

TOUGALOO COLLEGE

Tougaloo, Mississippi



Division of Education, Supervision & Instruction GRADUATE CATALOG 2020 – 2023

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**TOUGALOO COLLEGE
Division of Education, Supervision & Instruction
GRADUATE CATALOG**

It is the student's responsibility to familiarize him/herself with the contents of this catalog and current academic and graduation requirements for a specific graduate degree program.

The provisions of this Graduate Catalog do not create an irrevocable contract between the student and Tougaloo College (hereafter "College"). Because College policies are constantly reviewed in the best interest of the student's education, the College reserves the right to change any provision or requirement contained herein at any time within the student's term of residence. This includes, but is not limited to, academic requirements for graduation. The College will make every effort to keep students advised of any changes and will strive to assist students to comply with any changes or requirements.

Failure to read this Graduate Catalog does not excuse graduate students from the requirements and regulations of Tougaloo College, or the Division of Education, Supervision, and Instruction.

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Division website: www.tougaloo.edu**

Accreditation

Tougaloo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award associate, bachelor, and master degrees. Individuals may contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30044-4097, or call 404-697-4500.

TOUGALOO COLLEGE
Division of Education, Supervision & Instruction
GRADUATE CATALOG

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Dr. Jinghe Mao, Dean, Division of Natural Sciences

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_____, Director, L. Zenobia Coleman Library

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Ms. Schneika Harrison, Director of Title III

Dr. Valvia Wilson, Director, Federal TRIO Programs

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Dr. Whitney McDowell-Robinson, Director, Career Services

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Dr. Lucy K. Johnston, Chair, Division of Education -
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Dr. Roshunda Harris-Allen, Child Development
Dr. Meherun Laiju, Division of Social Studies
Dr. George Armstrong, Chemistry
Dr. Scharri Walker, Biology
Dr. Shaila Khan, Psychology
Ms. Schneika Harrison, Institutional Research Board

Dr. Phelton Moss, Elementary Education
Ms. Victoria Johnson, At-Large
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Humanities

Dr. Jinghe Mao, Dean, Division of Natural Sciences

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Dr. Lucy K. Johnston, Chair
Dr. Edelia J. Carthan
Dr. Vicki Davidson
Dr. Roshunda Harris-Allen
Dr. Phelton Moss

Graduate Catalog Committee

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Dr. Daphne Chamberlain, Associate Provost/Vice
President for Academic Affairs
Dr. Lucy K. Johnston, Division Chair and Assistant
Professor of Elementary Education
Dr. Vicki Davidson, Assistant Professor of Elementary
Education
Dr. Phelton Moss, Assistant Professor of Elementary
Education

Graduate Admissions Committee

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Dr. Roshunda Harris-Allen, Child Development
Dr. Phelton Moss, Elementary Education
Dr. Lucy Josey, Elementary Education
Dr. Vicki Davidson, Elementary Education
Mrs. Fatissa Allen, Mathematics
Dr. Melissa McCoy, Internship Coordinator

Ms. Angelia Bolden, Enrollment Management
Ms. Maria Thomas, Financial Aid
Mr. Paul Scott, Assistant Director, Enrollment Management

THE GRADUATE FACULTY

Division of Education

Dr. Thea Williams-Black, Dean, Division of Education,
Supervision & Instruction and Professor of Elementary
Education
Dr. Lucy K. Johnston, Chair, Division of Education,
Supervision & Instruction
Dr. Edelia Carthan, Assistant Professor of Child Development
Dr. Vicki Davidson, Assistant Professor of Elementary
Education
Dr. Roshunda Harris-Allen, Assistant Professor of Child
Development
Dr. Phelton Moss, Assistant Professor of Elementary
Education

