidemiology (3 hours) This course introduces the student to the application of epidemiological principles to environmental and occupational health problems. Topics include exposure assessment, study design, and conduct of epidemiological studies in the environment and work place, and the effect on the healthy worker. Also examined will be epidemiological research on a range of known environmental and occupational hazards. Prerequisite: PHS 505.

PHS 527 Occupational Disease and Injury Prevention (3 hours) This course introduces students to concepts and challenges of work related diseases and injury prevention. Students learn a systematic approach to the identification and clarification of occupation risks and hazards and the quantification of exposure effects relationships with a view towards prevention.

PHS 528 Genetic Epidemiology (3 hours) This course focuses on the pattern of disease incidence in populations in order to infer the genetic basis of the disease. This course includes studying the extent to which environmental risk factors interact with genetic risk factors to increase susceptibility and manifestation of disease. Prerequisite: PHS 505.

PHS 529 Psychosocial Epidemiology (3 hours) This course provides an overview of the literature incorporating social and personality factors, cultural influences upon individual behavior, stress, and related psychosocial factors as determinants of health. Health and illness determinants are multi-factorial and

enmeshed in the social fabric and psychologic constitution of the person and may involve a complex interaction of the person and environment. Psychosocial epidemiological models of chronic disease will be discussed. Prerequisites: PHS 505.

PHS 536 Health Education Competencies for Clinical Professionals (3 hours) This course examines the principles, methods and skills of education and promotion practices in alternative health services and medical care settings. Students learn why and how health professionals are able to teach and influence patient clientele roles and behaviors in supportive healing interventions of the healthcare environment. Clinical applications of health promotion and education address risk factor assessment, self-care, patient-program readiness, institutional decision-making, consumer culture, and emotional stress management. This study leads to the professional acquisition of skills to design and implement effective program planning, evaluation, and training of healthcare personnel and their patients.

PHS 537 Medical Anthropology in Public Health (3 hours) This course explores the fundamental relationship of anthropology to the art and science of medicine and public health, broadly defined. Readings and lectures emphasize the impact of anthropology on current modes of biomedical research; alternative systems of health and healing including culture-bound syndromes; the role of anthropologists in biomedicine and public health; critical medical anthropology and the political economy of health; and the interplay between anthropology and other components of public health. Concepts of efficacy, outcome, and healing are also examined.

PHS 539 Pain Issues in Public Health (3 hours) This course exposes students to the cross-cultural and public health aspect of pain and pain related issues like assisted suicide, substance abuse, narcotic regulation, alternative therapy, palliative care and disability. Students will explore the roadblocks to better pain management as they relate to the public and providers, discuss evidence based outcome measures, cost control issues, and pain in special groups including minority populations.

PHS 541 Environmental Management and Industrial Hygiene (3 hours) This course introduces students to the basics of Environmental Management and Industrial Hygiene. The course will be divided into two parts. Part I will help students understand the regulatory approaches, effects of pollution and the source of pollutants, and the various environmental management issues. Part II will place an emphasis on control of occupational health hazards that arise as a result of work or during work. Prerequisites: PHS 504.

PHS 542 Environmental and Occupational Health Risk Assessment (3 hours) This course assists the student in developing the skills necessary to assess, evaluate and recommend control measures to reduce environmental and occupational risks. This course will involve the study of chemical exposures and the

harmful actions of chemicals on humans. Students will study scientific methods currently employed to assess human risks to environmental and occupational contaminants.

PHS 543 Occupational Health and Safety Management (3 hours) This course introduces the field of safety, prevention management, and issues in occupational health. This course will provide the opportunity for the student to apply public health principles and decision-making skills with relation to prevention of injury and disease, health promotion, and protection of worker populations from occupational hazards.

PHS 544 Environmental and Occupational Toxicology (3 hours) This course examines the basic concepts of toxicology and demonstrates how the basic principles are applied in occupational and environmental regulations. Toxicology, the study of the adverse effects of chemical or physical agents on biological systems, is a pillar of both clinical medicine and public health. Students will acquire the armament to develop, interpret, and utilize toxicological data for solving environmental and occupational health problems.

PHS 545 Environmental Policy and Occupational Health Regulations (3 hours) This course examines Federal laws and regulations concerning environmental and occupational health. This course will introduce students to State environmental policies and occupational health regulations while and emphasize implementation and compliance with environmental and occupational health regulations and laws. Prerequisites: PHS 543.

PHS 551 MCH-Nutrition Program Management (3 hours) This course provides application of core public health functions to the field of maternal and child health and nutrition. Emphasis is on assessing community nutrition-related assets and problems, principles of grant writing, program planning, administration, budgeting, and evaluation; and leadership skills. Use of the media and social marketing is also covered.

PHS 552 Women's Health and Preventive Medicine (3 hours) This course addresses determinants of health, morbidity, and mortality across several transitions of the life-span of women; explores biological, behavioral, environmental and societal influences; and provides an integrated approach to women's health issues and public health policy, practice, and research.

PHS 553 Child - Adolescent Health and Preventive Medicine (3 hours) This course analyzes child and adolescent public health issues, stressing the social, developmental, and environmental determinants of health status. The interrelationship of developmental issues, risk behavior, care-seeking behavior, and the effectiveness of adolescent programs and services will be examined.

PHS 554 MCH/Nutrition Programs and Public Policy (3 hours) This course integrates maternal and child health and nutrition programs and policies to provide the foundation for advocacy and the

development of health services for women, children, and their families. The historical foundation, organization, and delivery of maternal and child health and nutrition services and the influence of public policy are reviewed. Major issues such as cultural sensitivity, financing, unique needs of vulnerable groups (such as minority populations and children with special health care needs) and the social and environmental influences on health and the delivery of services are covered.

PHS 555 Maternal and Child Nutrition (3 hours) This course presents important aspects of growth and development, nutritional requirements and concerns, and dietary recommendations from conception to adulthood. Emphasis is on the special nutritional concerns of minorities and the medical, psychosocial, and environmental factors influencing nutritional status. Topics in current controversies, chronic disease prevention, nutrition education, and health promotion are also covered.

PHS 556 Cultural Nutrition and Health Disparities (3 hours) This course addresses food and its role in the culture and food beliefs and practices of various religious and ethnic groups in the United States. It emphasizes the impact of culture, socio-economic differences, and other factors on food practices and health beliefs to prepare students to provide culturally sensitive services to communities and clients.

PHS 557 Sports, Wellness, and Contemporary Nutrition Issues (3 hours) This course examines the scientific basis for diet and exercise recommendations, nutritional needs and concerns of athletes, ergogenic aids and nutrition supplements, eating disorders, health benefits and risks of vegetarian diets, and promotion of physical activity and healthy eating habits. Current nutrition issues and controversies covered include research in weight management and obesity treatment, high protein, low carbohydrate and other weight loss diets, health benefits of phytoestrogens and functional foods, food irradiation and biotechnology, dietary supplements and alternative nutrition and herbal therapies. Modern and ancient approaches to diet and exercise are explored.

PHS 561 Administration of Integrated Health and Hospital Systems (3 hours) This course focuses on the complex and essential interrelationships that exist within and among healthcare entities. The course will (1) identify and study components of the healthcare system (hospitals, clinics, home care agencies, hospice care, emergency medical services, etc.) and discuss the interrelationships necessary for their survival and (2) explore the variety of arrangements (networks, systems, alliances, etc.) used to integrate and manage these entities. The course illustrates that survival within the healthcare industry is largely predicted upon an entity's ability to partner with other healthcare providers.

PHS 562 Nursing and Mental Health Facilities Administration (3 hours) This course focuses on the essential function of management and administration within nursing and mental health facilities. Attention will be given to the multitude of facets of management

and administration and the theoretical and practical foundation of each facet. Attention will also be given to environmental factors, both internal and external, that managers must attend to within the nursing and mental health environment.

PHS 563 Primary Care and Group Practice Management (3 hours) This course focuses on management issues pertaining to the primary care and group practice settings in healthcare. This course will deeply explore a variety of management aspects, stressing management implementation strategies and techniques in the practice setting.

PHS 564 Comparative and International Health Systems (3 hours) This course introduces important methodological approaches to comparative analyses. For analytical purposes, the health systems of the world will be classified into four major categories. Important examples from each of these categories will be discussed. Specific objectives of the course are: to discuss the health system categories and their determinants; to identify important components of a health system; and to illustrate the health system categories by selecting country case studies. Health care reform proposals of various countries will also be discussed.

PHS 565 Health Care in Developing Countries (3 hours) This course introduces the students to health care in settings with severe resource constraints, rapid population growth, critical competing priorities, poor data collection, and high disease burden. Students are prepared for effectiveness in international health by studying infectious disease control, nutrition, environmental health, health practices, and needs for sustainability as they apply to the tropical setting.

PHS 571 Statistical Theory (3 hours) This course is an introduction to the mathematical foundation of statistics and statistical theory. It provides an in depth coverage that includes probability theory, probability distributions, random variables, theories of statistical testing, interval estimation, and hypothesis testing. The course starts with defining a sample space and the random variable then expounds to include distribution and density functions and concludes with applications of hypothesis testing and confidence interval estimation. Prerequisites: PHS 503 or an equivalent introductory course in biostatistics.

PHS 572 Statistical Computer Applications (3 hours) The purpose of this course is to teach two statistical computing applications: Statistical Packages for the Social Sciences (SPSS) and Statistical Analysis Software (SAS). This course covers the basic and intermediate applications of these two statistical programming applications. For SPSS, students will learn the following: the basic components of the software (input, analysis and output interfaces), using the data editor, creating SPSS data file, create and recode variables, and set properties of variables. For SAS, students will learn the following: components to a SAS program, syntax of SAS program, comment statements, the various features of the Data Step, Procedure (PROC) Steps, common features of both Steps, and SAS Utilities will be covered in much

detail. Students will apply the knowledge and skills acquired to the generation of statistical reports using descriptive statistics and related charts. The common feature of the PROC Step of statistical methods ranging from Descriptive Statistics through Analysis of Variance.

PHS 587 Special Topics in Public Health (3 hours)

This course enables students to pursue a topic or project of their choice in Public Health, such as health disparities, prevalent illnesses in Mississippi and the US, e.g., diabetes and obesity, HIV/AIDS, cardiovascular ailments, and stroke; international health systems; interventional studies in public health; and tropical diseases, e.g., leprosy, onchocerciasis, trypanosomiasis, malaria, and yellow fever. The course provides MPH student's additional research methods training and skills in their public health concentration. Consent of the Executive Director required.

PHS 598 Contemporary Issues in Public Health (1-3 hours)

This course highlights selective topics in public health relevant to today's changing public health forum and environment. The topics are designed to encompass a broad range of public health issues. Thus, topics for discussion are addressed within each of the following core areas of public health: Behavioral Health, Biostatistics, Environmental Health, Epidemiology and Health-Related Conditions, and Health Care Planning and Organization.

PHS 599 Independent Study (1-3 hours) This is an individual directed study in a specific concentration of public health selected by the student and approved by the professor.

PHS 601 Advanced Biostatistics and Computer Science Applications (3 hours)

This course is an advanced, intermediate level course in biostatistics with emphasis on statistical and analytical techniques important to researchers and practitioners within the public health setting. This course provides in depth coverage of bio-statistical methods including statistical inference, sample size calculation, and multivariate regression techniques. This course is offered as an advanced PSH 701 with modification in the theoretical exercises and course expectations for examinations. Prerequisites: PHS 503, PHS 506 and PHS 572.

DOCTOR OF PUBLIC HEALTH (Dr.P.H.)

The Doctor of Public Health is offered in a specific concentration through the following programs:

Behavioral and Environmental Health

Dr.P.H. with a concentration in Behavioral Health
Promotion and Education

Epidemiology and Biostatistics

Dr.P.H. with a concentration in Epidemiology

Health Policy and Management

Dr.P.H. with a concentration in Health Policy and
Management

Overview

The Doctor of Public Health degree provides a foundation of core and elective courses beyond the master's degree that will prepare the student for leadership in public health research and/or practice. This includes a dissertation that involves independent study under a faculty mentor. The specific program at Jackson State University focuses on eliminating disparities in health and healthcare.

The Dr.P.H. Degree Program prepares students to assume leadership roles in public health, especially as research scientists, administrators, educators, or practitioners. Such roles can be expected to include, but not be limited to, positions in organizations and agencies such as universities, public health agencies, hospitals, managed care organizations, pharmaceutical companies, research firms, and other settings where public health specialists are employed.

The program will include advanced theoretical and practical studies in the specialized fields of public health as well as the preparation of a dissertation. The dissertation will establish the student as a competent researcher and scholar, capable of conducting and supervising independent research studies. Students will be trained to study public health from a multidisciplinary perspective to appreciate the disparities affecting minorities in terms of health and healthcare services.

Students will master core competencies in public health as well as specialized courses in their chosen concentration. They will develop a high level of analytical (quantitative and qualitative research) skills, complemented by an extensive breadth of relevant leadership knowledge in research grant preparation, management, study implementation and evaluation.

Admission Requirements

Requirements for admission to the Dr.P.H. program include dual admission to the Division of Graduate Studies and to the program itself, together with two official copies of transcripts from all colleges and/or universities attended, a masters' degree in Public Health from an accredited college or university, specific program requirements, and a minimum GPA of 3.0 on the highest degree earned.

All students seeking admission to the program must meet the following criteria:

1. A master's degree from an accredited college or university.
2. Dr.P.H. program and Division of Graduate Studies applications.
3. An overall GPA of 3.0 or above (on a 4.0 scale) on the highest earned degree.
4. Two official transcripts from all universities or colleges prior to program application.
5. A satisfactory score on the GRE.
6. Three letters of recommendation with at least two from academic professionals.

7. Statement of purpose reflecting applicant's career goals in public health.
Recommendation by the program steering committee.
8. For international applicants, satisfactory performance on TOEFL demonstrating oral and written proficiency.

Admission to the Division of Graduate Studies does not automatically guarantee admission to the Dr.P.H. Program. Applications are accepted year round for admission each Fall. The priority deadline for the Fall admission is March 1. Applications received after that date cannot be guaranteed review for the current year Fall admission.

Degree Requirements

The Dr.P.H. curriculum provides a broad grounding in overall public health knowledge and skills in addition to an in-depth learning experience within the program concentrations. The curriculum represents an interdisciplinary approach and bridging of academic core areas.

Community Research Practicum

Students are required to spend a minimum of 100 clock hours per semester in the community health research practicum. A minimum of three hours per week must be on site. The research practicum, which begins the second semester of enrollment, requires three continuous, one-semester hour courses, which culminates in the final semester. A written and oral presentation of the community research project and the submission of a manuscript to a refereed journal for publication review are required to complete the third course.

Comprehensive Examination

To become a candidate for the Dr.P.H. degree a student must take and pass a written comprehensive examination. The comprehensive examination must be passed prior to approval of the dissertation proposal. The examination will include core doctoral courses and information from the concentration area. An aggregate score of 80 percent or higher will be required for passing.

Transfer of Credits

Students accepted into the program can transfer up to nine (9) credit hours from previous graduate work from a regionally accredited institution of higher education. A maximum of nine graduate credit hours may be transferred subject to the discretion of the faculty, program, chair, and Associate Dean.

Course Requirements

Candidates with a Master of Public Health degree

The curriculum is divided into advanced core courses (21 credit hours), concentration courses (15 credit hours), two elective (6 hours), a community research practicum (3 credit hours), and a dissertation. The advanced core courses (21 credit hours) are required

for each concentration. The required concentration courses are specific to each concentration. Electives (6 credit hours) expand the student's focus within a specific concentration. Although electives may be selected from other disciplines, including non-public health degree programs, they must be related to the concentration of interest and approved by the doctoral program advisors.

The community research practicum – the field residency – is based on research and issues related to each student's concentration. The practicum allows students to develop insight into planning their dissertation so that research can be focused on addressing practical concerns in public health and the community.

Students are required to complete a minimum of 45 credit hours plus a dissertation. Students with an M.P.H. may transfer up to nine credit.

Candidates without a Master of Public Health degree

All students without a Master of Public Health degree are required to successfully complete introductory public health core courses in each of the five core areas of public health (500 level): epidemiology, biostatistics, environmental and occupational health, health policy and management, and behavioral health. Students who have not completed their introductory core courses must complete these courses prior to beginning their advanced (700 level) courses.

Upon admission into the program, students must choose a concentration in public health for their doctoral studies. The course requirements for the concentrations of Behavioral Health Promotion and Education, Epidemiology, and Health Policy and Management are listed below.

Advanced Core Courses

Course	Title	Hours
PHS 701	Advanced Biostatistics and Computer Science Applications	3
PHS 702	Disease Pathogenesis and Behavioral Risk Factors	3
PHS 703	Designing Research Studies on Minorities and Special Populations	3
PHS 704	Survey and Qualitative Research Methods	3
PHS 705	Advocacy and Public Health Policies	3
PHS 706	Principles of Environmental and Occupational Health	3
PHS 711-713	Advanced Biostatistics Laboratory (I-III)	<u>3</u>
	<i>Hours</i>	21

Concentration Courses

Required Courses (See Specific Concentrations Below)	15
Electives (Related to the concentration)	<u>9</u>
<i>Hours</i>	24

Community Research Practicum	3
Dissertation (maximum 15 credit hours)	<u>15</u>
<i>Total Hours (not including dissertation)</i>	45

Concentration Courses

The course requirements for the concentrations of Behavioral Health Promotion, Environmental and Occupational Health, Epidemiology, and Health Policy and Management:

Behavioral Health Promotion and Education 15 (Required Concentration Courses)

PHBS 711	Advanced Theories and Scientific Principles for Health Promotion and Education	3
PHBS 712	Behavioral and Psychosocial Epidemiology	3
PHBS 713	Qualitative Research Methods (SW 742)	3
<i>(Two of the following)</i>		
PHBS 714	Clinical Trials and Interventional Study Designs	3
PHBS 715	Research Seminar in Health Promotion	3
PHBS 716	Social and Cognitive Bases of Behavior (PSY 606)	3
PHBS 717	Data Base Management Systems (CSC 520)	3

Epidemiology 15 (Required Concentration Courses)

BIOS 711	Categorical Data Analysis	3
EPI 711	Behavioral and Psychosocial Epidemiology	3
EPI 712	Clinical Trials and Interventional Study Designs	3
<i>(Two of the following)</i>		
BIOS 712	Multivariate Analysis I (PSY 635)	3
EPI 713	Infectious Disease Epidemiology	3
EPI 714	Nutrition and Genetic Epidemiology	3
EPI 717	Environmental Epidemiology (ENV 780)	3

Health Policy and Management 15 (Required Concentration Courses)

HPM 711	Strategic Leadership in Management of Human Resources	3
HPM 712	Public Health Economics	3
HPM 713	Analysis of Health Legislation and Regulations	3
<i>(Two of the following)</i>		
HPM 714	Evaluation of Performance and Quality of Health Service Organizations	3
HPM 715	Decision Modeling	3
HPM 716	Administration of Integrated Health and Hospital Systems	3
HPM 717	Managed Care Networks and Public Health	3

DESCRIPTION OF COURSES

Interdisciplinary Courses

PHS 701 Advanced Biostatistics and Computer Science Applications (3 Hours) This is an advanced course in biostatistics with emphasis on statistical inference, sample size calculations, and multiple regression techniques. The course emphasizes the use of computer software packages in conducting statistical procedures. The software packages include SPSS, SAS, Epi Info, GIS, and others. Emphasis is placed on selecting the appropriate statistical test and the most appropriate analytical procedure. Advanced Biostatistics Lab I course (PHS 711) must be taken simultaneously with this course.