Administrative Offices and Department Contacts

Academic Affairs Office	601-977-7735
Advancement Services	601-977-4458
Center for Student Academic Success	601-977-6136
Center for Civic Engagement	601-977-4460
College Bookstore	601-977-7741
College Security	601-977-7857
Continuing Education & Professional Studies	601-977-4496
Education Division	601-977-7744
Enrollment Management	601-977-7772
External Relations	601-977-7870
Facilities Management	601-977-7827
Faculty Development	601-977-7834
Finance & Administration	601-977-7716
Financial Aid	601-977-7766
Fitness Center	601-977-4427
Help Desk	601-977-7924
Humanities Division	601-977-7924
Information Technology	601-977-7822
Institutional Advancement	601-977-7871
Institutional Research	601-977-6151
International Studies	601-977-6144
Coleman Library	601-977-7706
Mail Services	601-977-7708
Main Number	601-977-7700
Natural Sciences Division	601-977-7794
Owens Health and Wellness Center	601-977-6160
President's Office	601-977-7730
Registrar's Office	601-977-4459
Social Sciences Division	601-977-7860
Student Affairs	601-977-7813

INTRODUCTION

This Catalog is intended to accurately describe the academic programs, course offerings, admissions, policies, procedures, and requirements for graduate degree programs in the Division of Education, Supervision & Instruction at Tougaloo College. The College and the Division of Education's faculty and staff are committed to making your graduate work the most productive educational experience possible. Although this catalog contains current and accurate policy statements at the time of the printing of this document, they are subject to change; and the College and Division of Education reserves the right to alter or change any statement contained herein with prior notice. The provisions of this catalog do not establish an irrevocable contractual agreement between the student and the College. In addition to this catalog, you should consult your graduate program handbook, the appropriate graduate program coordinator and your graduate advisor from the Division of Education Graduate Programs, Holmes Hall, Room 1, or on the Division of Education's website: <http://www.tougaloo.edu>.

Tougaloo College offers equal educational opportunity to all persons and does not discriminate on the basis of sex or handicap in the educational programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Public Law 92-318; and Section 504 of the Rehabilitation Act of 1973, Public Law 93-112, respectively. This policy extends to both employment by and admission to the College, and in participation of all College programs. Tougaloo College also does not discriminate on the basis of race, sex, religion, natural origin, physical or mental handicap, or age in provision of educational opportunities or employment opportunities and benefits.

HISTORY, VISION, AND MISSION OF THE INSTITUTION

Tougaloo College is a private, coeducational, historically black four-year liberal arts institution. The College sits on 500 acres of land, located in Madison County, on the northern border of Jackson, Mississippi. In *Good Biblical Style*¹, one might say that the Tougaloo genesis actually began with the Amistad, the famous court case of freed Africans who refused to be taken captive took control of the vessel after they killed a part of the captor crew of the slave ship Amistad, and landed on the shores of Long Island, New York. The Amistad Committee was formed to support their defense. This committee later became known as the American Missionary Association, and the American Missionary Association begat Tougaloo College and her sister institutions, Dillard University, Fisk University, Huston Tillotson University, LeMoyne Owen College and Talladega College.

In 1869, the American Missionary Association of New York purchased five hundred acres of land from John Boddie, owner of the Boddie Plantation, to establish a school for the training of former slaves and their descendants. The College was founded on the most liberal principle of education, to provide educational opportunities to men and women, "irrespective of race, gender or religious tenets and conducted on the most liberal principles for the benefit of our citizens in general." The Mississippi State Legislature granted the institution a charter under the name of "Tougaloo University" in 1871. The Normal Department was recognized as a teacher training school until 1892, at which time the College ceased to receive aid from the state. Courses for college credit were first offered in 1897; and in 1901, the first Bachelor of Arts degree was awarded to Traverse S. Crawford, grandfather of celebrated stage and film actor, Avery Brooks. In 1916, the name of the institution was changed to Tougaloo College.

Six years after Tougaloo College's founding, the Home Missionary Society of the Disciples of Christ obtained a charter from the Mississippi State Legislature to establish Southern Christian Institute (SCI) in Edwards, Mississippi. Determining later that Tougaloo College and SCI had similar missions and goals, the supporting churches merged the two institutions in 1954 and named the new institution Tougaloo Southern Christian College. Combining the resources of the two supporting bodies, the new institution renewed its commitment to educational advancement and the improvement of race relations in Mississippi. The alumni bodies united to become the National Alumni Association of Tougaloo Southern Christian College. In 1962, by vote of the Board of Trustees and with the agreement of the supporting bodies, the name was changed again to Tougaloo College. Today, Tougaloo College remains affiliated with the United Church of Christ and the Disciples of Christ.