PHS 702 Disease Pathogenesis and Behavioral Risk Factors (3 Hours) This course addresses the major behavioral factors causing diseases in the nation. The course focuses on cardiovascular disease, cancer, HIV, and other chronic diseases. Disease pathology and pathogenesis are described, and their major determinants and behavioral risk factors are examined. Current models and theories of disease prevention and health promotion are addressed. Students will learn how to implement effective strategies and interventions to reduce risk factors and diseases.

PHS 703 Designing Research Studies for Minorities and Special Populations (3 Hours) This course examines unique health problems and concerns among African Americans, rural populations, women, children, other minorities and special populations. It describes basic study designs and their strengths and limitations, and addresses specific cultural competencies, research codes of ethics, and health disparities. It also addresses strategies for designing studies and interventions involving lay community leaders, faith-based organizations, and innovative means to reach special communities.

PHS 704 Survey and Qualitative Research Methods (3 Hours) This course explores descriptive research methods and emphasizes the importance of using a mixed approach of qualitative and quantitative techniques. Students are provided with an overview of survey research methodology. Questionnaire and interview design, scale construction, methods of administration, response rate, reliability measurements, scale construction and validity are discussed. Also, specific qualitative methods and techniques such as participant observation, interviewing, focus groups, and use of personal documents and records are discussed.

PHS 705 Advocacy and Public Health Policies (3 Hours) This course introduces advocacy and support measures for the promotion and formation of new legislation and the establishment of public health policies. Important federal, state, and international legislation is analyzed. The course also addresses the trends and processes by which public health programs are established in the United States and around the world.

PHS 706 Principles of Environmental and Occupational Health (3 Hours) This course addresses comprehensive public health functions of

environmental health issues, evaluation and control of occupational disease hazards, effects of pollutants on human health and ecological balances; and future legislative directions for environmental policy. Topics addressed include environmental health exposures science, environmental health policy (aspects of justice, social, economic, and ethical issues), chemical and physical agents through air, food, water and workplace environment, and behavioral modifications to prevent exposures and promote public health.

PHS 711-712-713 Advanced Biostatistics Lab I, II, and III (1 Hour per lab course) These laboratory courses accompany the Advanced Biostatistics and Computer Applications courses. The computer laboratory courses provide practical experience with the computer software programs discussed in the class. The biostatistics course (PHS 701) and Lab I must be taken at the same time. Lab II and Lab III are taken during the following semesters. Each lab course is a one-hour credit.

PHS 750 Community Research Practicum (1-3 Hours) This is a supervised community experience where students participate in a community-oriented service or practice to gain first hand knowledge of community issues and decision-making processes. In the context of this experience, the student begins developing a research agenda that should be relevant to community needs and/or practices. Students are required to register for the 1-credit hour practicum during the second semester and maintain enrollment each semester for three consecutive semesters, with the third semester culminating as the capstone experience. A final paper of publishable quality is required for completion of the course and registering for the dissertation.

PHS 755 Independent Study (Variable Hours) This is an individually directed study in a specific concentration in public health selected by the student and approved by the professor.

PHS 756 Special Topics in Public Health (1-2 Hours) This course enables students to pursue a topic or project of their choice in Public Health, such as health disparities, prevalent illnesses in Mississippi and the US, e.g., diabetes and obesity, HIV/AIDS, cardiovascular ailments, and stroke; international health systems; interventional studies in public health; and tropical diseases, e.g., leprosy, onchocerciasis, trypanosomiasis, malaria, and yellow fever. The course provides Dr.PH student's additional research methods training and skills in their public health concentration. Consent of the program executive director required.

PHS 798 Dissertation (3-15 Hours) Students will complete doctoral level research that demonstrates the ability to conduct a rigorous project within a specific concentration. The research topic, approved by the dissertation committee, should reflect the candidate's interest in a problem unique to public health. The completion of a minimum of 45 semester credit hours is required before enrolling in this course. Enrollment must be continuous until the research experience culminates in the successful defense of the

dissertation. Prerequisite: Consent of the Chair of the Dissertation Committee each semester of enrollment.

Behavioral Health Promotion and Education Concentration

PHBS 711 Advanced Theories and Scientific Principles for Health Promotion and Education.

The course provides an extensive overview of current theories and models of health promotion and education. In addition, it reviews the scientific evidence and principles supporting the foundation of health promotion and educational programs.

PHBS 712/EPI- 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and behavior models are also discussed. Doctoral students are required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisite for doctoral students is PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

PHBS 713/SW 742 Qualitative Research Methods (3 Hours) This course examines major qualitative approaches that are most frequently applied to the study of process in human service settings. Students learn how to conduct systematic investigations of in-depth, non-quantitative studies of individuals, groups, organizations, or communities.

PHBS 714/EPI 712 Clinical Trial and Interventional Study Designs (3 Hours) This course reviews in greater detail the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

PHBS 715 Research Seminar in Health Promotion (3 Hours) This course exposes graduates to current research methods and practice in health promotion. The course will consist of a series of guest lecturers.

PHBS 716/PSY 606 Social and Cognitive Bases of Behavior (3 Hours) This course addresses the theories and research on attitude formation and change, attributional styles, prejudice, interpersonal perception, group dynamics, self-regulation, and cognitive styles.

PHBS 717/CSC 520 Database Management Systems (3 Hours) This is an introduction to database concepts including data independence, relations, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models, with description of logical and physical data structure representation of the database system are

discussed. Finally, normalization: first, second, and third normal forms of data relation and relational algebra, relational calculus, data structure for establishing relations, and query functions are addressed.

PHBS 718/EPI 712 Clinical Trials and Intervention Study Designs (3 Hours) This is an in-depth course on the design, conduct, and evaluation of clinical trials and cohort studies. In addition, it addresses systemic errors and common pitfalls using practical illustrations from various sources. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS Designing Research Studies in Minorities and Special Populations.

PHBS 719/SW 744 Clinical Practices with Urban Poor and Undeserved Populations (3 Hours) This course examines a range of modalities used in working with urban poor populations, including the use of empowerment strategies with women of color and victims of urban violence, use of group work models with parenting teens, and the diagnosis and treatment of Posttraumatic Stress Disorders (PTSDs). Theoretical models and social work strategies that have been applied in urban settings are critically analyzed.

Epidemiology Concentration

PHEP 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and behavior models are discussed. Doctoral students will be required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisites for doctoral students include PHS 505 and PHS 702 Disease Pathogenesis and Behavioral Risk factors.

PHBI 711 Categorical Data Analysis (3 Hours) This course provides an in-depth review of the appropriate biostatistical techniques for analyzing categorical data. Included will be chi-square statistics, log-linear analysis, and logistic regression. SPSS and/or SAS statistical software packages will be utilized. Prerequisites: PHS 503 Introduction to Biostatistics and Computer Applications, PHS 701 Advanced Biostatistics and Computer Applications, and a multiple regression analysis course.

PHEP 712 Clinical Trial and Interventional Study Designs (3 Hours) This course provides an in-depth review of the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study

Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

PHEP 713 Infectious Disease Epidemiology (3 Hours) This course reviews infectious agents of public health importance. Included are vaccine-preventable infectious diseases; diseases spread by personal contact, water, and food; and arthropod-borne diseases and nosocomial infections. In addition, the emergency preparedness system will be discussed and agents involved in bioterrorism will be addressed regarding treatment and (PHS 702) prevention. Prerequisites are PHS 505 Principles of Epidemiology, and Disease Pathogenesis and Behavioral Risk Factors.

PHEP 714 Nutrition and Genetic Epidemiology (3 Hours) This first half of the course addresses nutritional factors and their relationship to disease. The second half involves a review of genetics, inheritance, and molecular factors causing disease. Prerequisites are PHS 505 Principles of Epidemiology, and PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

PHEP 715/ MNGT 712 Applied Multivariate Analysis (3 Hours) This course offers doctoral students a thorough analysis of the theory and applications of multivariate methods. Topics to be covered include matrix algebra, factor analysis, canonical correlation, discriminant function analysis and multivariate analysis of variance. Prerequisite: MNGT 710 or equivalent. May substitute PSY 635.

PHEP 716/PPAD 610 Epidemiology and Toxicology for Public Managers (3 Hours) This course introduces and teaches the concepts, theories, facts, and principles of the study, prevention and treatment of disease and poisons. The course includes conducting an epidemiological study.

PHBI 712/PSY 635 Multivariate Method I (3 Hours) This course covers multivariate analysis of variance and covariance, canonical correlation, factor analysis, discriminant function analysis, and selected advanced topics. Prerequisite: PSY 502 may be substituted for MNGT 712.

PHBI 713/ PSY 665 Multivariate Methods II (3 Hours) Structural-equation models, log-linear models, and selected advanced topics based on student needs and interests. Prerequisite: PSY 635.

PHEP 717 / ENV 780 Environmental Epidemiology (3 Hours) This course is designed to provide students with the basic knowledge and skills required to develop and apply epidemiologic principles and concepts to the study of adverse effects of various environmental factors on both human and ecological health. Emphasis is put on the study of the health effects of physical, chemical and biological factors in the external environment, broadly conceived from the epidemiological point of view. As such, it enables students to interpret epidemiological data and understand the approaches used in epidemiological investigations of acute and chronic diseases. The course also covers the basic methods and issues involved in epidemiologic investigations of disease conditions in human populations.

Health Policy and Management Concentration

PHPM 711 Strategic Leadership in Management of Human Resources (3 Hours) This course provides theoretical and practical knowledge for managing the human resources of public health organizations. Topics include cultural and psychological factors affecting recruitment, selection, placement, and promotion; training and development processes; performance appraisal methodologies; and job evaluation methods and compensation practices. Factors promoting employee productivity and job satisfaction are explored. Legal concerns, including the requirements for the validation of selection tools, are covered.

PHPM 712 Public Health Economics (3 Hours) This course examines factors determining the supply and demand for healthcare services. Markets for professional services, drugs, and insurance are discussed. Competitive effects on efficiency, effectiveness, and access are examined. The class discusses relevant theories of production, cost curves, market structure, and factor price determination.

PHPM 713 Analysis of Health Legislation and Regulations (3 Hours) This course identifies and analyses legislation and regulations that determine and/or influence healthcare access, delivery and practice. It focuses on the factors that influence policy formulation and implementation. Students are expected to analyze laws and regulations affecting the health of populations at risk for major health problems. Examples of current issues covered are Medicaid, Medicare, HIV/AIDS, family planning, and cardiovascular disease.

PHPM 714 Evaluation of Performance and Quality in Health Service Organizations (3 Hours) This course provides an overview of theories and designs used for measurement and evaluation of the performance of healthcare organizations. Emphasis is given to the importance of quality as a measure of performance. Strategies to insure continuous performance improvement and excellence in delivery of services are explored.

PHPM 715 Decision Modeling (3 Hours) This course describes the application of the techniques of analytical modeling to managerial decisions. The course offers a study of data collection, presentation, and analysis including Bayesian inference, decision matrices, and decision trees.

PHPM 716 Administration of Integrated Health and Hospital Systems (3 Hours) The course focuses on the complex and essential interrelationships that exist within and among healthcare entities. This course will 1) identify and study components of the healthcare system (hospitals, clinics, home care agencies, hospice care, emergency medical services, etc.) as well as the interrelationships necessary for their survival. 2) It will explore the variety of arrangements (networks, systems, alliances, etc.) used for integrating and managing these entities. This course will also illustrate the fact that survival within the healthcare industry is largely predicated upon an

entity's ability to partner with other healthcare providers.

PHPM 717 Managed Care Networks and Public Health (3 Hours) This course introduces the dynamic impact of managed care on the delivery of healthcare services and the cost containment features of health plans that thrived in the 1990s. The student will become familiar with all aspects of managed care (HMOs, PPOs, and POS) from effectiveness including of these healthcare plans medical/loss ratios, profit margins and outcomes measurements to their effects on access to quality of healthcare services.

PHPM 720/ PPAD 607 Management of Information Systems (3 Hours) This course familiarizes students with quantitative approaches that can be used to solve problems in public sector management.

PHPM 723/ PPAD 660 Financial Management in Public Organizations (3 Hours) The management of organizational resources is the focus of this course. While local governments will be highlighted, the principles and techniques have applications to all public and quasi-public organizations. Prerequisite: PPAD 549 - Public Finance Administration or equivalent.

PHPM 724/ MNGT 723 Seminar in Strategic Management (3 Hours) This course offers special topics dealing with important issues in strategic management. The course emphasizes global and technological perspectives of strategic management issues.

PHPM 725/ MNGT 725 Seminar in Organizational Change (3 Hours) This course focuses on the human aspects of problems arising in technical, social, and organizational arenas faced with the need to change. The course includes detailed analyses of organizations as systems, organizational leadership and change.

PHPM 726/ MNGT 726 Seminar in Organizational Strategy and Decision Making (3 Hours) This course offers an overview of the theory and research in strategic management with a scholarly research orientation on issues of both strategic content and process. The empirical study of these issues is emphasized.

PHPM 727/ SW 724 Policy and Practice Issues in Family and Children's Services (3 Hours) This seminar is designed to provide students with an opportunity to explore policies, programs, services, and related practice issues affecting families and children. It focuses on the nature of selected policies, the policy-making process, factors that influence policy formulation, implementation, and evaluation and approaches to policy analysis. Particular emphasis is placed on the critical examination of selected policy and practice issues related to families and children. Students are expected to prepare a major analytical policy or practice issue paper. Examples of current issues covered are the impact of welfare reform, Medicaid coverage, managed care, homelessness, permanency planning for children at risk, and research on the prevention of family and /or youth violence.

PHPM 728/SW 762 International Health Policy and Practice Issues in Social Welfare (3 Hours)

This course examines international health policy issues and trends and their implications for access to healthcare at the international level. It explores issues of accessibility, affordability, attitudes and belief systems, and indigenous governmental and non-governmental organizations. The course provides a seminar setting for conceptualization and organization of theoretical concepts and constructs related to healthcare policy and service delivery paradigms with implications for practical utilization.

SCHOOL OF POLICY AND PLANNING

Dr. Johnny Gilleylen, Associate Professor,
Interim Chair
3825 Ridgewood Road
Jackson, MS 39211
Telephone: (601) 432-6865
Fax: (601) 432-6862
e-mail: johnny.b.gilleylen@jsums.edu

Programs

- ◆ Public Policy and Administration
- ◆ Urban and Regional Planning

The School of Policy and Planning is made up of Public Policy and Administration, Urban and Regional Planning, and the Urban Studies Program. The School offers an undergraduate degree in Urban Studies, and master's degrees in Public Policy and Administration and Urban and Regional Planning. Doctorate degrees are offered in Public Administration and Urban and Regional Planning.

The School of Policy and Planning seeks to provide a vibrant, thriving learning environment for students, faculty and staff. The School seeks to address the growing complexity of urban problems in a supportive, interdisciplinary manner. All programs within the School are dedicated to and passionate about enhancing each individual so that he or she is:

1. Receptive to the world through the sharpening of senses;
2. Comprehending of the world through the exercise of intelligence;
3. Creatively envisioning other worlds through imagination;
4. Effective in the world through practice of skills;
5. Supportive of sensitive responses to problems of the environment.

The School introduces a sense of the relationship of communities and built form to culture, policy, and management, through the examination of theory, practice, prototypes, patterns, and precedents.

We believe in a learning process that is integrated, meaningful and implemented in a continuous-progress manner where all learners are successful. The learning is designed to accommodate each person's needs, unique gifts and style of learning while ensuring the common core of student learning.

We believe in learning that strikes a balance between comprehensive understanding and specialization, between theory and practice, and between academic inquiry and professional pragmatism. An innovative attitude toward the future of planning and design is

emphasized and is explored through the classroom, group projects and field studies.

We believe each individual accepts responsibility for realizing his or her full potential and constantly works towards enhancing the capacity of others.

We realize the value of our individual role and service but also believe we are part of something larger than our School.

Public Policy and Administration Programs

Dr. Johnny B. Gilleylen, Associate Professor and Chair

3825 Ridgewood Rd., Box 18
Jackson, MS 39211
Telephone: (601) 432-6277/6368
Fax: (601) 432-6322
E-mail: ppa@jsums.edu

Faculty

Dr. G. Billingsley, Associate Professor
Dr. J. Ko, Associate Professor
Dr. S. Murray, Visiting Professor
Dr. B. Odunsi, Professor
Dr. Ester W. Stokes, Visiting Assistant Professor and Internship Coordinator

This program offers a Master of Public Policy and Administration (MPPA) degree and a Doctor of Philosophy (Ph.D.) in Public Administration.