Tougaloo College is nationally known for its high academic standards and level of social responsibility. The ultimate demonstration of the College's social commitment was manifested during the turbulent years of the 1960s. During that period, Tougaloo College was in the forefront of the Civil Rights Movement in Mississippi, serving as the safe haven for those who fought for freedom, equality, and justice. The College was the sanctuary in which the strategies were devised and implemented to end segregation and improve race relations. Tougaloo College's leadership and courage in opening its campus to the Freedom Riders and other Civil Rights workers and leaders, and its bravery in supporting a movement, whose time had come to help change the economic, political and social fabrics of the state of Mississippi and the nation.

Aside from its social commitment, Tougaloo College has continued to strive to create an environment of academic excellence and a campus of engaged learners. The administration and faculty continue to

¹Clarice T. Campbell and Oscar Allan Rogers, Jr., *Mississippi: The View from Tougaloo*, 2nd ed. (Tougaloo: Tougaloo College, 2002), 3.

challenge students to be prepared to take advantage of opportunities available in a global economy and to become leaders who will affect change. The faculty has grown in quality and size. Diversity has been enhanced and the physical landscape and campus infrastructure are evolving. New curricula have been added. Partnerships, collaborations, and networking relationships have been established with many institutions such as Brown University, Boston College, Tufts Medical and Dental Schools, the University of Mississippi Medical Center, New York University, and other international programs.

Tougaloo College is moving forward on many different fronts. Its graduates are distinguished and engaged in meaningful work throughout the world. As the College navigates through the twenty-first century, student success remains our highest aim – ensuring that our students are prepared to meet the global challenges of a changing world. We remain committed to our time honored trademarks of academic excellence and social responsibility.

For 146 years, Tougaloo College’s founders have continued to light the way, as each who has gone before *has cut this road to last*. In 2002, Tougaloo College welcomed its thirteenth and first female president, Dr. Beverly Wade Hogan, to the list of distinguished leaders who have served this special place.

Vision of the Institution

Tougaloo College is a globally recognized institution whose distinctive strengths in providing undergraduate programs in education, humanities, social sciences and natural sciences, as well as graduate programs in education. The College's trademark is its enduring and nurturing community that values academic excellence, social commitment, and lifelong learning. Tougaloo is committed to preparing students to produce the “next new idea” and to become servant-leaders who will effect order and change in a global society through incorporating new technologies, practice, and knowledge into our teaching, service, and research.

Mission of the Institution

Tougaloo College is an independent, historically black, liberal arts institution, “accessible to all persons regardless of race, ethnic origin, religion or creed.” Through its diverse curriculum and fostering scholarly inquiry, the College prepares its students to be imaginative, self-directed, lifelong learners, and critical thinkers committed to leadership and service in a global society.

Founded in 1869, by the American Missionary Association, Tougaloo College was chartered on the principles that “it be accessible to all irrespective of their religious tenets and conducted on the most liberal principles for the benefit of our citizens in general.”

Tougaloo College acknowledges and respects its traditions, remains dedicated to the equality of all people, and continues to be a value-oriented community where students are guided by a concerned faculty and staff. The members of this community apply current knowledge to prepare students for lifelong learning related to new information and emerging technologies, as well as human standards in a global society.

Tougaloo College offers an undergraduate and graduate curriculum designed to encourage students to apply critical thinking to all areas of life; to acquire a basic knowledge of the humanities, the natural sciences, and the social sciences; to develop skills required in selected professions; and to provide leadership in a democratic society and in a changing world.

Tougaloo intends that its students become self-directed learners and self-reliant persons capable of dealing with people, challenges, and issues. Tougaloo College intends to contribute to the social, health, and educational needs of the local and state communities through a program of community service.