Accreditation

The programs within the Department of Public Policy and Administration are accredited and fostered by the Network of Schools of Public Policy, Affairs and Administration.

Educational Philosophy

The effort to allocate resources and the administration of the allocation of resources is as old as the history of humankind residing communally. However, the academic discipline of American Public Administration is a comparatively new discipline, tracing its beginning to the late 1800's. From that time period to the present, the discipline of Public Administration has been linked, perhaps more than many others, to the ideological foundations of the American intergovernmental system. The major focus of any public administration program of quality has, and continues to be on the administration of resources with equity. Indeed, the public servant then becomes the noblest of all professions, practicing the noblest art. The nobility of public service and the underpinnings of the concepts of equity and the allocation of resources with equity is the ethos, which drives the philosophy of learning in the Public Policy and Administration Programs at Jackson State. It is

this philosophy, which we seek to engender in the PPA student. The Department of Public Policy and Administration is the historical principal unit at Jackson State University, which educates persons primarily for careers in the fields of public management and policy analysis and for service in public, non-profit, and "quasi" public organizations. Concomitantly, it is also the mission of the Program of Public Policy and Administration to serve as a resource to the Jackson State University community, the Jackson metropolitan area, the State of Mississippi, the Nation, and developing areas throughout the World.

The Department of Public Policy and Administration seeks to prepare students for significant professional managerial and leadership positions. The curriculum is designed to equip students with the skills of contemporary public management, provide a broad understanding of the role of administration in the decision-making process, and provide a sound foundation in ethics.

The Master of Public Policy and Administration (MPPA) Degree Program

Mission

The mission of the MPPA Program is:

1. To provide a cadre of highly trained individuals who are committed to the notion of public service in a variety of organizational settings;
2. To develop advanced educational opportunities for students of public administration in an urban environment where a multiplicity of governmental opportunities, interactions and practices are observed;
3. To fill the need for public, high-level executive management which exists in this state and the nation, particularly as this need relates to minorities and women; and
4. To serve as a resource to the greater community.

Program Objective

The Master of Public Policy and Administration degree is designed to prepare students for significant professional and managerial positions primarily in public agencies, governmental departments, and non-profit and other administrative entities.

Admission Requirements

Students wishing to enter the Program must have a B.A. or B.S. from an accredited college or university. Program applicants should take the G.R.E. or G.M.A.T., submit three letters of recommendation (at least two academic references), academic transcripts, an MPPA application, and a University application. Students must have a 3.0 cumulative GPA for an

unconditional admission. The Department may require an oral and/or written interview.

Alternative Admission Track

The Department of Public Policy and Administration has developed an "alternative admission track" for the MPPA degree program for students who do not meet the general admission requirement. The track establishes other criteria for gaining entry into the program. The applicant must:

1. Have graduated at least three years prior to admission;
2. Have a full-time employment history of at least three years;
3. Provide a rationale in writing, as a part of the career goals essay, which demonstrates to the Admission Committee that the applicant's prior history in academia is not indicative of their graduate potential;
4. Enroll in six (6) hours of MPPA core/concentration courses, and obtain a 3.00 G.P.A. in the first semester of enrollment; and
5. Attend a personal interview if requested by the Admission's Committee;

Program Curriculum

Students must maintain an overall 3.0 G.P.A. in PPA courses (4.0 scale) and successfully complete the following in order to earn the Master of Public Policy and Administration degree:

Thesis Option: 39 hours

1. Complete 18 hours of required courses.
2. Complete 12 hours of coursework in one of eight areas of general public administration
3. Take at least one (1) three- (3) hour course elective.
4. Complete 3-6 hours of internship or additional coursework (six (6) hours), if the student is in-service (internships cannot run currently unless performed at two different sites).
5. Take and pass a comprehensive examination. (*Given Spring and Fall only*)
6. Write and defend a thesis orally (3-6 hours).

Non-Thesis Option: 45 hours

1. Complete 18 hours of required courses.
2. Complete 12 hours of coursework in one of eight (8) specialized areas of general public administration.
3. Take at least one (1) three-(3) hour course elective.
4. Complete six (6) hours of internship or additional coursework (six (6) hours), if the student is in-service (internships cannot run concurrently unless performed at two different sites).
5. Take and pass a comprehensive examination. (*Given Spring and Fall only*)

6. Take six (6) additional hours (3 hours in a skill-based or research methods course and three (3) hours in the area of specialization).

Specializations: Students have the opportunity to pursue the following program specializations:

- Public Finance
- Health Care Administration
- Community and Economic Development
- Judicial Administration
- Human Resource Management
- General Management
- State and Local Government
- Environmental Management, Planning and Policy

Students who enter the program without an understanding of the American Intergovernmental System, Statistics or Computer Applications to Management will have to take compensatory coursework, which may not count towards the degree.

Only students admitted to a degree program may enroll in the Core Courses without prior approval.

Core Courses

Course	Title	Hours
PPAD 505	Principles of Public Administration	3
PPAD 548	Public Personnel Administration	3
PPAD 549	Public Finance Administration	3
PPAD 551	Public Policy	3
PPAD 576	Administrative Theory	3
PPAD 596	Research for Public Management	3
Total Hours		18

For additional information and requirements, please see the MPPA Policy and Procedures Manual.

Curriculum Plans

1. General Management: Thesis Option Full Time Plan: Two Years with Summers

First Year-Fall Semester

PPAD 505	Principles of Public Administration	3
PPAD 551	Public Policy	3
PPAD 596	Research for Public Management	3
		9

Spring Semester

PPAD 548	Public Personnel Administration	3
PPAD 549	Public Finance	3
Concentration Course		3
		9

Graduate Summer Session

Concentration Course	3
	3

Second Year-Fall Semester

PPAD 576	Administrative Theory	3
Concentration Course		3
Concentration, Internship or Elective		3
		9

Spring Semester		
PPAD 598	Thesis	3
	Concentration, Internship or Elective	<u>3</u>
		6
	<i>Total Hours</i>	39

**2. General Management: Non-Thesis Option
Full Time Plan: Two Years with Summers**

First Year-Fall Semester

PPAD 505	Principles of Public Administration	3
PPAD 551	Public Policy	3
PPAD 596	Research for Public Management	<u>3</u>
		9

Spring Semester

PPAD 548	Public Personnel Administration	3
PPAD 549	Public Finance	3
	Concentration Course	<u>3</u>
		9

Graduate Summer Session

PPAD 707	Management of Information Systems	3
	Concentration, Internship or Elective	<u>3</u>
		6

Second Year-Fall Semester

PPAD 549	Public Finance	3
PPAD 576	Administrative Theory	3
	Concentration, Internship or Elective	<u>3</u>
		9

Spring Semester

PPAD 597	Internship	3
	Advanced Concentration Elective	3
	Concentration or Elective	<u>3</u>
		9

Graduate Summer Session

	Concentration, Internship or Elective	<u>3</u>
		3
	<i>Total Hours</i>	45

**3. General Management: Thesis Option
Part Time Plan: Three Years with Summers**

Core

First Year-Fall Semester

PPAD 505	Principles of Public Administration	3
PPAD 596	Research for Public Management	<u>3</u>
		6

Spring Semester

PPAD 548	Public Personnel Administration	3
PPAD 551	Public Policy	<u>3</u>
		6

Graduate Summer Session

PPAD 597	Internship	3
	Concentration Course	<u>3</u>
		6

Second Year-Fall Semester

PPAD 549	Public Finance	3
PPAD 576	Administrative Theory	<u>3</u>
		6

Concentration

Spring Semester

PPAD 509	Seminar in Executive Leadership Development	3
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Concentration Course	<u>3</u>
	6

Graduate Summer Session

PPAD 521	Black Perspectives in Public Administration	<u>3</u>
		3

Third Year- Fall Semester

PPAD 549	Thesis	<u>3</u>
		3

Spring Semester

PPAD 549	Thesis	<u>3</u>
		3
	<i>Total Hours</i>	39

**4. General Management: Non-Thesis Option
Part Time Plan: Three Years with Summers**

Core

First Year-Fall Semester

PPAD 505	Principles of Public Administration	3
PPAD 596	Research for Public Management	<u>3</u>
		6

Spring Semester

PPAD 548	Public Personnel Administration	3
PPAD 551	Public Policy	<u>3</u>
		6

Concentration

Graduate Summer Session

PPAD 525	Urban Politics and Policymaking	3
PPAD 597	Internship	<u>3</u>
		6

Second Year-Fall Semester

PPAD 549	Public Finance	3
PPAD 576	Administrative Theory	<u>3</u>
		6

Spring Semester

PPAD 509	Seminar in Executive Leadership Development	3
PPAD 770	Administration of Non-Profit Agencies	<u>3</u>
		6

Graduate Summer Session

	Elective	<u>3</u>
		3

Third Year- Fall Semester

PPAD 521	Black Perspectives in Public Administration	3
PPAD 597	Internship	<u>3</u>
		6

Spring Semester

PPAD 707	Management of Information Systems	3
	Advanced Elective	<u>3</u>
		6
	<i>Total Hours</i>	45

**Doctor of Philosophy
In Public Administration**

In 1992 Jackson State University commenced offering the Doctor of Philosophy Degree in Public Policy and Administration. The program requires a minimum of

60 semester hours of course work beyond the master's degree. These 60 hours includes the dissertation.

Mission of Program

The Ph.D. program has an urban management as well other areas of concentrations. Students are required to master a body of knowledge that centers around the public management aspects of urban problems; urban minorities; urban development (both past and present); and analysis of social systems. The program is designed to prepare persons for careers in executive management, teaching, research, and other positions of public and/or non-profit responsibility. Concomitantly, this degree program emphasizes the acquisition of a knowledge base in the discipline of Public Administration with an emphasis on policymaking, planning, analysis, evaluation and program implementation. In addition to the urban concentration, students will select a concentration in program management, policy analysis and/or environmental management, planning and policy. This degree is especially appropriate for persons in public, non-profit and "quasi-public" management settings.

Admission Requirements

The Doctor of Philosophy in Public Policy and Administration Degree is one, which demands sound conceptual and analytical abilities. A solid educational foundation and substantial academic and professional achievement are among the criteria upon which applications for admission are evaluated.

Specific prerequisites for admission include the followings:

1. A graduate-level degree from an accredited institution with a grade point average of 3.5 as evidenced by an official transcript.
2. GRE (verbal and quantitative), MAT, or GMAT.
3. Three letters of recommendation, two from academic sources.
4. A career goals essay.
5. Two samples of academic and professional writing.
6. For international students, a satisfactory score on the TOEFL or IELTS as determined by the Graduate School.
7. Other considerations such as work or life experiences, which are directly related to potential successful completion of the program, may also be factored into the admission review.
8. Interview.

Admissions to the Ph.D. Program are granted once per annum for the Fall Semester.

Alternative Ph.D. Admissions Tracks

The Admissions Committee reviews candidates' admission applications along with: GPA, letters of recommendation, writing sample, statement of

professional goals, test scores- (GRE, GMAT, or MAT), and work experience. Should a candidate fall below the 3.5 minimum GPA, three alternative admissions tracks are possible. Regardless of the track employed, each applicant must meet acceptable standards as reviewed by the Admissions Committee.

1. GPA of 3.4 - 3.49 and one of the following:
 - A. Test Scores (GRE, GMAT or MAT)
 - B. Excellent writing sample
 - C. Excellent work experience
2. GPA of 3.1 - 3.39 along with **A and B below**:
 - A. Two of the following:
 - Test Scores (GRE, GMAT, MAT)
 - Excellent writing samples
 - Excellent work experience
 - B. An oral and/or written competency examination.
3. GPA of 3.0 - 3.09 and all of the following:
 - A. Excellent writing sample
 - B. Public and private sector management experience in excess of 10 years
 - C. An oral and/or written competency examination
 - D. Test Scores (GRE, GMAT or MAT).

For the writing sample, excellence assessment is defined by the Admissions Committee's assessment that the sample would be awarded a minimum of a B+ in a first- year Ph.D. course.

Excellent work experience is defined as a combination of duration in position and rank. Excellence is awarded to any combination of the following:

- ◆ Four (4) or more years of (4 year-college) teaching experience in a management field at the instructor level or above and performance evaluations of excellent.
- ◆ Four (4) or more years as senior executive (CEO, COO, VP, Facility Manager, or Department Head) of an organization employing 10 or more FTEs or which requires executive level skills such as fiscal and human resource management.
- ◆ Eight (8) or more years of public sector employment in mid-level or higher positions.

The Admissions' Committee may consider combinations of the above.

Oral and/or written interviews are required for admission to the Doctoral Program.

Deficiencies

Students who matriculate successfully in the Ph.D. Program in Public Policy and Administration must demonstrate a knowledge base of the American intergovernmental system, research methodology and computer applications, and fiscal resource and budgeting administration. Persons entering the program from academic disciplines without these subjects will be administered preliminary exams or

other evaluative methods to determine the need for compensatory work. Compensatory work will not be counted toward the major program of students.

Degree Requirements

A minimum of 48 semester hours above the Master's degree, plus 12 hours in dissertation credits, is required to complete coursework for the Ph.D. in Public Administration. The 48 semester hours are divided as follows:

- ◆ 24 hours of public administration core courses
- ◆ 12 hours of urban management concentration courses
- ◆ 12 hours of elective concentration courses
- ◆ 12 hours of dissertation (which may be counted toward the degree)

Areas of concentration are: Policy Analysis, Program Management, Urban Management, Environmental Management, and Planning and Policy.

Public Administration Core

Required Courses

Course	Title	Hours
PPAD 705	Scope of Public Administration	3
PPAD 707	Management of Information Systems	3
PPAD 748	Human Resources Planning and Management	3
PPAD 760	Financial Management in Public Organizations	3
PPAD 776	Theories of Public Organizations	3
PPAD 777	Public Policy Formulation and Implementation	3
PPAD 796-90	Advanced Research Methods for Public Management I	3
PPAD 796-91	Advanced Research Methods for Public Management II	3
	<i>Total Hours</i>	24

Urban Management Core (12 Hours)

PPAD 712	Intergovernmental Relations	3
PPAD 738	Community Political Processes	3
PPAD 780	Administrative Law	3
PPAD 782	City Planning and Political Process	3
PPAD 786	Urban Problems, Non-Traditional Options & Techniques	3
*PPAD 585/785	Seminar in Urban Problems	3
PPAD 712	Urban Management and Urban Services	3
PPAD 725	Urban Politics and Policy Making	3
PS 537	Urban, Social Change and Political Power	3
SOC 620	Community Analysis	3

Elective Concentrations

(Select 12 hours from the courses listed under one of the following concentrations)

Program Management

PPAD 700	Health Care Finance	3
PPAD 704	Administration of Ambulatory Health Care Systems	3
PPAD 708	Contemporary Topics in Public Administration	3
*PPAD 709	Seminar in Executive Leadership Development	3
PPAD 736	Administration of Health Agencies	3
PPAD 749	Human Resource Programs in Public Agencies	3
PPAD 750	State and Local Government Budgeting and Finance	3
PPAD 762	Comparative Public Administration	3
PPAD 770	Administration of Non-Profit Organizations	3
PPAD 781	Seminar in Community and Economic Development	3
*PPAD 782	Seminar in Program Development and Evaluation	3
FNGB 511	Computer Applications in Management	3

Policy Analysis

PPAD 706	Quantitative Methods	3
PPAD 708	Contemporary Topics in Public Administration	3
PPAD 709	Seminar in Executive Leadership Development	3
*PPAD 710	Advanced Quantitative and Qualitative Research	3
*PPAD 759	Seminar in Public Policy Analysis	3
*PPAD 782	Seminar in Program Development and Evaluation	3
xxx	"New Courses"	3

Environmental Management, Planning and Policy

PPAD 757	Environmental Law	3
*PPAD 760	Seminar in Politics of Environmental Administration	3
PPAD 761	Governmental Regulation of Natural Resources	3
*PPAD 709	Seminar in Executive Leadership	3
PPAD 781	Seminar in Community and Economic Development (strongly suggested)	3
PPAD 710	Toxicology and Epidemiology for Public Managers	3
ECON 700	Environmental Economics	3
BIO 501	Environmental Science (strongly suggested)	3
BIO 514	Methods of Environmental Analysis	3
UA 533	Rural Land Use and Planning	3
UA 539	Risk Analysis	3
ITHM 529	Environmental Toxicology and Risk Assessment	3

Other Courses

PPAD 797	Internship
PPAD 798	Dissertation
PPAD 799	Independent Study

*Required Course: Must take at least six hours in concentration prior to enrolling in seminar course, unless granted an exemption.

Qualifying Exam

A qualifying exam must be taken by students at the completion of 18-21 hours of course work in selected courses (see Policy and Procedure Manual). This examination will determine the feasibility of a student continuing pursuit of the doctoral degree in Public Policy and Administration.

Students who do not pass the qualifying exam will be asked to exit the program.

Comprehensive Exam

The Graduate Faculty will administer a Comprehensive Exam. The student is expected to use the examination to creatively demonstrate his/her ability to integrate effectively the various fields of study and apply them to his/her own professional area. The Comprehensive Examination will be administered upon completion of course work and before the submission of a dissertation proposal.

Dissertation and Defense

To be awarded the Doctor of Philosophy in Public Administration degree, the candidate will be required to present and have approved a dissertation on a pertinent research problem in his/her area of concentration, and pass an oral examination in defense of the research. The student's plan for independent research will be developed with the assistance and active participation of the student's dissertation committee. The dissertation must demonstrate the student's competency in scholarly research.

Graduation Requirements

1. Completion of 48 hours of course work.
2. Passage of the qualifying examination.
(Given Fall, Spring and Summer)
3. Passage of the comprehensive examination.
(Given Fall and Spring only)
4. Maintenance of a GPA of not lower than 3.0 with no more than two grades of C.
5. Completion and Defense of the Dissertation Proposal and Dissertation.