ADMISSIONS POLICIES, REQUIREMENTS, AND PROCEDURES

All applicants seeking admission to the Division of Education graduate programs at Tougaloo College must be admitted to both the College and the Graduate Program. The Division of Education implements priority deadlines and regular deadlines concerning its graduate programs. Applications received after the enrollment deadlines will be processed for the next term.

Students may apply for admissions three times during a year: August, January, or June.

Application Procedures

All students seeking admission must submit a graduate application and a nonrefundable fee of \$50.00 (international students \$60.00) made payable to Tougaloo College. This fee is nonrefundable, regardless of the admission decision. Fees should be remitted by cashier's check or money order payable to Tougaloo College. Former students must also submit the application; however, they are not required to submit the application fee.

Applicants may secure application forms and other information concerning admission from the Office of Admissions or via the College's Division of Education website at <http://www.tougaloo.edu>. The Graduate Admissions Application is also available at the program's office in the Division of Education, Holmes Hall, Room 1.

Applicants must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. They must also submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion.

GRADUATE ADMISSIONS DEADLINE

Fall Deadline	June 1
Spring Deadline	October 1
Summer Deadline	April 1

Admissions Procedures

The following are admissions requirements for all applicants applying to the **Master of Arts in Child Development** graduate degree program:

- Successful completion of a bachelor's degree in a related field, including at least 12 units of quarter courses (or eight units in semester courses) in a substantial upper division early childhood education and/or child development work from a regionally/nationally accredited institution of higher education.
- A grade point average of at least a 3.00 (on a 4.0 scale) in the last 60 semester hours completed in undergraduate courses.
- The applicant was in good standing at the last institution of higher education attended.
- Official transcripts from all post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, doctoral degree, or an advanced certificate. Students who fail to submit the transcript with their final degree posted are not permitted to register.

- A written personal statement detailing relevant experience that has prepared them for work in early childhood and/or child development graduate studies.
- A professional resume or CV.
- Three confidential letters of recommendation from professional references that emphasize the applicant's level of preparation for graduate study in Child Development, including one of which must be from an academic reference.

Senior-level undergraduate Tougaloo College students who have completed all requirements for degree coursework in a Bachelor of Arts and are within six hours of graduation may enroll for a minimum of six hours of graduate work. To be eligible to take graduate courses, undergraduate students must have a grade point average of 3.25 overall in their field of study for admission to the graduate child development program.

The following are admission requirements for all applicants applying to the **Master of Arts in Teaching in Elementary Education** and **Secondary Education** graduate degree programs:

- Submit official transcripts verifying a non-educational baccalaureate degree from a regionally/nationally accredited institution of higher learning.
- Have completed required undergraduate/graduate coursework with 12 credits each in English, mathematics, science, and social science, with six credits in fine arts for the chosen *Elementary Education (1-5) certification*, or
- Have completed the required undergraduate/graduate coursework in the subject/content area chosen for *Secondary Education certification* as illustrated below:

Biology (7-12)

- At least 30 credits in Biology.
- A blend of courses in biology, genetics, physiology, ecology, zoology, and marine biology.

Chemistry (7-12)

- At least 30 credits in Chemistry.
- A blend of courses in analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

English/Language Arts (7-12)

- At least 30 credits in English.
- A blend of courses in writing, genre studies, and literature.

Mathematics (7-12)

- At least 30 credits in Mathematics.
- A blend of courses in algebra, calculus, discrete mathematics, geometry, probability and statistics, number system, and trigonometry.

Physical Science (7-12)

(Examples: chemistry, physics, geology, earth science, space science, and oceanography)

At least 30 credits in science, which includes at least six credits each in

- Chemistry
- Physics

Physics (7-12)

- At least 30 credits in Physics.
- A blend of courses in electronics, electricity and magnetism, mechanics, modern physics, and quantum mechanics.

Social Studies (7-12)

- At least 30 credits hours in social studies.
- At least nine (9) credits must be in history, including two U.S. History courses.