Sample Matriculation Schedule of a Typical Ph.D. Student

Semester I

PPAD 705 Scope of Public Administration (C)
PPAD 760 Financial Management in Public Organizations
PPAD 796 Advanced Research Methods I. (C)

Semester II

PPAD 777 Public Policy Formulation and Implementation (C)
PPAD 796-91 Adv. Research for Public Man. II (C)
PPAD 776-90 Theories of Management in Public Organizations (C)

Semester III

PPAD 707 Management of Information Systems (C)
Qualifying Examination to be taken

Semester IV

Submission of the Plan of Study

Semester V and VI

In subsequent semesters, the typical student will complete the Urban Core and Elective Concentration. Student must sit for the Comprehensive examination at the conclusion of all coursework.

Semester VII to X

Upon successful passage of the Comprehensive examination the Dissertation is initiated. After the Dissertation is written and successfully completed, the student graduates.

DESCRIPTION OF SELECTED COURSES

Notes: Courses offered outside the department may be taken with prior approval. For additional courses, please see Policy and Procedure Manual.

PPAD 504/704 Administration of Ambulatory Care Systems. (3 Hours) An analysis of primary health care as delivered in the United States and other countries. Various models of delivery are examined, e.g. via physician's office, Neighborhood Health Center, Health Maintenance Organization, etc.

PPAD 505 Principles of Public Administration. (3 Hours) An analysis of the basic principles and practices of Public Administration in the United States. Problems of structure, organization, administrative power, status and leadership are examined. Major actors in the struggle to control bureaucracy are identified. Value systems, ethics and application of administrative power are explored.

PPAD 507 Quantitative Analysis. (3 Hours) Students are familiarized with the application of relevant statistical techniques to the problems of public sector management and policy formulations. Required for entering students without research or computer skills.(all students will be tested)

PPAD 508/710 Advanced Quantitative/ Qualitative Analysis. (3 Hours) Prerequisite: Research for Public Management or Advanced Research I. This course gives the students a higher level of skills in research methodology.

PPAD 509/709 Seminar in Executive Leadership. (3 Hours) Leadership is an area of academic inquiry and skill development from historical, behavioral, political, and administrative perspectives. Additionally, students engage in research and projects which will develop their skills as executive leaders.

PPAD 513/713 Intergovernmental Relations. (3 Hours) Evolution of the American federal system; consideration of inter-unit cooperation and conflict; review of administrative issues like revenue-sharing, federal grants and regulations.

PPAD 514/714 Problems of County Administration. (3 Hours) Administrative operations

in county government are discussed; emphasis is placed on understanding purchasing and contracting, personnel and financial administration, reporting and public relations.

PPAD 515 Metropolitan Government and Politics. (3 Hours) Political and structural elements of public and private influences on policies like annexation, consolidation, regional development and planning are analyzed.

PPAD 516/716 The Administrative State. (3 Hours). Political environment of public administration; relation of bureaucracies to public opinion and political pressure; relations among legislators, elected executives, and civil servants are discussed.

PPAD/PS 517 Seminar in Government and State Politics. (3 Hours) Special features of Mississippi governmental structure and political process are reviewed.

PPAD 518/718 Seminar in State Politics. (3 Hours). Examination of the organization, function, political dynamics and policy outputs of state governmental systems.

PPAD 519/719 Problems of State Administration. (3 Hours). Administrative operations in state government are reviewed with emphasis on planning research, purchasing and contracting, personnel and financial administration, reporting and public relations.

PPAD 520 Civil Rights Laws and Affirmative Action. (3 Hours) This course is designed to introduce the students to civil rights laws passed in America since the 1960s. As such this course examines the national government's response to the claims of racial/ethnic and language minorities. Every effort is made to relate changes in civil rights laws to the general nature of incremental policy making in the U.S.

PPAD 521/721 Black Perspectives in Public Administration. (3 Hours) Public Policy problems, perceptions and experiences of Blacks are examined along with policy process, which impact the status of blacks. Broader questions concerning systemic change, structural transformation and historically built-in dilemmas are examined.

PPAD 525/725 Urban Politics and Policies. (3 Hours) Focus on community power and decision-making; political leadership; the relationship of citizens of their government; the urban bureaucracy, citizen participation; and delivery of services is discussed.

PPAD 531 The Judicial Process and Policy Making. (3 Hours) Basic concepts of jurisprudence, study of the American legal system, an analysis of federal, state, and local judicial processes and decision-making, actors, and their roles in the judicial process with materials and research in public law.

PPAD 536/736 The Administration of Health Agencies. (3 Hours) A general overview of health care systems, especially the free enterprise system utilized in America, is discussed, including a review of empirical studies of demand for health services; behavior of providers, and relationship of health

services to population health and the method in which public input into health care organizations helps form public policy.

PPAD 538 Community Political Process. (3 Hours) This course is an analysis of political consequences of the underlying socio-economic forces operating in urban areas.

PPAD 548 Public Personnel/Human Resource Administration. (3 Hours) Procedures and problems of governmental personnel administration; emphasis on staffing, remuneration, career system, motivation, evaluation, collective bargaining, and employee relations.

PPAD 549 Public Finance. (3 Hours) Procedures for the control of public funds, assessment and collection of taxes; public borrowing and debt administration; preparation, enactment, and audit of the budget.

PPAD 550/750 State and Local Government Budgeting and Finance. (3 Hours) Students study the fiscal problems of urban areas and the scope of government fiscal activities, including revenue trends, taxing policies, cash flow management, debt management and pension fund management.

PPAD 551 Public Policy. (3 Hours) Politics of the policy process; nature, determinants, and effects of public goods and services; formulation, implementation, and evaluation of public policies.

PS/PPAD 553 Constitutional Law and the Economic Enterprise.** (3 Hours) Selected social and regulatory legislation and its constitutional foundations are analyzed.

PPAD 555 Criminal Justice System. (3 Hours) A study of the problems of law enforcement from commission of a crime through sentencing, trial, incarceration, and rehabilitation.

PPAD 557 Environmental Law. (3 Hours) Federal and state regulations designed to protect the environment are reviewed.

PPAD 558 The Correctional System. (3 Hours) Principles of the formal behavior-control devices are examined with an emphasis on legal systems and the philosophical background of criminal justice.

PPAD 559/759 Seminar in Public Policy Analysis. (3 Hours) This course provides a general and conceptual overview of the study of public policy as a major sub-field of public administration. Emphasizes the policy process and include methods and techniques of policy analysis.

PPAD 560/761 Seminar in Politics of Environmental Administration. (3 Hours) The contemporary aspects of environmental problems as reflected in society, politics and business that are faced by administrators are discussed.

PPAD 561 Governmental Regulation of National Resources. (3 Hours) An examination of the legal and political problems faced by government when trying to regulate use of natural resources is examined.

PPAD 562/762 Comparative Public Administration. (3 Hours) Students analyze administrative processes and systems in various types of governments including operation of national plans, public enterprises, and rural development.

PPAD 568 Labor Management Relations In the Public Sector (3 Hours) The course analyzes the development of labor unions at the national, state, and local government levels in the United States.

PPAD 571/771 Program Development and Operation. (3 Hours) Analysis of the development, operation, and evaluation of public programs; examination of various problem solving techniques; and problems associated with new programs are discussed.

PPAD 572 Human Relations in Public Employment. (3 Hours) Understanding human problems in public agencies; focusing on collective bargaining, contract administration, personnel efficiency and morale, equal employment and affirmative action procedures.

PPAD 576 Administrative Theory. (3 Hours) Analysis of organizational change, effectiveness, and allocation processes in public agencies. The theoretical models of open systems, rationalist conflict, coalition building, and decision-making are examined, with the aim of presenting a unified set of propositions about organizations.

PPAD 579 Administrative Behavior. (3 Hours) The course examines administrative behavior and government management with appropriate comparison to private industry; analysis of principal elements of the public administrator's job, such as planning procedures and work methods; evaluating and control programs and operations.

PPAD 580 Administrative Law. (3 Hours) Introduce students to series of important issues in Administrative Law. Issues and problems central to the field are explored by an analysis of relevant literature.

PPAD 582 City Planning and the Political Process. (3 Hours) A study of the planning process in urban and metropolitan areas, with particular attention to governmental and administrative policies and the machinery for dealing with problems involving complex political, economic, and technological factors and the planning process as it affects Black people.

PPAD 585/785 Seminar in Urban Problems. (3 Hours) An analysis of major urban problems, strategies and approaches proposed for their resolution, historical and political implications. Reformist efforts of government and private efforts will be examined with special emphasis on Post-New Deal developments and the impact on the Black community.

PPAD 586/786 Urban Problems and Non-Traditional Options. (3 Hours) An overview of the strategies, tactics and techniques of municipal administration. Innovative models for approaching political issues unique to municipalities and the impact of urbanization are discussed.

PPAD 587/787 Problems in Public Administration. (3 Hours) Case studies are analyzed to illustrate the major problems confronting top bureaucrats in public agencies. Problems studied include administrative policies and the relationship of public agencies to their clients in specific administrative situations.

PPAD 596 Research for Public Management. (3 Hours) Prerequisite: Quantitative Analysis or equivalent. Empirical analysis for practical administrative problems and the development of new management techniques, including controlled social experimentation; simulation of policy issues; evaluation of future, alternatives. Diagnostic examination must be passed.

PPAD 597 Internship. (3 Hours) Prerequisite: Twelve hours graduate course work in Public Administration prior to this individual work experience in a government agency. (Prior approval in the preceding semester)

PPAD 598 Thesis (3 Hours) Prerequisite: Completion of coursework and comprehensive.

PPAD 599/699 Independent Study. (Vary: 1-3 Hours) The student selects a research area which may be of benefit to his/her program. Topics must be approved by the faculty advisor and by the instructor selected by the student to supervise the research. Prior approval must be granted.

Doctoral

PPAD 700 Health Care Finance and Administration (3 Hours) The course provides an understanding of the fiscal environment of health care organizations and how economic concepts can be applied in the management and planning of health services.

PPAD 705 The Scope of Public Administration. (3 Hours) This class emphasizes the historical and ecological factors influencing the development of the discipline of Public Administration, as well as contemporary trends. Students will discuss issues such as privatization, the third sector ethnics, and executive leadership. Some effort is directed toward providing a comparative analysis in the context of public administration.

PPAD 706 Quantitative Methods. (3 Hours) This course familiarizes students with quantitative approaches, which can be used to solve problems in public sector management.

PPAD 707 Management of Information Systems. (3 Hours) Design and utilization of systems to assist administrative information flows, data management, and computer application to public management.

PPAD 708 Seminar in Contemporary Topics in Public Administration. (3 Hours) "Cutting edge" information and contemporary trends and issues are explored.

PPAD 709 Seminar in Executive Leadership. (3 Hours) Leadership as an area of academic inquiry and skill development is the focus of this course. Students explore leadership from historical, behavioral, political, and administrative perspectives. Additionally, students engage in research and projects, which will help to develop their skills as executive leaders.

PPAD 710 Epidemiology and Toxicology for Public Managers. (3 Hours). Introduces and teaches students the concepts, theories, facts and principles of the study, prevention and treatment of disease and

poison. The course includes conducting an epidemiological study.

PPAD 712 Urban Management and Urban Services. (3 Hours) Students examine and analyze the methods by which local public services are designed, delivered and evaluated.

PPAD 713 Intergovernmental Relations. (3 Hours) Evolution of the American federal system; consideration of inter-unit cooperation and conflict; review of administrative issues like revenue sharing, federal grants and regulations.

PPAD 714 Problems of County Administration. (3 Hours) Administrative operations in county government are discussed; emphasis is placed on understanding purchasing and contracting, personnel and financial administration, reporting and public relations.

PPAD 716 The Administrative State. (3 Hours). Political environment of public administration; relation of bureaucracies to public opinion and political pressure; relations among legislators, elected executives, and civil servants are discussed.

PPAD 718 Seminar in State Politics. (3 Hours). The examination of the organization, function, political dynamics and policy outputs of state governmental systems.

PPAD 719 Problems of State Administration. (3 Hours). Administrative operations in state government are reviewed with emphasis on planning research, purchasing and contracting, personnel and financial administration, reporting and public relations.

PPAD 721 Black Perspectives in Public Administration. (3 Hours) Public Policy problems, perceptions and experiences of Blacks are examined along with policy process, which impact the status of blacks. Broader questions concerning systemic change, structural transformation and historically built-in dilemmas are examined.

PPAD 725 Urban Politics and Policies. (3 Hours) Community power and decision-making; political leadership; the relationship of citizens of their government; the urban bureaucracy, citizen participation; and delivery of services are discussed.

PPAD 736 The Administration of Health Agencies. (3 Hours) A general overview of health care systems, especially the free enterprise system utilized in America, is discussed, including a review of empirical studies of demand for health services; behavior of providers, and relationship of health services to population health and the method in which public input into health care organizations helps form public policy.

PPAD 738 Community Political Processes. (3 Hours) Students analyze the political consequences of the underlying socio-economic forces operating in urban areas.

PPAD 748 Public Personnel Human Resource Administration. (3 Hours) Procedures and problems of governmental personnel administration are reviewed. Emphasis on staffing, remuneration, career system, motivation, evaluation, collective bargaining, and employee relations.

PPAD 749 Public Finance Administration. (3 Hours) Procedures for the control of public funds; assessment and collection of taxes; public borrowing and debt administration; preparation, enactment, and audit of the budget are reviewed.

PPAD 750 State and Local Government Budgeting and Finance. (3 Hours) Students study the fiscal problems of urban areas and the scope of government fiscal activities, including revenue trends, taxing policies, cash flow management, debt management and pension fund management. Audit of the budget is reviewed.

PPAD 752 Consumer Law. (3 Hours) The law as it affects the rights of creditors and debtors, with special emphasis on the problems of the poor, is studied.

PPAD 755 The Criminal Justice System. (3 Hours) The process of law enforcement from commission of a crime through sentencing, trial, incarceration, and rehabilitation.

PPAD 752 Urban History. (3 Hours) Focuses on the growth of urbanism and the impact urbanization has had on the lives of Americans.

PPAD 759 Seminar in Public Policy Analysis. (3 Hours) Prerequisite: Public Policy Formulation and Implementation. This course provides a general and conceptual overview of the study of public policy as a major sub-field of public administration. Emphasizes the policy process and include methods and techniques of policy analysis.

PPAD 760 Financial Management In Public Organizations. (3 Hours) The management of organizational resources is the focus of this course. While local governments will be highlighted, the principles and techniques have application to all public and quasi-public organizations.

PPAD 761 Seminar in Politics of Environmental Administration. (3 Hours) The contemporary aspects of environmental problems as reflected in society, politics and business that are faced by administrators are discussed.

PPAD 762 Comparative Public Administration. (3 Hours) Students analyze administrative processes and systems in various types of governments including operation of national plans, public enterprises, and rural development.

PPAD 770 Administration of Non-Profit Organizations. (3 Hours) This course focuses on the role and character of private, non-profit organizations and their relationships with other sectors of the community. Examines the impact of recent public - particularly fiscal - decisions have had on service delivery in the non-profit environment. Visiting practitioners will make presentations to the class throughout the course.

PPAD 776 Theories of Public Organizations. (3 Hours) This course exposes students of public-sector organizations to prominent explanations and theories of organizations as political, social and economic concepts. Major subject areas discussed are: (1) theories of individual and group behavior; (2) theories of organizational structure; (3) theories of organizational process.

PPAD 777 Public Policy Formulation and Implementation. (3 Hours) This course focuses on problems of policy formulation, implementation, and evaluation. The participants will be exposed to such issues as seeing the need for policy issues, thinking through goals and objectives, policy adoption, and problems of implementation (including perceptive and real gaps between intent and bureaucratic interpretations).

PPAD 781 Seminar in Community Development and Economic Development. (3 Hours) Provides students with a basic understanding of the broad field of community and economic development as carried out by the federal, state and local levels of government, as well as the impact of neighborhood development organizations. The course exposes students to a variety of readings, and to regular visits by practitioners.

PPAD 782 Seminar In Program Development and Evaluation. (3 Hours) This course teaches class participants the principles of program development and provides an understanding of how evaluators can help make government more effective by producing timely information on the promise and performance of existing programs.

PPAD 783 Urban Justice. (3 Hours) Students study the urban court systems, their actors and processes including the impact of the court on resolution of urban problems.

PPAD 785 Seminar in Urban Problems. (3 Hours) An analysis of major urban problems, strategies and approaches proposed for their resolution, historical and political implications. Reformist efforts of government and private efforts will be examined with special emphasis on Post-New Deal developments and the impact on the Black community.

PPAD 786 Urban Problems and Non-Traditional Options. (3 Hours) An overview of the strategies, tactics and techniques of municipal administration. Innovative models for approaching political issues unique to municipalities and the impact of urbanization are discussed.

PPAD 796-90 Advanced Research Methods I. (3 Hours) This is a research course in which participants will use both qualitative and quantitative techniques to address management problems. Students must take both semesters. (Pretest or evaluation or PPAD 706).

PPAD 796-91 Advanced Research Methods II. (3 Hours)

PPAD 797 Internship. (3 Hours) Executive-level, "hands-on," work experience in selected organizations. (Students must apply in the previous semester).

PPAD 799 Independent Study. (Vary 1-3 Hours) The student selects a research area, which may be of benefit to his/her program. Topics must be approved by the faculty advisor and by the instructor selected by the student to supervise the research. The student is allowed to select a research topic of interest. Prior approval must be granted.

PPAD 798 Dissertation. (3 Hours) This course is for students who are admitted to candidacy so that they

may engage in the writing of the dissertations. (Prior approval required).

Department of Urban and Regional Planning

Dr. Mukesh Kumar, Associate Professor and Interim Department Chair
3825 Ridgewood Road, Box 23
Jackson, MS 39211
Telephone: (601) 432-6865
Fax: (601) 432-6862
E-mail: Mukesh.kumar@jsums.edu
Website: www.jsums.edu/planning

Faculty

Dr. M. Kumar, Associate Professor
Dr. E. Merem, Professor
Dr. E. Santos, Associate Professor
Dr. T. Thomas, Assistant Professor
Dr. J. Wesley, Associate Professor

Mission of Program

The Department of Urban and Regional Planning (DURP) seeks to develop leaders in the field of city planning. The program will provide students with learning opportunities that will enable them to develop the intellectual qualities necessary for meeting the broad and varied range of problems and challenges associated with urban growth and development. The Program offers a Master of Arts degree and Doctor of Philosophy degree. The Master of Arts program is accredited through the Planning Accreditation Board. The M.A. program consists of an inter-disciplinary curriculum of 49 semester hours, including practical community-based learning experiences and planning studios, while the Doctor of Philosophy consists of 48 semester hours. The Program has a special focus on increasing the number of under-represented groups and women in the profession. The rigorous program is designed for both full-time and part-time students. The program targets recognition at the regional, state, and national levels.

Program Objectives

Urban and Regional Planning concentrates upon the challenging issues and problems confronting planning professionals and scholars in the rebuilding of cities across the nation. Courses and studios offer challenging scholarly and practical work that focuses attention on real world solutions while respecting the ethical, skill, and plan development practices of the profession.

Master of Arts in Urban and Regional Planning

Admissions Requirements

Admission to the graduate degree program in Urban and Regional Planning is governed by the regulation of the Division of Graduate Studies and Urban and

Regional Planning. The following criteria must be met:

1. Admission by the Division of Graduate Studies.
2. A minimum grade point average of 3.0 on a 4.0 scale;
3. Satisfactory performance on the Graduate Record Examination or equivalent test.
4. Demonstrated promise for successful academic achievement in professional graduate work.
5. For international students, indication of adequate financial support and satisfactory performance on TOEFL demonstrating oral and written proficiency;
6. Three letters of recommendation and recommender form;
7. Official statement of intent

Degree Requirements

Urban and Regional Planning offers courses on a semester basis. Forty-nine credit hours are required for a master's degree. A basic core and three areas of concentration (Community Development and Housing, Environment and Land Use, and Urban Design) are offered. A thesis or major report option may be elected. An internship is required of inexperienced students.

Course Requirements

Core Courses

(16 hours minimum)

Course	Title	Semester Hours
*URP 500	History of Planning	3
*URP 502	Planning Theory and Practice	3
*URP 504	Quantitative Analysis and Computers	4
*URP 506	Legal Aspects in Planning	3
*URP 508	Introduction to Urban Design	3

Concentration Courses

(15 hours minimum from one of the three concentration areas)

Community Development and Housing Concentration

#URP 520	Housing Policy	3
URP 521	African American Community	3
#URP 522	Introduction to Community Development	3
URP 523	Social Policy Planning	3
**URP 524	Neighborhood Revitalization	3
URP 525	Land Development Dynamics	3
URP 526	Citizen Participation	3
URP 527	Public Finance Planning	3
URP 528	Economic Development Planning	3
URP 529	Planning in Local Government	3
URP 551	Regional Planning	3
URP 571	Introduction to Geographic Information Systems for Urban Planning	3

Environment and Land Use Concentration

#URP 530	Introduction to Environmental Planning	3
#URP 531	Growth Management	3
URP 532	Environmental Planning Ethics	3
URP 533	Rural Land Use Planning	3
URP 534	Environmental Impact Assessment	3
**URP 535	Comprehensive Planning	3
URP 536	Developing Nations Environmental Planning	3
URP 537	Plan Implementation	3
URP 538	Zoning and Land Use Regulation	3
URP 539	Risk Analysis	3
URP 571	Introduction to Geographic Information Systems for Urban Planning	3

Urban Design Concentration

URP 540	Historic Preservation and Conservation	3
#URP 541	Technical Skills of Composition and Communication	3
URP 542	Infrastructure and Community Facilities	3
URP 543	Computer-Aided Design I: Introduction	3
*URP 544	Design of Cities	3
URP 545	Computer-Aided Design II: Applications in Urban Design	3
URP 546	Site Development	3
#URP 547	Behavioral and Cultural Factors in Planning and Urban Design	3
URP 571	Introduction to Geographic Information Systems for Urban Planning	3
URP 572	Advanced Concepts in Geographic Information Systems for Urban Planning	3

Electives

9
Faculty Advisor's approval required.

Internship

*URP 570	Internship	3
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Thesis or Non-Thesis Option

(6 hours maximum in either thesis or non-thesis courses)

Thesis

URP 560	Thesis Research	3
URP 566	Master's Thesis	3

Non-Thesis

Faculty Advisor's approval required.

Notes

*Required Core Course

#Required Concentration Course

**Required Concentration Studio Course

Curriculum Plans

1. Community Development and Housing Concentrations: Non-Thesis Option Full Time Plan

First Year-Fall Semester

URP 500	History of Planning	3
URP 502	Planning Theory and Practice	3
URP 520	Housing Policy	<u>3</u>
		9

Spring Semester

URP 504	Quantitative Analysis and Computers	4
URP 508	Introduction to Urban Design	3
URP 522	Introduction to Community Development	<u>3</u>
		10

Summer Semester

URP 521	African American Community	3
URP 555	Independent Study	<u>3</u>
		6

Second Year- Fall Semester

URP 506	Legal Aspects in Planning	3
URP 523	Social Policy Planning	3
URP 524	Neighborhood Revitalization (Studio)	3
URP 570	Internship	<u>3</u>
		12

Spring Semester

URP 526	Citizen Participation	3
URP 529	Planning in Local Government	3
URP 532	Environmental Planning Ethics	3
URP 551	Regional Planning	<u>3</u>
		12
	<i>Total Hours</i>	49

2. Urban Design Concentration Non-Thesis Option-Full Time Plan

First Year-Fall Semester

URP 500	History of Planning	3
URP 502	Planning Theory and Practice	3
URP 541	Technical Skills of Comp. and Comm.	<u>3</u>
		9

Spring Semester

URP 504	Quantitative Analysis and Computers	4
URP 508	Introduction to Urban Design	3
URP 530	Introduction to Environ. Planning	3
URP 547	Behav. and Cult. Factor in Planning and Urban Design	<u>3</u>
		13

Summer Semester

URP 521	African American Community	3
URP 533	Rural Land Use Planning	<u>3</u>
		6

Second Year- Fall Semester

URP 506	Legal Aspects in Planning	3
URP 542	Infrastructure and Comm. Facilities	3
URP 543	Computer-Aided Design I	3

URP 544	Design of Cities (Studio)	<u>3</u>
		12

Spring Semester

URP 522	Introduction to Community Develop.	3
URP 545	Computer-Aided Design II	3
URP 546	Site Development	3
URP 570	Internship	<u>3</u>
		12
	<i>Total Hours</i>	49

3. Environment and Land Use Concentration Non-Thesis Option-Full Time Plan

First Year-Fall Semester

URP 500	History of Planning	3
URP 502	Planning Theory and Practice	3
URP 530	Introduction to Environmental Planning	<u>3</u>
		9

Spring Semester

URP 504	Quantitative Analysis and Computers	4
URP 508	Introduction to Urban Design	3
URP 531	Growth Management	<u>3</u>
		10

Summer Semester

URP 533	Rural Land Use Planning	3
URP 537	Planning Implementation	<u>3</u>
		6

Second Year- Fall Semester

URP 506	Legal Aspects in Planning	3
URP 534	Environmental Impact Assessment	3
URP 535	Comprehensive Planning	3
URP 538	Zoning and Land Use Regulation	<u>3</u>
		12

Spring Semester

URP 532	Environmental Planning Ethics	3
URP 536	Developing Nations Environmental Planning	3
URP 539	Risk Analysis	3
URP 570	Internship	<u>3</u>
		12
	<i>Total Hours</i>	49

Ph.D. Program in Urban and Regional Planning

Admissions Requirements

Admissions to the doctoral program is governed by the regulations of the Division of Graduate Studies and Urban and Regional Planning. The following criteria must be met:

1. Admissions by the Division of Graduate Studies at Jackson State University with a minimum grade point average of 3.0 on a 4.0 scale;
2. Satisfactory performance on the Graduate Record Examination or equivalent test.
3. Promise for successful academic achievement at the doctoral level.

4. For international students, indication of adequate financial support and satisfactory performance on TOEFL demonstrating oral and written proficiency.
5. Three letters of recommendation.
6. Substantive statement of proposed research within one of the Program's areas of concentration.
7. When applicable, a description of professional experience and/or samples of previous scholarly works.
8. A personal interview with a faculty when practical.

Candidacy Requirements

Students must successfully complete a comprehensive examination and prepare and defend a proposal for dissertation research prior to being declared a degree candidate.

Degree Requirements

Urban and Regional Planning offers courses on a semester basis. A basic core curriculum and three areas of concentration (Community Development and Housing, Environment and Land Use, and Urban Design) are offered. Thirty-six credit hours of course work beyond the master's degree are required prior to writing the dissertation. After completing these course requirements, students may earn a minimum of twelve additional credit hours of dissertation credit. The Ph.D. is awarded after successful completion and defense of the dissertation.

Course Requirements

Core Courses		Semester
Course	Title	Hours
URP 700	Historical development of Cities	3
URP 702	Theoretical Perspectives in Planning	3
URP 710	Advanced Statistical Methods	3
URP 712	Research Methodology	3
URP 714	Ethics in Planning Seminar	3
<i>Total Hours</i>		15

Concentration Courses

12 hours minimum from one of the three concentration areas.

Community Development and Housing Concentration

The following seminars and studios would apply toward this concentration,

URP 720	Urban Housing Policies
URP 722	Community Development and Housing
URP 724	Urban Revitalization Studio
URP 726	Citizen Participation Strategies
URP 728	Local and Regional Economic Development Strategies
URP 760	Advanced Readings

Environment and Land Use Concentration

The following seminars and studios would apply toward this concentration,

URP 730	Environment and Land Use
URP 731	Urban Growth Containment Principles
URP 732	Ethics of the Environment
URP 733	Countryside Development and Planning
URP 735	Brownfields Planning Studio
URP 736	International Human Settlements
URP 737	Urban Implementation Strategies
URP 760	Advanced Readings

Urban Design Concentration

The following seminars and studios would apply toward this concentration,

URP 740	Foundations in Urban Design
URP 742	Analytical and Evaluative Methods of Urban Design Research
URP 744	Urban Design Studio
URP 746	Urban Design Doctoral Seminar
URP 760	Advanced Readings

Electives

9 hours minimum

Faculty Advisor's Approval Required

Dissertation

12 hours maximum

URP 899 Dissertation

DESCRIPTION OF COURSES

Core Area

URP 500 History of Planning. (3 hours) Introduction to the historical roots, periods, and personalities that have shaped the profession. A study in the development of the profession within the context of urban American history.

URP 502 Planning Theory and Practice. (3 hours) Overview of theories that have contributed to the development of contemporary urban planning; theories introduced include rationality, advocacy, and critical. Also studied are issues related to professional ethics, race and class, and urban development.

URP 504 Quantitative Analysis and Computers. (4 hours) Introduction to the use of quantitative reasoning and statistical techniques to solve planning and policy problems. This course focuses on application of descriptive and inferential statistics, sampling, regression analysis and modeling.

URP 506 Legal Aspects of Planning. (3 hours) Introduction to the basis in constitutional, common, and statutory law for the authority of plan effectuation. This course delineates the legal and legislative bases for planning at the local, state, and federal levels.

URP 508 Introduction to Urban Design (3 hours) This course provides an understanding of the dynamics that created contemporary urban and regional spatial patterns, elements of physical planning in relation to social, economic, and political forces as well as the role of the urban designer in the planning process.

Community Development and Housing

URP 520 Housing Policy. (3 hours) Thorough review of the problems and issues related to housing planning and policy dealing primarily with inter-relationships and interdependencies among socio-cultural,

economic and physical aspects of housing. This course focuses on the social, political, and economic aspects of housing policy in the United States.

URP 521 African American Community. (3 hours) Investigates processes of community development for their application in community building in African American communities. Explores the development of a model for development and discusses various roles of participants in the community development process.

URP 522 Introduction to Community Development. (3 hours) Overview of the elements of the community development process including housing, economic development, education, public safety, social services, transportation, infrastructure, the environment, citizen participation and leadership. This course places an emphasis on the application of planning methods and theory to the resolution of community problems.

URP 523 Social Policy Planning. (3 hours) Introduction to the theory and practices of social policy planning with attention to spatial, policy, resource, and advocacy relationships. This course focuses on matters of social services, income maintenance, education, and health.

URP 524 Neighborhood Revitalization. (3 hours) Exploration of planning and political activities that contribute to the restoration of older neighborhoods. Impacts of economic, social, and political processes that govern decision-making and funding for revitalization efforts.

URP 525 Land Development Dynamics. (3 hours) Emphasizes private decision making and development, public/private relationships, and regulatory activities. This course explores patterns of land utilization from the perspectives of the neighborhood, city, and metropolis.

URP 526 Citizen Participation. (3 hours) Introduction to the issues, policies, and techniques related to the role of citizens in the public decision making process. Consideration will be given to legislative requirements for public involvement as well as the role of survey research in the citizen participation process. Techniques for developing local capacity through citizen mobilization and a focus on community building are explored.

URP 527 Public Finance Planning. (3 hours) Overview of the principle of public budgeting, capital budget planning and public finance strategies. This course considers issues surrounding local development and fiscal decision-making as they relate to project planning, revenue sources and project evaluation.

URP 528 Economic Development Planning. (3 hours) Strategies and tools for developing employment, business ownership, and investment in local, state, and regional economies. This course focuses on contemporary economic development patterns and practices in central cities and urban areas in the South.

URP 529 Planning in Local Government. (3 hours) Examination of the role of local government in the city planning process. Special consideration is given to the functional areas of planning such as transportation,

housing, neighborhoods, environmental constraints, and land use.

Environment and Land Use

URP 530 Introduction to Environmental Planning. (3 hours) Comprehensive overview of the field and the efforts being made to organize, control, and coordinate environmental, aesthetic, and uses of nature and of man-made substances. This course focuses on the problems, potential solutions, and methodologies of public policy, law, and economics as they affect environmental issues in planning.

URP 531 Growth Management. (3 hours) Techniques employed to manage growth-related change and to implement plans. This course focuses on matters of capital investment, development impact analysis, impact mitigation, ethical implications, and alternative growth potentials.

URP 532 Environmental Planning Ethics. (3 hours) Investigation of the issues and affects of decision making related to environmental justice. This course focuses on the history of the development, cases, and advocacies for ethical decision making related to the environment.

URP 533 Rural Land Use Planning. (3 hours) Small-town planning, rural populations, and development dynamics are explored. This course focuses on the social, economic, political, and environmental factors that are employed by planners to assist citizens plan for quality futures.

URP 534 Environmental Impact Assessment. (3 hours) Reviews the theory and methodology of evaluating the potential impacts of development on the natural and social environments. This course gives attention to the legal and planning practice elements of assessing environmental impacts.

URP 535 Comprehensive Planning. (3 hours) Introduction to the theory and practice of urban and regional planning. Planning as a method of decision-making and strategic choice, goal setting, alternative development, and implementation solutions.

URP 536 Developing Nations Environmental Planning. (3 hours) Examines urban development issues and impacts in Third World nations. This course explores issues of environmental quality, policy responses, housing production, biological diversity, agriculture, conservation, wildlife management, and socio-economic pressures.

URP 537 Plan Implementation. (3 hours) Interactive community and governmental dynamics in plan implementation are explored. This course focuses on the use of land-use regulatory tools and community facilities in implementing the plan.

URP 538 Zoning and Land Use Regulation. (3 hours) The theory, practice, and consequences of zoning as a land use tool in the implementation plans. This course includes the legal and administrative elements employed in zoning law, ordinance preparation, and other regulatory devices.

URP 539 Risk Analysis. (3 hours) Introduces students to the concepts of risk and uncertainty and explores techniques for characterizing, framing, estimating, and communicating environmental risks.

This course covers both human-related and natural risks and hazards.

Urban Design

URP 540 Historic Preservation and Conservation. (3 hours) Issues of revitalizing and preserving historic resources are explored. This course focuses on the history, context, methods, and public policies related to historic preservation movements and programs.

URP 541 Technical Skills of Composition and Communication. (3 hours) Studio introducing graphic communication (in two and three dimensions) as visual organization and sequencing of the complex and varied information considered in the decision-making process of planning. Exercise of cognitive and aesthetic judgment by selective use and drawing of lines, planes, perspective, solids, shade, shadow and color; including introduction to the examination of aesthetic, symbolic and cultural elements of design.

URP 542 Infrastructure and Community Facilities. (3 hours) Examines planning and policy issues surrounding public services and facilities. Topics include the distribution of the benefits and costs of various public services and fiscal, traffic, and environmental impacts of land development.

URP 543 Computer-Aided Design I: Introduction. (3 hours) Studio introducing the concepts, issues and methods of computer-aided design as a tool in the planning and urban design process. A previous knowledge of computers is not required. (Prerequisite: URP 541)

URP 544 Design of Cities. (3 hours) Investigates the development of physical form of cities through models, geographic landscape, and intentional human use. This course focuses on the manner in which people exploit land and human experiences that determine design principles.

URP 545 Computer-Aided Design II: Applications in Urban Design. (3 hours) Studio stressing advanced concepts and methods in computer-aided design as applied in urban design and site development. Topics include interactive and procedural approaches, parametric design, and integration of spatial modeling with other information-processing activities. Emphasis is placed on the creation of three-dimensional models. (Prerequisite: URP 543)

URP 546 Site Development. (3 hours) Introduction to site analysis, using environmental and engineering principles and modeling exercises to analyze and understand the use of land for development purposes. This course focuses on elements of grading, drainage, and landscape architecture.

URP 547 Behavioral and Cultural Factors in Planning and Urban Design. (3 hours) Seminar concerning the relationship of social patterns, cultural values, and the formation of urban patterns. Explores the complexities involved in giving expression to human needs and desires in provision of shelter and movement systems, possibilities and limitations of building forms and public policies, and issues involved in relating the human-made to the natural environment.

Other Courses

URP 550 Special Topics. (3 hours) Students electing to not pursue the thesis option may enroll in this course to conduct a special project topic. A maximum of three credits are allowed for this course.

URP 551 Regional Planning. (3 hours) This course provides students with an in-depth understanding of regional planning - its historical roots, current practices, regionalism. Regional planning, metropolitan planning, and similar terms are constantly being used by planners. What do these terms mean? How can they influence practice and scholarship in this field?