- At least 24 credits in one of the following four content areas: history, economics, geography, or political science.
 - To reach the 30 credits, nine (9) credits may come from anthropology, sociology, or psychology coursework.
 - Submit a 1200-1500 word personal statement explaining the applicant's motivation for becoming a teacher. Applicant should also explain how their current academic qualifications and work experiences have prepared the applicant for a career in teaching, particularly their experiences in working with children and/or adolescents. Furthermore, applicant should discuss their belief in helping students to become successful in school, including discussion regarding the applicant's personal strengths and ability to work collaboratively with others.
 - Minimum GPA of 2.75 or higher (based on a 4.0 scale) in undergraduate coursework (3.0 for any graduate coursework) is required in the appropriate academic discipline/content area.
 - Provide three confidential letters of recommendation from professional and/or academic references dated within the last six months. References are required to submit a letter that indicate how they know the applicant, emphasize the applicant's level of commitment to working with children and/or adolescents, how they feel the applicant will be as a teacher, and how they believe the applicant will interact with candidates in an educational setting.
 - A CV or professional resume.
 - Complete the DOE Pre-Candidate Questionnaire.
 - Submit passing scores at the state required level on the Praxis 1 (Pre-Professional Skills Test-PPST) examinations which are required for admission.
 - Passing scores at the state required level on the Praxis 2 Specialty Area Test are required prior to candidate teaching. All candidates must demonstrate satisfactory performance on the Praxis 2 content knowledge test in the appropriate content area(s) prior to beginning their internships. *(Applicants may be admitted with a score within at least one standard error of measurement of the passing score.) **
 - Satisfactory completion of an interview.
- *If candidates have not yet passed the Praxis 2, applicants must read and sign the testing requirements statement in the application.

The following are admission requirements for all applicants applying to the **Gifted Endorsement** program:

- Hold a teacher's license
- Earned a bachelor's degree

Admissions Acknowledgement

Applicants will receive an automatic confirmation if they submit their application electronically. Paper applications will be acknowledged normally within two to four weeks from receipt. To avoid delays, applicants are encouraged to apply as early as possible.

Admission applications received are reviewed following the priority application deadline and after the regular admission deadline. Once evaluators and admissions committee have completed their evaluation, they will notify the applicants. Finalists are invited to an on-campus interview with the admissions committee. The graduate program will make an admission decision and forward it to the Division of Education. Upon admission, students will be mailed an admission packet with information on conditions for admission, if any, registration and financial aid.

Notification that space has been reserved may also include a request to submit additional records necessary for the Education Graduate program to evaluate academic qualifications. If the application was

filed during the priority filing period (see section above), students may be assured admission review to the College and the Division of Education Graduate Program provided the evaluation of academic records indicates completion of all College and Division of Education admission requirements for admission to graduate programs. Unless specific written approval states, an admission notice is not transferable to another term.

In addition, Tougaloo College, Division of Education graduate program admissions is competitive and occurs three times per year. For these reasons and to ensure full consideration, applicants are encouraged to apply to the program as early as possible. If you have further questions regarding the items you need to submit, please contact the Division of Education Graduate Studies Office. Contact information can be found at www.tougaloo.edu.

Reservations

The College and Division of Education Graduate programs reserves the right to select its applicants and deny admission to its graduate degree programs, at its sole discretion, determined by the applicant's suitability and the best interests of the Division of Education and the College.

Transfer of Credit Hours

A *maximum* of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at Tougaloo College may be applied toward the M.A.T. or a master's degree in Child Development. *All transfer credits must meet the following criteria:*

- a) Courses must have been offered at the graduate level.
- b) Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- c) Courses must have been completed within the last five years of matriculation.
- d) Courses must receive approval from the student's faculty advisor, the Department Chair, the Office of Student Affairs, and the Division of Education Graduate Studies Program. (Forms for Approval of Transfer of Credit can be obtained from the Office of Admissions, Blackmon Building, First Floor).
- e) A grade of "B" or above must have been earned in the requested transfer courses.

* No credit is granted for correspondence courses or for "credit-by-examination" courses.