URP 555 Independent Study. (3 hours) Students wishing to explore an in-depth study of a topic not directly offered in the curriculum may enroll in this course. A maximum of six credit hours of independent study may be accrued. Permission of the faculty is required.

URP 560 Thesis Research. (3 hours) Students pursuing the thesis option must enroll in this course. This course focuses on the methodology and techniques of writing a thesis, including the research and presentation of the document.

URP 566 Master's Thesis. (3 hours) Students electing the thesis option must obtain approval from the faculty for the prospectus. All requirements of the Graduate School for submission dates must be met.

URP 570 Internship (3 hours) All students must satisfactorily complete a Professional Development Assignment. The purpose of this internship is to provide students with opportunities to engage in experiential learning with governmental agencies, non-profit organizations and private corporations that confront and respond to planning problems and related issues. Students completing a Professional Development Assignment funded by Urban and Regional Planning must be enrolled in URP 570 Internship for one semester in order to receive three semester hours of credit. Students with prior experience in planning or a closely related field may take an additional three semester hours of elective in lieu of the internship with the approval of the department chair.

URP 571 Introduction to Geographic Information Systems for Urban Planning (3 hours). This course provides students with an introduction to the fundamentals of Geographic Information Systems (GIS). It will give students an understanding of the various components of a GIS. Data gathering techniques such as internet data, GPS data collection and government and private sources of data will be taught. Also, areas such as data models and structures for geographical information, geographic data input, data manipulation and data storage will be covered. Students also learn how manipulate tabular data, query a GIS database, and present data clearly and efficiently using maps and charts.

URP 572 Advanced Concepts in Geographic Information Systems for Urban Planning (3 hours) This course covers the advanced concepts of Geographic Information Systems (GIS) technology

and how it is being applied in urban and regional planning. Students will learn the processes to collect, organize, analyze and display geographic data obtained from such as address geocoding, GPS and CD ROM, etc. Each student will complete a series of lab exercises that illustrate the typical steps in a GIS project. Prerequisite: URP 571 or equivalent courses or experience in using GIS in the work environment with permission of the instructor.

Doctoral Courses

Core Courses

URP 700 Historical Development of Cities. (3 hours) Intensive investigation and discussion of major contributing factors to the economic, social and ecological development of cities. The course will require students to apply historical research methodologies in the analysis of urban agglomerations.

URP 702 Theoretical Perspectives in Planning. (3 hours) Study of the advanced theoretical concepts in urban planning and the relationship between planning theory and social science precepts. Comparative analysis of theories that stimulate planning thought and philosophy.

URP 710 Advanced Statistical Methods. (3 hours) The course is designed to offer state-of-the-art procedures and paradigms in statistical applications.

URP 712 Research Methodology. (3 hours) Students acquire a foundation in conceptualization, measurement, research design, prospectus preparation, data collection, approaches to data analysis, documentation, and presentation of substantive research.

URP 714 Ethics in Planning. (3 hours) In this course students examine the theory and practice of professional ethics. The principles of ethical thinking and behavior in the planning profession are covered extensively.

Community Development and Housing

URP 720 Urban Housing Policies. (3 Hours) This course examines the policies that impact housing systems in the United States. Factors contributing to housing shortages and housing costs are analyzed, and programs developed to address these issues are evaluated. Additionally, the role of housing advocacy is studied.

URP 722 Community Development and Housing. (3 Hours) A thorough analysis and evaluation of the principles and practices of community development. Substantive areas of housing, economic development, education, public safety, social services, transportation, infrastructure, the environment, citizen participation and leadership will be selectively covered. This course places an emphasis on the application of planning methods and theory to the resolution of community problems.

URP 724 Urban Revitalization Studio. (3 Hours) In-depth study of a selected problem related to urban revitalization. Students will be required to prepare a detailed planning document addressing the redevelopment needs of a specific urban neighborhood

or area. Topics vary each semester depending on research opportunities. Prerequisite: Specialization in community development and housing.

URP 726 Citizen Participation Strategies. (3 Hours) This course provides an intensive study of the roles of citizen participation influencing the public planning process. Consideration is given to emerging methods and programs for public involvement as well as the role of survey research in the citizen participation process. Techniques for developing local capacity through citizen mobilization and a focus on community building will be explored.

URP 728 Local and Regional Economic Development Strategies (3 Hours) An in-depth examination and evaluation of strategies and tools for developing employment, business ownership, and investment in local, state, and regional economics. This course allows students to conduct research on a specialized interest in the areas of economic development and finance, while gaining a greater understanding of the relationship between local and regional economic development patterns and practices.

Environment and Land Use

URP 730 Environment and Land Use (3 Hours) This course investigates the major competing theories and policies related to the built environment and natural world. Methods of classifying and evaluating the effects of pollution upon natural and social systems are discussed.

URP 731 Urban Growth Containment Principles. (3 hours) To analyze theories and principles used to manage growth related change and to implement plans. This course focuses on the history, policies, legislation and theory of development impact as well as ethical implications and smart growth scenarios needed to contain change.

URP 732 Ethics of the Environment (3 hours) The examination of environmental ethics problems emanating from planning practice and development. The course highlights the theory and evolution of philosophical discourse of the environment and ethical codes guiding current policies associated with ecosystem quality. This course provides an overview of the key philosophical issues and alternative theories in the field of environmental ethics. It also sharpens students' perspective on moral and ethical issues associated with the relationships between humans and the natural environment.

URP 733 Countryside Development and Planning (3 hours) In this course, students examine theories and practice of countryside development and planning. The principles of ecological, socioeconomic, political elements and developmental models shaping planning rural communities in a sustainable setting are covered extensively.

URP 735 Brownfields Planning Studio. (3 hours) Selective problems related to urban and/or rural issues are presented. Students are required to prepare (individually or in teams) area or comprehensive plans that are designed to provide alternative solutions to identified problems.

URP 736 International Human Settlements. (3 Hours) An overview of conditions, policies, and programs that characterize living patterns in international settings. Students are required to conduct research and make scholarly presentations regarding the diverse settlements found in western and non-western nations.

URP 737 Urban Implementation Strategies (3 Hours) The theories, practices and rationalizations for planner involvement in the implementation of alternatives are investigated. Students are required to present a formal strategy for the implementation of a planning proposal.

Urban Design

URP 740 Foundations in Urban Design. (3 Hours) Examination of the social, physical and cultural determinants of form, pattern, and space that expresses the heritage of urban design and city building; and the role of urban design in the fields of architecture, landscape architecture and urban planning.

URP 742 Analytical and Evaluative Methods of Urban Design Research (3 Hours) Exploration of the theoretical, methodological and practical issues of urban design, including urban space and morphology, conceptions of place, cognition, perception and information field theory. Students will gain a working competence in at least one of the methods analyzed. Focus on selected contemporary issues in commercial and neighborhood design and planning. Prerequisite: URP 740.

URP 744 Urban Design Studio. (3 Hours) Systematic study of specialized subject matter leading to the design and effectuation of physical improvement plans, program design, and public policies. Synthesis of urban design and planning issues and research methods in a laboratory setting. Topics vary each year, depending on current planning interest and needs.

URP 746 Urban Design Doctoral Seminar (3 Hours) Discussion and critique of selected research work and analytical methods involving issues of urban design. Presentation and critique of research proposed by members of the seminar. Prerequisite: Completion of Ph.D. core courses and required urban design concentration courses.

Other Courses

URP 750 Professional Practice Issues in Planning. (3 Hours) The course is designed to study the most current and effective practices in the profession. A range of considerations related to the techniques of intervention, methods of design, and public involvement in the planning and decision-making process are selectively covered.

URP 751 Regional Planning for Sustainability (3 hours) An exploration of regional planning in the United States and other countries, including developing nations. The course examines the history of urban planning and its contributions to sustainability at various geopolitical scales. It emphasizes the social, economic and ecological dimensions of regional planning and the centrality of

regional cooperation and the key to sustainable development.

URP 760 Advanced Readings. (3 hours) In this colloquium students read and discuss the assigned books. The instructor facilitates the discussion. Each student will be responsible for at least two readings and weekly discussions.

URP 770 Independent Study or Research Practice (3 hours) By arrangement with the advisor and approval with the faculty; students may pursue a topic of special academic or research interest. The independent research must be at an advanced graduate level and related to the field of planning. May be repeated with change of topic.

URP 771 Seminar in Geographic Information Systems for Urban Planning (3 hours). Seminar in Geographic Information Systems for Urban Planning covers basic theories, concepts and structures in Geographic Information Systems (GIS). Data models and structures for geographic information, geographic data input, data manipulation and data storage will be covered. Students also learn how to manipulate tabular data, query a GIS database, and present data clearly and efficiently using maps and charts. Students will be expected to complete a project in the area of concentration utilizing basic GIS technology. This course is also directed at giving students an understanding of and experience with the practical use of GIS software and data.

URP 772 Advanced GIS Applications in Urban Planning (3 hours) Advanced GIS Applications builds upon the topics covered in the introductory course, URP 771 Seminar in Geographic Information Systems for Urban Planning. In preparation for the dissertation research requiring GIS application, this course covers the advanced concepts of GIS technology and its applications to urban and regional planning. Students will learn the processes to collect, organize, analyze and display geographic data obtained from such as address geocoding, GPS and CD ROM, etc.. Prerequisite: URP 771 Seminar in Geographic Information Systems for Urban Planning or equivalent courses or direct experience using GIS in the work environment may meet the prerequisite with approval from the academic advisor.

URP 777 Doctoral Research Preparation (1-6 hours) The course is designed to specifically and exclusively for those students who have completed all required coursework, obtained permission to enroll from the department chair, and seek time to prepare for the Comprehensive Examination. The course will permit qualified students to interact with faculty and colleagues to properly prepare for the Comprehensive Examination. Permission from the department chair is required.

URP 899 Dissertation (1-9 hours) Working with a faculty approved committee, the student is required to undertake dissertation research. Prerequisites: completion of all Ph.D. course work, approved dissertation proposal, and dissertator status with the Graduate School. Course may be repeated provided progress is being made on the dissertation

SCHOOL OF SOCIAL WORK

Dr. G. Bhattacharya, Interim Associate Dean and Professor

Office: 3825 Ridgewood Road

Jackson, MS 39211

Telephone: (601) 432-6828

Fax: (601) 432-6812

e-mail: gauri.bhattacharya@jsums.edu

Programs

167 ♦ Master of Social Work

167 ♦ Doctor of Philosophy in Social Work

Accreditation

The Master of Social Work is accredited by the Council on Social Work Education (CSWE).

Mission

The mission of the School of Social Work is to provide opportunities for a diverse student population to earn social work degrees at the baccalaureate, master, and doctoral levels. Students are provided a supportive academic environment in which to acquire the knowledge, skill, values and ethics of the social work profession. The School also focuses on the development of leadership and scholarship in social work practice.

The School's goals are to produce graduates who will apply their knowledge and skills toward enhancing the quality of life in the urban and rural environments and to equip graduates to promote empowerment of vulnerable individuals, families, groups, organizations, and communities at the local, national, and international levels. Graduates will be prepared to address issues of social responsibility by demonstrating a commitment to economic, political, and social justice and develop as leaders in social work practice, service, and scholarly activities.

MASTER OF SOCIAL WORK

Dr. Shonda Lawrence, Graduate Program Director and Assistant Professor

3825 Ridgewood Road

Jackson, MS 39211

Telephone: (601) 432-6819

Fax: (601) 432-6827

e-mail: shonda.k.lawrence@jsums.edu

Faculty

Dr. T. Allen, Visiting Assistant Professor

Dr. G. Bhattacharya, Professor

Dr. P. Jenkins, Visiting Assistant Professor

Dr. J. Lee, Assistant Professor

Dr. S. Omari, Associate Professor

Dr. O. Osby, Associate Professor

Dr. G. Prater, Professor, Dean Emerita

Dr. J. Schroeder, Professor

Dr. S. Spence, Professor

Dr. W. Thompson, Assistant Professor

Dr. E. Yoon, Assistant Professor

Mission of the Master of Social Work Program

The mission of the Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas. The Program produces leaders who demonstrate and build upon the knowledge and skills of advanced direct social work practice; who exemplify the values and ethics of the profession; and who are responsive to the need for services, which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression. Thus, the Program works to increase the pool of master's level social workers by providing a nurturing academic environment for promising students who reflect the diversity of the state, the nation, and the global community. The Master of Social Work Program supports the implementation of the missions of the University, the College of Public Service, and the School of Social Work.

The goals of the M.S.W. Program are:

1. To prepare students for advanced direct social work practice with children, youth, and families in local, national, and global settings with systems of all sizes;
2. To prepare students for leadership roles in the profession of social work and the social welfare arena;
3. To prepare students to identify patterns, dynamics, and consequences of social, economic, and political discrimination and oppression and promote appropriate change when necessary;
4. To prepare students for advanced direct social work practice in diverse organizational and social contexts, with an understanding of the ways in which these contexts influence social work practice and with the ability to promote appropriate change when necessary; and
5. To provide students with a challenging educational experience that develops self-awareness and assures the acquisition of the knowledge, skills, and values and ethics necessary for competent advanced direct social work practice.

The objectives of the M.S.W. Program are to ensure that graduates:

1. Demonstrate the knowledge, skills, and values and ethics relevant to advanced direct social work practice with children, youth and families in diverse environments;

2. Demonstrate self-awareness and the effective use of self in direct social work practice;
3. Evaluate their own practice in social work settings;
4. Evaluate and apply theoretical perspectives and research findings to practice;
5. Demonstrate the ability to use supervision and consultation appropriate to direct social work practice;
6. Integrate into direct practice a knowledge of the historical development of the profession and the differential impact of social, economic, and political policies;
7. Demonstrate the ability to advocate for social, economic, and political justice and promote appropriate change in organizational and social contexts;
8. Practice without discrimination and with sensitivity when serving diverse populations;
9. Utilize effective oral and written communication skills;
10. Apply critical thinking skills within the context of direct social work practice; and
11. Demonstrate leadership skills and abilities in practice settings.

Admissions Criteria

Admission to the full-time and part-time MSW Program is determined on a selective basis according to the following criteria:

- ◆ A baccalaureate degree from an accredited college or university. Students may be admitted with a baccalaureate degree in a field other than social work or social welfare. Transcripts will be evaluated for the presence of courses that meet program requirements for a liberal arts background, inclusive of courses in human biology and statistics;
- ◆ A cumulative grade point average (GPA) of 2.5 on a 4.0 scale;
- ◆ Academic and professional references;
- ◆ Written personal statement;
- ◆ Evidence of volunteer and/or work experience in the field of social work;
- ◆ An interview with the Admissions Committee may be required.

Admission to the Advanced Standing M.S.W. Program is determined on a selective basis according to the following criteria:

- ◆ Applicant must be a graduate of a CSWE accredited baccalaureate program within the past five (5) years.
- ◆ A letter grade of "B" or better in all social work courses.
- ◆ A cumulative grade point average of 3.0 on a 4.0 scale for undergraduate coursework.

Applicants must be admitted to both the Graduate School and the MSW Program. To facilitate

determination of admission into the MSW Program, applicants must send materials to both the Graduate School and the MSW Program. Admission materials to be submitted to the Graduate School are as follows:

1. Graduate School Admission Application;
2. Out-of-state Application fee of \$25.00 if applicable;
3. Official transcript(s) from all colleges and universities attended;
4. Official copy of TOEFL Score(s), for applicants whose native language is not English;
5. Certified Declaration of Financial Support for International Students. Sufficient funds to cover expenses for one academic year should be placed on deposit with the Jackson State University Office of Fiscal Affairs; and
6. Immunization record showing proof of immunization compliance for measles and rubella, if born after December 1957.

Admission materials to be sent to the MSW Program are as follows:

1. Copy of the Graduate School Admission Application;
2. MSW Program Application for Admission;
3. Official transcript(s) from all colleges and universities attended;
4. Three recommendation forms from instructors, employers, supervisors, or professional colleagues;
5. Copy of the TOEFL Score(s), for applicants whose native language is not English;
6. Personal Statement;
7. Work Experience Form;
8. Signature Form;
9. Graduate School Application for Financial Aid;
10. MSW Program Financial Aid Application; and,
11. MSW Program First-Year Field Instruction Application.

Applicants with a social work degree granted outside the United States must request and submit an Application for Evaluation of Foreign Credentials from the Council of Social Work Education, Foreign Equivalency Determination Service. The address is: 1725 Duke Street, Suite 500 Alexandria, VA 22314-3459. Their website is: <http://www.cswe.org>. A copy of the evaluation is to be forwarded to the MSW Program Admissions.

Transfer Credits

The MSW Program will accept a limited number of transfer students each year. Transfer credits, up to 30 semester hours, may be accepted from a master's degree program accredited by the Council on Social Work Education, based on a review by the MSW

Admissions Committee. Applicants must meet the following requirements:

- ◆ Admission requirements of the MSW Program and the Graduate School at Jackson State University;
- ◆ Submit a letter of recommendation from the dean or dean's designee of the previous or current MSW program relative to the student's status during enrollment; and

Within 30 days of notification of acceptance into the Program and prior to enrollment, the student must submit a written statement of intent to transfer credit and the specific credit(s) for which transfer is requested to the MSW Program Coordinator.

The request for transfer of credit(s) must be accompanied by an official copy of the graduate catalog from the institution at which the course(s) were taken that covers the year(s) the course(s) was/were taken. For each course for which transfer credit is requested:

- ◆ The course must have been taken within the past five years,
- ◆ The student must have earned a minimum grade of 3.0 on a 4.0 scale; and
- ◆ The name of the course and the course syllabus (including the bibliography) must be provided.

Academic Credit for Life Experience and Work Experience

No academic credit for life and work experience is given.

Duplication of Course Content in the Professional Foundation Curriculum

Students may be exempt from courses in the foundation curriculum that represent duplication of course content previously taken. The courses must have been taken within five years of the date of the request for exemption, with a minimum grade of "B" or 3.0 on a 4.0-point scale.

Each request for exemption must: (1) be made in writing to the MSW Program Coordinator and be submitted **within 30 days of being notified of acceptance into the Program**; (2) specify the course for which the exemption is requested; (3) be accompanied by an official copy of the graduate catalogue from the institution at which the courses were taken that covers the year(s) the course was taken; and (4) be accompanied by a copy of the course syllabus, including bibliography and course assignment(s). Requests received after the deadline stated above and/or do not meet the requirements stated in this section will not be considered.

Following receipt of the request, a proficiency examination will be administered to determine the student's mastery of the content of the specified course. Proficiency will be determined by the student

earning a grade of at least 3.0 on a 4.0 scale on the examination administered.

The MSW Program Coordinator will notify students of the proficiency examination results in writing. The results of the examination are final and there is no appeal of the grade received on the examination. Students who do not earn a minimum grade of "B" or 3.0 on a 4.0 scale on the examination must take the course for which exemption was requested.

Sixty semester credit hours are required for completion of the MSW Degree. Therefore, students who achieve a grade of 3.0 on a 4.0 scale on the examination administered and are exempted from a specific course or courses are required to take such additional courses as may be required to meet the compulsory sixty credit hours to earn the MSW degree. Courses must be approved by the MSW Program Coordinator.

Academic Performance

Passing Grades

Students must have a cumulative 3.0 grade point average to graduate from the MSW Program. A grade less than "C" or 2.0 is considered failure in a social work course. Students may not receive a grade of "C" in more than two courses.

Probation

If a student's cumulative grade point average falls below 3.0, the student will be placed on academic probation. The student will have until the end of the subsequent semester of enrollment to attain a cumulative grade point average of 3.0. Failure to attain the required cumulative grade point average by the end of the probationary period will result in dismissal of the student from the MSW Program. The probationary period in the MSW Program is defined as one subsequent semester of enrollment in the program after the cumulative grade point average falls below a 3.00.

Repeating Courses

Students may repeat only one course in the program with the recommendation of the advisor and approval of the program coordinator. Students desirous of this option must submit a written request to the program coordinator during the subsequent semester or term/session in which the student is enrolled. The advisor must indicate support (or non-support) of the request in writing to the program coordinator. When a student is allowed to repeat a course, both grades will show on the transcript and both grades will be used in computing the cumulative grade point average.

Graduate English Competency Examination

Graduate students are required to take this examination during the first semester of graduate study to demonstrate competency in the areas of English grammar and usage and general writing skills. Students with unsatisfactory performance on this

examination must enroll in English 500 and attain a letter grade of "B" or 3.0 to pass this course. This requirement must be met before a student can take the comprehensive examination.

Advanced standing students are required to take the Graduate English Competency Examination during the summer session in which they enroll in the MSW Program.

Social Work Licensure Examination

All MSW students must take the Association for Social Work Boards (ASWB) Intermediate-Level Examination for Licensed Master Social Workers (LMSW) status as a prerequisite for graduate clearance.

Degree Requirements

The MSW Program offers a two-year full-time curriculum. Foundation courses are offered in the first year, and the second year focuses on advanced direct practice with children, youth, and families. Students are required to successfully complete 60 credit hours to earn the MSW degree. The last 30 hours must be taken in residence at Jackson State University Field instruction in the two-year full-time and three-year part-time curricula consists of two lock field instruction courses (i.e., four days per week), one in the foundation year, and one in the concentration curriculum, which all students take in the spring of the final semester in which they are enrolled in the program. Both foundation and concentration require courses 450 hours of field instruction. Students must complete a total of 900 hours in field instruction, which is the CSWE required minimum. The foundation field instruction course is SW 595, while SW 594 is designated as the concentration field instruction course.

If the student plans to enroll full-time, the program strongly advises against simultaneous full-time employment, which generates barriers to the completion of field instruction and class attendance. A three-year part-time curriculum is offered, requiring six semesters and two summer sessions for completion of the 60 credit hour MSW program. If the student plans part-time enrollment and is employed full-time or part-time, the program strongly advises the student to consult with his/her employer regarding arrangements to complete field instruction during the regular work day.

An advanced standing curriculum is offered which requires one summer and two semesters to complete requirements for the MSW Degree. Advanced standing students must be enrolled as full-time students throughout the program, beginning in the Graduate Summer Term. Field instruction begins in the Graduate Summer Term.

To enroll in field practicum, a student must provide documentation of professional liability insurance.

Please contact the School of Social Work for the required minimum liability coverage.

The following are the academic requirements for Field Instruction:

1. Students must maintain a 3.0 cumulative grade point average and a 3.0 or grade of "B" in all practice courses to be eligible for Field Instruction. Students who do not have a 3.0 cumulative grade point average in courses required to meet the compulsory 60 credit hours or approved equivalency to earn the MSW degree, will not be eligible to enroll in a Field Instruction course. Students course must earn a minimum grade of "B" or 3.0 in all of the practice courses.
2. Students are required to earn a 3.0 in all of the Field Instruction courses. Students may repeat one Field Instruction course in which a grade of less than 3.0 is earned. Students who fail to earn a minimum grade of 3.0 may not enroll in subsequent Field Instruction courses and are subject to dismissal from the MSW program.

TWO-YEAR FULL-TIME CURRICULUM

Year One-Fall Semester

SW 510	Ethics and Social Work Practice	2
SW 560	Human Behavior and the Social Environment (HBSE I)	3
SW 571	Social Welfare Policy I	3
SW 580	Social Work Practice Skills Lab	1
SW 581	Social Work Practice I	3
SW	Social Work Elective	3
		<u>15</u>

Spring Semester

SW 572	Social Welfare Policy II	3
SW 582	Social Work Practice II	3
SW 595	Field Instruction I	6
		<u>12</u>

Summer Session

SW 561	Human Diversity	3
SW	Advanced Direct Practice Elective	3
		<u>6</u>

Year Two- Fall Semester

SW 555	Research Methods I	3
SW 562	Psychopathology	3
SW 584	Intervention with Children and Youth	3
SW 586	Family Intervention	3
SW	Advanced Direct Practice Elective	3
		<u>15</u>

Spring Semester

SW 556	Advanced Research Methods	3
SW 582	Advanced Direct Practice Seminar	3
SW 594	Field Instruction II	6
		<u>12</u>
	<i>Total Hours</i>	<u>60</u>

THREE-YEAR PART-TIME CURRICULUM

Year One-Graduate Summer Session

SW 560	Human Behavior and the Social Environment (HBSE I)	3
SW 571	Social Welfare Policy I	<u>3</u>
		6

Fall Semester

SW 510	Ethics in Social Work Practice	2
SW 580	Social Work Practice Skills Lab	1
SW 581	Social Work Practice I	<u>3</u>
		6

Spring Semester

SW 555	Research Methods I	3
SW 572	Social Welfare Policy II	<u>3</u>
		6

Year Two-Graduate Summer Session

SW 561	Human Diversity (HBSE II)	3
SW	Social Work Elective	<u>3</u>
		6

Fall Semester

SW 582	Social Work Practice II	3
SW 595	Field Instruction I	<u>6</u>
		9

Spring Semester

SW 556	Advanced Research Methods	3
SW	Advanced Direct Practice Elective	<u>3</u>
		6

Year Three-Graduate Summer Session

SW 565	Psychopathology	3
SW	Advanced Direct Practice Elective	<u>3</u>
		6

Fall Semester

SW 584	Intervention with Children and Youth	3
SW 586	Family Intervention	<u>3</u>
		6

Spring Semester

SW 588	Advanced Direct Practice Seminar	3
SW 594	Field Instruction II	<u>6</u>
		9
	<i>Total Hours</i>	60

ADVANCED STANDING CURRICULUM

Graduate Summer Term

SW 510	Ethics and Social Work Practice	1
SW 580	Social Work Practice Skills Lab	1
SW 583	Integrated Social Work Practice	3
SW 593	Field Instruction	<u>3</u>
		8

Fall Semester

SW 562	Psychopathology	3
SW 584	Intervention with Children and Youth	3
SW 586	Family Intervention	3
SW	Advanced Direct Practice Electives	<u>6</u>
		15

Spring Semester Courses

SW 556	Advanced Research Methods	3
SW 588	Advanced Direct Practice Seminar	3
SW 594	Field Instruction II	6
SW	Social Work Elective	<u>3</u>
		15
	<i>Total Hours</i>	39

DESCRIPTION OF COURSES

Note: Prerequisites apply primarily to students enrolled for a degree in the MSW Program. Please consult the MSW Program for changes in course prerequisites, course content and course numbers.

Practice

SW 580 Social Work Practice Lab (1 Hour) This foundation course provides students with the opportunity to apply knowledge gained in the classroom (SW 581), and enables them to begin to develop the core skills necessary for successful advanced clinical practice.

SW 581 Social Work Practice I (3 Hours) This course provides an introduction to social work practice methodology and the professional use of self in combination with the generalists practice approach to social work with individuals, families, and small groups, and within the context of communities and organizations.

SW 582 Social Work Practice II (3 Hours) Prerequisite: SW 581(Social Work Practice I), SW 560 (Human Behavior and the Social Environment), continues the theory and skill development that began in SW 581 (Social Work Practice I) by providing more in-depth knowledge and challenging learning situations in order for students to progressively build their practice capacities, and socialization skills in the profession of social work.

SW 583 Integrated Social Work Practice (Advanced Standing). (3 Hours) Prerequisite: Acceptance into advanced standing. This course is a review and refinement of practice skills and professional knowledge provided in the foundation curriculum content of the MSW program. The course focuses on the application and transformation of generalists' knowledge and skills to prepare for entry into the concentration curriculum. This bridging foundation course provides an opportunity for students to develop critical thinking skills and apply empowering practice decisions in professional practice settings with all sizes of client systems. Special emphasis is placed on the reciprocal interactions between individuals and their environments toward the engagement of personal and community strengths.

SW 584 Intervention with Children and Youth (3 Hours) Prerequisites: All foundation courses. This course is designed to provide advanced practice knowledge and skills for intervention with children and youth, primarily in the context of the urban environment. Special needs and vulnerabilities of these populations are addressed. Students are given orientations to the human services agencies primarily concerned with the complex issues and difficulties faced by these populations, and the implications of service delivery arrangements for clinical practice. Attention is directed to skills needed for the provision of services to children and youth in the context of their families and communities and to programmatic and advocacy activities on their behalf.

SW 586 Family Intervention (3 Hours) Prerequisites: All foundation courses. The focus of

this course is on intervention with families. Advanced skills are developed in areas of social work practitioner roles, strength-based assessment, and specific models of intervention with families. Special attention is given to comparative approaches to couple and family intervention; relevant recent research findings related to family therapeutic approaches; the influences of environmental, ethnic, and cross-cultural variables; and ethical dilemmas in work with families.

Policy

SW 571 Social Welfare Policy and Services I (3 Hours) This first required course in the Social Policy area examines the history and development of social welfare policy and services in American society, with a major focus on the evolution and contributions of professional social work to this development. Emphasis is placed on the dynamic relationship between social welfare policy and services and the modern, post-industrial society in the context of social work values and ethics and the pursuit of economic, political, and social justice.

SW 572 Social Welfare Policy and Services II (3 Hours) Prerequisites: SW 571 (Social Welfare Policy and Services I), SW 560 (Human Behavior and the Social Environment I) and SW 510 (Ethics and Social Work Practice). This course builds on the introductory and historical content of SW 571 and focuses on the use of various conceptual frameworks to analyze and study current social welfare issues. Significant contemporary issues in social welfare policy will be examined with particular attention to the promotion of economic, political, and social justice with due consideration to needs and concerns of populations-at-risk and diverse groups. Permeating the course is consideration of content on ethnic groups and oppressed populations which are assessed as the most disadvantaged in American society, and how they are differentially affected by various social policies.

Human Behavior and the Social Environment

SW 560 Human Behavior and the Social Environment: HBSE I (3 Hours) Using ecological, systems, and developmental frameworks, this course emphasizes the influence that individual and environmental circumstances have on shaping individual and family dynamics across the life course. This foundation course is designed to provide students with selected theoretical perspectives on the development, dynamics, and growth of individuals and families within their environmental context.

SW 561 Human Diversity: HBSE II (3 Hours) Prerequisites: SW 560 (Human Behavior and the Social Environment), SW 571 (Social Welfare Policy and Services I), and SW 510 (Ethics and Social Work Practice). This course examines various issues of diversity (e.g., ethnicity, culture, socioeconomic status, gender, sexual orientation, disability, religion) across life course development with emphasis on the impact of oppression and discrimination by society-at-large and individuals. Selected organizational and community

theories are examined in relation to institutional impacts on various oppressed groups. In this regard, special attention is given to the plight of African Americans.

SW 562 Psychopathology (3 Hours) This course focuses on the clinic assessment of children, youth and families. Students will learn approaches of assessment to evaluate human behavior and functioning throughout life course development, with special attention to vulnerable and diverse populations. Particular attention will be directed to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) as the major tool utilized in human services.

Research

SW 555 Research Methods I (3 Hours) Prerequisites: SW 581 (Social Work Practice I), SW 571 (Social Welfare Policy and Services I), SW 560 (Human Behavior and the Social Environment I), SW 510 (Ethics and Social Work Practice). The foundation research course provides an introduction to the principles and methods of basic social work research. Students are introduced to concepts of problem formulation, measurement, research design, sampling, data collection, and data analysis as employed in basic research. Particular attention is directed to social work research that addresses the economic, political, and social needs of people of color and populations-at-risk in American society. This course is designed to prepare students to understand and appreciate scientific research as a valuable tool in furthering professional capabilities and in contributing to the development of the growing body of knowledge in social work practice.

SW 556 Advanced Research Methods (3 Hours) Prerequisites: All foundation courses. This course is designed to assist students in understanding and applying scientific research methods in advanced direct practice settings. It builds on the research knowledge of the foundation research course. Students in this course are expected to become proficient in the methods and basic principles of conducting and evaluating empirical research related to advanced direct practice. In this course, students participate in guided research projects, which require a review of relevant research, data collection and analysis and implications for social work practice. Emphasis is given to the importance of demographic, biopsychosocial and cultural variables in the conduct of ethically based research.

Field Instruction

SW 593 Field Instruction (Advanced Standing) (3 Hours) Prerequisites: Acceptance into the Advanced Standing Program. The advanced standing field instruction course is taken concurrently with SW 583-Integrated Social Work Practice, the advanced standing bridging course. This course focuses on the application and transformation of generalists practice knowledge and skills to advance direct practice knowledge and skills with children, youth and families.

SW 594 Field Instruction (6 Hours) Prerequisites: All foundation courses. This course is designed as a block placement and is taken in the spring of the final semester in which the student is enrolled in the MSW Program. This course is taken concurrently with SW 588 (Advanced Direct Practice Seminar). This field instruction course is focused on advanced direct practice with children, youth, and families and designed to facilitate development of advanced direct practice competency and includes an integrated seminar.

SW 594 Field Instruction II (6 Hours) This course is designed as a block placement and is taken in the spring of the final semester in which the student is enrolled in the MSW Program. This field instruction course is focused on advanced direct practice with children, youth, and families and designed to facilitate development of advanced direct practice competency and includes an integrated seminar.

Special Course

SW 510 Ethics and Social Work Practice (2 Hours) This course is designed to orient students to values and ethics of the profession and to promote their internalization of the profession's values and ethics. Ethical issues and dilemmas in social work practice have become much more numerous and challenging in recent years, due in large measure to technological advancements, especially biomedical technology; the trend toward an increasing proprietary emphasis in human services delivery; and specifically, social work practice; and conservative ideology that undergirds much of the current American social policy. Particular attention is directed toward ethical issues and dilemmas as they relate to social work malpractice and liability.

Independent Study

SW 596 Independent Study (3 Hours) This is an individually directed intensive study in an area of social work practice which is selected by the student. The independent study selection is made in accordance with the curriculum plan of the MSW Program and is approved by the student's faculty advisor and the Master of Social Work Program Coordinator.

Electives

SW 515 Child Abuse and Neglect: Protective Services (3 Hours) This course focuses on assessment and intervention skill development for social work practice with children and families who have experienced abuse and neglect or are at-risk of abuse and neglect. Clinical intervention strategies and dilemmas in role expectations of social work practitioners are analyzed. Attention is given to evaluation and use of research content in prevention and intervention services and programs.

SW 520 Forensic Social Work (3 Hours) This course focuses on issues common to the discipline of social work and the law. The course will include and introductory review of the law, the American justice

system, and basic constitutional principles. Family-related issues-such as, the protection of children, education, adoption, custody and support, marriage, divorce, domestic violence, juvenile law, competency and guardianship-will be explored. Experiential components of the course are designed to prepare social work professionals for effective practice vis-a-vis the intersections of social work and the law.

SW 521 Crisis Intervention (3 Hours) The theory and methods of crisis intervention and subsequent consultation are examined in this course. Particular attention is given to the various contemporary techniques of intervention, consultation, referral, and resolution. Assessment techniques used in the intervention process are explored and skills practiced.

SW 545 Administration in Social Welfare (3 Hours) This course is designed to enhance the student's awareness and understanding of the basic knowledge and principles, which guide the administrative process of social welfare agencies. Administrative skills are taught in relation to the advanced direct practice practitioner as well as to other administrative roles.

SW 546 Adult Development: Young Adulthood, Middle Years and Aging (3 Hours) This course will focus on contemporary theories of adult development. It will highlight the stages of development for young adults, middle age and older persons. The processes of adult development will be explored from a psychological perspective within the content of societal change. A critical in-depth analysis of adult development and its challenges and opportunities is required for successful completion of the course.

SW 547 Intervention with the Elderly (3 Hours) The most important goal for social service professionals is to improve the quality of life for older people through effective intervention on their behalf. This course will focus on skill development and knowledge and understanding of older persons' behavior through the public health model of preventive intervention at the primary, secondary, and tertiary levels. Intervention strategies and case studies will be utilized in the course to develop skills for working with the elderly in institutions and in the community. Models of social work practice with the elderly are critically analyzed.