Unconditional Admissions

Students must have met the minimum undergraduate or previous graduate GPA requirement for unconditional admission and must have completed all specified course or degree prerequisites as indicated by the graduate programs as stated under the degree program in this catalog.

Special Admissions/Conditional Admissions

A limited number of students may be admitted conditionally on an exception basis without meeting one or more of the admission requirements for a graduate degree program. The number of exceptional admissions shall not exceed 15 percent of those students regularly admitted to this program. Specific conditions, outlined in writing to the student at the time of admission, will be designated for remedying the deficiency and advancing to unconditional standing. The intent of this exception is to provide for individuals who demonstrate particular strength in qualities and characteristics sought for young children,

ages 0-8, and who at the time of seeking admission to the program, do not meet all of the specified requirements.

Non-Resident & International Students

Tougaloo College, Division of Education, Supervision and Instruction Graduate Degree programs seeks to bring students from all parts of the nation and world to the campus. To ensure their success, non-resident and international applicants normally must be eligible for Graduate Standing: Unconditional status to be admitted to the Division of Education Graduate Program. All other admission classifications for non-residents or international students must be by special action of the graduate program coordinator and have approval of the Division Dean.

Initial determination of residence status is made by College officials prior to or at the time of registration, and fees must be paid at registration. Full refund of nonresident fees paid will be made if final determination by the College legal adviser indicates that a student is a legal resident for fee purposes. For more information, contact Office of Admissions at (601) 977-7768 or 1-888-424-2566.

International Students

Tougaloo College must assess the academic preparation of international students. For this purpose, international students include immigrants and those who hold U.S. visas as students, exchange visitors, or other non-immigrant classifications. Tougaloo College uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on TOEFL requirement for graduate and post baccalaureate applicants), financial resources, and academic performance are considered. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Priority in admission is given to residents of Mississippi.

Graduate TOEFL Requirements

Because English is the language of instruction at Tougaloo College, students should be prepared to write their theses, examinations, and papers in English. All graduate and post baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum 550 total score and 54 part score on the Test of English as a Foreign Language (TOEFL). Applicants taking the Computer-Based TOEFL must present a 213 total score and 21 part score or above. Applicants taking the Internet-Based TOEFL must present an 80 total score and minimum part scores of 20 in Reading, 19 in Listening, and 16 in Writing. The International English Language Testing System (IELTS) will substitute for TOEFL, with a minimum Band score of 6.5.

Student and Exchange Visitor Information System (SEVIS)

To help facilitate the timely reporting and monitoring of international students in the United States, the Department of Homeland Security (DHS), formerly the Immigration and Naturalization Service (INS) has implemented the Student and Exchange Visitor Information System (SEVIS). SEVIS provides tracking, monitoring, and access to current information on non-immigrant students (F and M visas) and exchange visitors (J visas). SEVIS enables the College to transmit electronic information via the Internet to the U.S.

Immigration and Customs Enforcement (ICE). The ICE requires Tougaloo College to report on a timely basis the occurrence of certain events. International students at Tougaloo College are required to immediately report the following to the Office of International Student Services:

- 1) Change of name
- 2) Change of degree objective
- 3) Change of address, phone number, or e-mail
- 4) Failure to enroll
- 5) Graduation prior to the end date cited on the Form I-20
- 6) Dropping below a full course of study without prior authorization
- 7) Failure to maintain status or complete student's program
- 8) Beginning and ending dates for optional practical training (OPT) authorization
- 9) Work authorizations
- 10) Any disciplinary action taken by the school against the student as a result of his/her being convicted of a crime

Questions and concerns may be addressed to the Office of Enrollment Management at (601) 977-7768 or 1-888-424-2566.

Transcripts and Test Scores

Applicants must request an official transcript from each college and university at which they registered. These should be sent directly to the Office of Admissions and Enrollment and a set of copies sent to the Office of the Dean of Education. Transcripts presented by applicants cannot be accepted unless in a sealed institutional envelope. Applicants who are in attendance at a school or college when transcripts are requested must file a transcript which includes verification of the subjects in which they are currently enrolled. After applicants have completed these subjects, they must notify the College or the Division to forward two supplementary transcripts showing the final grades for that term.