SW 548 Public Policy Issues in Aging (3 Hours) This course provides an analysis of legislative policy and organized social welfare services and resources for the elderly as a social group in society. The political, economic, and social realities of aging that identify the elderly as requiring public policy solutions will be examined. Social policy analytical frameworks are employed to assess the legitimacy of aging as a social issue/problem and its impact on social institutions (family, social, political, economic, cultural).

SW 549 Independent Study: Special Topics in Aging (3 Hours) A primary focus of this course is its emphasis on the study special topics in aging in the behavioral, biological, and social sciences. In this regard, with faculty direction, students will explore, build upon and contribute to the knowledge base in

aging and individual well being. Students will engage in research through the independent study process in specific areas of interest in gerontology to increase knowledge and skills for policy and/or practice with the aged.

SW 550 Introduction to Social Gerontology (3 Hours) This course is designed to give students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy will be discussed.

SW 557 Applied Research Methods (3 Hours) This course is designed for the implementation and analysis of the research project. The project is to be conducted, when feasible, in the student's field setting. Students will have the opportunity to explore approaches to data collection and analysis and apply descriptive and inferential statistical measures to data sets. Students will be responsible for the computer processing of data using appropriate statistical software packages.

SW 573 Social Welfare Policy Affecting Children, Youth, and Families (3 Hours) This course builds on the foundation course SW 572 (Social Welfare Policy and Services II) which provides an analysis of current policy arrangements and what needs to be done to affect policies that promote economic, political, and social justice. In SW 573, students are challenged to think critically and creatively about how to best accomplish policy initiatives in keeping with social work values and ethics.

SW 587 Advanced Social Work Practice with Groups (3 Hours) Prerequisites: All foundation courses. The advanced social work practitioner is required to demonstrate group skills in a wide range of social situations. The foundation practice courses provide the basic skills for this course while the advanced practice with groups course expands, elaborates, and adds to the student's knowledge and skills. The focus of this course is on the development of knowledge and skills in the delivery of preventive, developmental, and remedial group services for at-risk populations of varying ages and social situations.

SW 589 Urban Poverty: Intervention Approaches. (3 Hours) This course focuses on developing services and programs especially tailored to meet the needs of the urban poor, who are disproportionately people of color. It addresses the multiple and negative impacts of urban poverty on children, youth and families and their functioning in the social environment. Community-oriented and family-centered services in schools, churches, public housing projects, and neighborhood service centers are examined in regard to their individual and collective potential to improve the lives of at-risk children and their families. Particular attention is given to continuing and contemporary urban problems of substance abuse, violence, teen pregnancy, school dropouts,

unemployment and underemployment, and the impact of welfare reform on families and their functioning in the community.

PLEASE NOTE: ALL STATEMENTS IN THIS CATALOG DESCRIPTION OF THE MSW PROGRAM ARE ANNOUNCEMENTS OF CURRENT POLICIES AND ARE SUBJECT TO CHANGE WITHOUT NOTICE BY PROPER AUTHORITY.

DOCTOR OF PHILOSOPHY IN SOCIAL WORK

Dr. Jerry Watson, Graduate Program Director and Assistant Professor
3825 Ridgewood Road
Jackson, MS 39211 Telephone:
(601) 432-6819
Fax: (601) 432-6827
e-mail: jerry.watson@jsums.edu

Faculty

Dr. G. Bhattacharya, Professor
Dr. S. Omari, Associate Professor
Dr. O. Osby, Associate Professor
Dr. J. Schroeder, Professor
Dr. S. Spence, Professor
Dr. E. Yoon, Assistant Professor

Mission

The mission of the program is to prepare students for leadership roles as scholars in social work education and research who will advance knowledge about social work and social welfare to assist in resolving urban and rural issues facing families, communities, and society in general.

Objectives

The objectives of the program are consistent with the missions of the School, College, and University. Students are required to demonstrate the following:

- Knowledge of the history, philosophy, and organization of social work education, related contemporary issues, and design, implementation and assessment of social work/social welfare curricula;
- Knowledge of social work perspectives and behavioral and social science theories and skills to analyze and assess their application to social work research;
- Knowledge of social science and social work research/statistics and skills to conduct rigorous scientific inquiry;
- Knowledge and skills required to synthesize, analyze, and evaluate social problems and social welfare policies, with emphasis on populations facing discrimination and oppression in the global society;

- Knowledge regarding a substantive research area of interest.
- Knowledge of the characteristics of higher education and related issues and strategies to enhance professional roles as scholars and educators.

Admissions Requirements

Admission to the program is on a selective basis and is determined by the following criteria:

- Master's degree in social work from a program accredited by the Council on Social Work Education or a master's degree in a related discipline;
- Admission to the Division of Graduate Studies at Jackson State University;
- 3.3 or above G.P.A.,
- Above average undergraduate G.P.A.
- Satisfactory performance on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) taken within the past five years;
- For international applicants, satisfactory performance on TOEFL by demonstrating oral and written proficiency;
- For applicants with the M. S. W. Degree, professional competence as evidenced by at least two years of post-M.S.W. experience preferred;
- Statement of purpose reflecting applicant's philosophy of social work and educational goals;
- Scholarly or professional paper demonstrating the applicant's conceptual, analytical, or research ability; three letters of references (two academic and one professional);
- Curriculum vitae; and
- Interview with the Program Admissions Committee (contingent upon initial assessment).

Admission to the Ph.D. Program is granted once a year for the Fall Semester. For full consideration, applicants must submit all required material by March 1.

Transfer of Credits

A maximum of nine graduate credit hours, excluding credit applied toward previous degrees, may be transferred from graduate degree programs at Jackson State University or other accredited universities to fulfill the elective requirements.

The transfer of relevant graduate course work will only be considered if a grade of "B" or better, on a four-point scale, has been earned, and the course has been completed within the last five years.

Transfer credit for courses taken prior to entering the program must be approved during the first semester of enrollment by the advisor and program director. Transfer credit applied toward the doctoral degree after admission to the program must be approved prior to taking the course by the advisor and program director.

Academic Performance

The student must achieve a grade of "B" or better in all courses in the core curriculum. The student must maintain a "B" or better cumulative grade point average in all course work applied toward the degree.

Repeating Courses

Students may repeat only one course in the program. They must enroll in the course the next semester or term/session in which the course is offered. When a student repeats a course, both grades will show on the transcript and both will be used in computing the cumulative grade point average.

Probation

The probationary period in the program is defined as one subsequent semester of enrollment in the program after the cumulative grade point average falls below 3.00.

If a student's cumulative grade point average falls below 3.00, the student will be placed on academic probation the subsequent semester of enrollment. The student will have until the end of the probationary period to raise the cumulative average to 3.0. If the student fails to achieve a minimum cumulative grade point average of 3.0 by the end of the probationary period, the student will be dismissed from the program.

Unsatisfactory Course Work and Dismissal

A student whose course work is unsatisfactory (below 3.0 cumulative grade point average) at the end of the probationary period, as defined in the program, will be dismissed from the program.

Residency Requirement

The minimum period of residency for the degree in social work is one year or the equivalent of enrollment for two consecutive semesters. The student must be full time and therefore must take at least nine credit hours each semester counted toward residency. The student must meet the minimum residency requirement prior to taking the comprehensive examination.

Time Limit

Students must complete all degree requirements within seven years from the time of admission into the program. The average length of time for completion of doctoral programs in social work is 4.5 years. The actual amount of time required for completion will vary according to factors such as clarity of objectives

upon entering the program and while moving through the process, prior preparation for research and knowledge building endeavors, and time for self-directed learning.

Leave of Absence/Re-admission

Any student who is in good standing may request a leave of absence for a period of up to one year. The request must be submitted in writing to the program director for the time period in which the student plans to be absent from the program. The request must outline the reason(s) for the leave and the time period involved.

Students must apply for re-admission to the program if more than 12 consecutive months have elapsed since enrollment. An application for re-admission requires the submission of all material required by the program at the time the applicant requests re-admission. Applications for re-admission will be considered with the other new applications.

Degree Requirements

Core Courses

Course Title	Hours
SW 700 Doctoral Proseminar	3
SW 705 Social Welfare History and Philosophy	3
SW 710 Macro Theory	3
SW 711 Micro Theory	3
SW 714 Social Work Education Seminar: Issues & Processes	3
SW 720 Research Methods I	3
SW 722 Statistical Methods I	3
SW 721 Research Methods II	3
SW 723 Statistical Methods II	3
SW 724 Policy and Practice Issues in Family and Children's Services	3
SW 725 Statistical Methods III: Advanced Quantitative Methods	3
SW 742 Qualitative Research Method	3
SW 760 Research Practicum in Family and Children Studies	3
<i>Total Hours</i>	<u>39</u>

Electives

Students may select, in consultation with the advisor, a total of 12 credit hours of courses offerings in social work and a related discipline in the Graduate School at Jackson State University or at other colleges or universities.

Dissertation Hours

Following admission to candidacy, students must continuously register for a minimum of three dissertation hours per semester (six credits hours per year) until completion of the dissertation.

Curriculum

The curriculum is built upon the knowledge base of the social work profession and its values and principles. It also draws upon theoretical and empirical knowledge from related disciplines that are helpful in

the formulation, analysis, and solution of social problems. Particular instruction focuses on theory building and assessment, research methods, social work education, critical analysis and assessment of social problems, social welfare policy and social work practice models/perspectives, and knowledge development in a substantive area of interest.

The curriculum consists of a minimum of 51 credit hours, excluding the dissertation hours. It is organized around three major components: core curriculum, electives, and dissertation.

Core Curriculum

The core curriculum consists of 39 credit hours. The courses focus on the history and philosophy of social welfare, social welfare policy, with emphasis children and their families, social work behavioral and social science theory, research methods, statistics, and social work education.

Electives

The elective courses offer students an array of subject-specific content to develop a substantive area of interest that complements the core curriculum and supports the dissertation work. Students may select, in consultation with the advisor, a total of 12 credit hours of courses offerings in social work and a related discipline in the Graduate School at Jackson State University or at other universities.

Comprehensive Examination

Students take the comprehensive examination upon successful completion of the core curriculum. The examination places emphasis on a comprehensive synthesis of material covered in the core courses, with special attention to the student's ability to conceptualize, integrate, and communicate knowledge. In case of failure, the student may be permitted only one additional opportunity to take the examination.

Admission to Candidacy

The student enters candidacy for the degree after passing the comprehensive examination, which is administered after completion of the core courses.

Certification of Dissertation Proposal

Candidates must submit a dissertation proposal to their dissertation committee for approval prior to implementing the research.

The proposal must be approved by the University's Institutional Review Board (IRB) whenever human subjects are proposed for use in the dissertation research. In cases where animal subjects will be used in the study, the research protocol must be approved by the Institutional Animal Care and Use Committee (IACUC).

Dissertation

Candidates for the degree are required to complete a dissertation that demonstrates their ability to conduct rigorous scientific inquiry. The dissertation topic should emanate from the candidate's interest in a problem or issue relevant to social work or social welfare. The dissertation is expected to represent a substantial contribution to social work knowledge.

Oral Defense

Upon completion of the dissertation, an oral examination is required. The purpose of the examination is to assess the candidate's ability to present and defend a conceptually and methodologically rigorous dissertation that contributes to social work knowledge. No student is permitted to defend the dissertation unless all requirements of the Ph.D. Program in Social Work, the School of Social Work, the College of Public Service, and the Division of Graduate Studies have been satisfied.

The student passes the oral defense when **all** dissertation committee members indicate agreement by signing the appropriate form.

Description of Courses

SW 700 Doctoral Proseminar (3 Hours) This seminar is designed to enhance the students' matriculation in the doctoral program and their preparation for leadership roles as social work scholars and educators. As a backdrop, it provides an overview for discussion of higher education in general and doctoral education as a major focus of study in social work education. Students engage in dialogue and related activities considered essential to their success in the program and preparedness for their prospective professional roles as faculty in higher education..

SW 705 Social Work History and Philosophy (3 Hours) This course covers the evolution of social welfare in American society and focuses upon the current issues and trends in the development and delivery of various social welfare problems and services. Further, this course provides basic information on the history and evolution of professional social work in the United States. Particular attention is given to the emerging trends in social welfare policy and services and its values, and practices, as they relate to the social, economic, cultural, and political environment. Within this framework, philosophical themes of European/Anglo American culture are examined to demonstrate their influence on the character of social welfare and social work in the United States. This course also considers aspects of a welfare system important to a modern industrial society. The process of historical research is discussed in the context of social work and social welfare. Moreover, since the United States is a multicultural society that practices cultural oppression, there will be discussion of the social welfare practices regarding people of color, especially African Americans.

SW 710 Macro Social Science Theory (3 Hours)

This course critically examines and assesses macro social science theories and explores how they are applied to social problems with major emphasis on scientific inquiry. Selected theories are examined, conceptual and philosophical assumptions assessed, values, constructs and propositions are considered, and empirical evidence analyzed and assessed. Particular attention is given to issues of inequality and oppression in relation to race, gender, and class. The course prepares students for the macro theories to guide their research. (Prerequisites: SW 711).

SW 711 Micro Behavioral and Social Science Theory (3 Hours)

This course examines human behavior theories and theoretical approaches to child and family studies in social work. The course traces the development of major theoretical approaches in the social and behavioral sciences and examines emerging schools of thought. Conceptual and philosophical issues related to theory building in clinical practice are explored. Through an analysis of the theoretical knowledge base of social work practice with individuals, families, and other small groups, this course prepares students for subsequent use of theory in practice-focused research.

SW 714 Social Work Education Seminar: Issues and Processes (3 Hours)

This course examines content, context, and processes in social work education. It critically analyzes current issues and future trends in social work education. Among the areas covered are accreditation, values and ethics, educational and professional organizations, curriculum development, methods of instruction, career development, and ancillary educational roles.

SW 720 Research Methods I (3 Hours) This research course provides students with a foundation for understanding and conducting scientific inquiry in social work. It covers the research process, critically examining problem formulation, use of the literature and theory, research questions, hypothesis development, research design, sampling procedures, measurement, and data collection. Students also consider the ethical, philosophical, and other dimensions of research that are essential to understanding the role of research in social work.

SW 721 Research Methods II (3 Hours)

This advanced research seminar attempts to equip the first-year doctoral students with the knowledge and competence in research methods that they will need in order to conduct future independent research activities aimed at increasing the social work knowledge base. It encompasses an in-depth study of quantitative research and a broad overview of qualitative research. Emphasis is placed on measurement, sampling, data analysis, research writing and other relevant issues in quantitative research. The course is designed to focus largely on the application of concepts learned in the first research methods course. In line with the research production thrust of the course, it involves a heavy experiential component in which much class time will be devoted to critiquing research articles and student projects. The expectation is that students will learn

primarily by applying what they studied “by doing and receiving critical feedback regarding what they have done.” (Prerequisites: SW 720).

SW 722 Statistical Methods I (3 Hours) This course provides a review of basic statistical concepts and a thorough examination of univariate and bivariate statistical methods. Emphasis is placed on providing a conceptual framework for understanding when, why, and how different statistical techniques are used, and a working knowledge of the basic tenets of statistical reasoning.

SW 723 Statistical Methods II (3 Hours) This course builds on the first statistical methods course with an emphasis on building the students’ conceptual understanding of statistical procedures in addition to their effective use of statistical programs such as SPSS and an accurate interpretation of results. Students are introduced to multivariate and multi-variable data analysis and linear statistical methods in social work research. Particular emphasis is placed on the procedures involved in multiple independent and dependent variables use simultaneously in a comprehensive design. (Prerequisites: SW 720 and SW 722).

SW 724 Policy and Practice Issues in Family and Children’s Services (3 Hours) This seminar is designed to provide students with an opportunity to explore policies, programs, services and related practice issues affecting families and children. It focuses on the nature of selected policies, the policy-making process, factors that influence policy formulation, implementation, and evaluation; and approaches to policy analysis. Particular emphasis is placed on critical examination of selected policy and practice issues related to families and children. Students are expected to analyze a major policy affecting families and children and prepare a related policy or practice issue paper.

SW 725 Statistical Methods III: Advanced Quantitative Methods (3 Hours). This course builds on the previous methods courses. It concentrates on advanced quantitative statistical procedures to provide an integrated and in-depth applied approach to data analysis and linear statistical models in social work research. Particular emphasis is placed on higher level statistical methods involved with multiple independent and dependent variables used simultaneously in a comprehensive design. Familiarity with the use of SPSS for data analysis is required. (Prerequisites: SW 720, SW 721, SW 722 and SW 723).

SW 732 Independent Study (3 Hours). This individualized study course provides students an opportunity to enhance their capacity in independent investigation and learning. Students request approval for an individualized course of study with a well-defined plan consistent with their research area of interest. It is expected the Independent Study will not substantially cover content and/or material covered in regular courses in the curriculum.

SW 742 Qualitative Research Methods (3 hours) This course examines the assumptions, theories, and practice of qualitative research in the social sciences.

It is designed to facilitate the development of specific qualitative research skills while fostering familiarity with theories, issues and problems in qualitative research. This course also examines the relationships between the theoretical underpinnings and purposes of qualitative and quantitative inquiry. (Prerequisites: SW 720 and SW 721).

SW 754 Health Policy Issues in the United States (3 Hours). This course examines national health policy trends and their implications for access to health care at the state and local levels. It explores issues of accessibility, affordability, and availability, and their implications for social work.

SW 760 Research Practicum (3 Hours). This individualized learning experience course is designed to provide students with “hands-on” research experience prior to the dissertation project. The course requires development of a work plan consistent with one of two options. Students may elect to work with a faculty member regarding an ongoing or initiated research project. Alternatively, the student can conduct an independent research project under the supervision of a faculty member. (Prerequisites: SW 720, SW 721, SW 722, SW 723, SW 725 and SW 742).

SW 770 Dissertation (3-15 Hours). Students culminate their doctoral study by completing a major conceptually and methodologically rigorous research project of interest that contributes to social work knowledge. The topic of the dissertation is approved by the dissertation committee. Students must defend orally the document before the committee in a public forum. (Prerequisites: Completion of all core coursework, passing of the comprehensive examination and consent of the dissertation committee chair).

NOTE: All statements in this catalog description of the Ph.D. Program in Social Work are announcements of current policies and are subject to change.