No determination of admission eligibility will be made until all transcripts are received. Official transcripts must include a complete record of all previous college work attempted whether or not the applicant desires credit. A separate official transcript is required from each college attended even though one transcript may show work completed at another college. All records submitted become the property of the College. Records submitted by students who do not enroll are retained for only one year. Graduates of Tougaloo College are not required to submit Tougaloo College transcripts.

REGISTRATION AND ACADEMIC RECORDS

Registration and Enrollment are the processes by which one is enrolled as a student at the College. Registration includes advisement and course entry and results in a schedule of classes. Enrollment includes payment of tuition and other charges, and completion and filing of informational forms for various purposes during your matriculation. Following are the responsibilities of graduate students:

- To become familiar with the College Academic Calendar appearing in the front of this Catalog and a number of other media throughout the College. Familiarity with the Calendar facilitates adherence to the registration process. The process helps to assure that a student's name will be entered on the correct class rolls.
- To complete registration according to regulations. Academic credits may not be earned unless the student is officially registered and financially enrolled for classes.
- To consult the academic advisor and secure appropriate signatures on required forms. This will ensure that proper course sequences are being followed for the student's curriculum.

To be classified as a student at the College, one must be enrolled in at least one course or program, e.g., internship, thesis/project. A student who drops all courses must also complete withdrawal procedures and is subject to the College's policies and procedures with regard to dropping, adding, and withdrawing from classes. In all cases in which a student has not completed registration by the end of the specified registration date, a late registration fee will be charged.

Registration Policy

Registration is the process that results in a student making course selections and enrolling in classes prior to the beginning of each semester. Prior to the end of each semester, the College publishes a "Course Master," a schedule of classes, for the ensuing year. All students are required to pick up registration materials, and register for courses by the end of the Late Registration period as defined in the Academic Calendar. If student has not financially enrolled by the designated date, course registration will be cancelled by the College and the student will not be considered as currently enrolled.

Students will have the opportunity to add and drop courses at the beginning of each term during the specified dates. The last day for Add/Drop is specified in the Academic Calendar. Course adjustments after this date shall not be permitted. After this period, students are allowed to withdraw from courses through the end of the withdrawal period as listed on the College's calendar. Students who are not properly registered and enrolled will not be permitted to attend classes or take examinations.

The Division of Education's master level degree program courses are offered throughout the year. Upon receipt of the admission letter, students must file an "Intent to Enroll" form with the Division of Education degree program by the date specified in the letter. Unless previously exempted, all students are expected to enroll in all courses offered for the entire duration of their Master's degree program. Students who were admitted to the Division of Education's master's degree program and did not register for the semester, in which they were accepted, must submit a letter in writing to the Office of Admissions to reactivate their file. If a student has attended another institution in the interim, all official transcripts must be sent to the Office of Admissions and their file will be re-evaluated for acceptance into the Division of Education's graduate program.

Degree Planning and Advising

Upon recommendation for admission, an academic advisor or research advisor is assigned to each student by the appropriate division's graduate program coordinator. The student should seek an appointment with the advisor as soon as possible after admission. Consultation with the advisor in degree planning is a requirement of master's programs. Graduate students are required to file a degree plan by the start of the second semester. Degree plan forms may be obtained from the advisor or the graduate program coordinator of the Division of Education's Graduate Office. The major advisor, the department chair, the dean of the division, and the graduate coordinator must review and approve the degree plan. The entire course of study for any of the degrees offered by the Division constitutes a unified, coherent program which is approved by the student, the student's advisor, the graduate program coordinator, and Dean of Education. Additional courses may be required if the student is inadequately prepared for the required graduate courses. Upon acceptance into the program, all students must submit contact information forms to the Division of Education's Graduate Office including their contact information, advisor's name, and their area of concentration.

Course Numbering System

Courses numbered "500" and above are classified as graduate level courses.

Course Load

A normal full-time load is nine semester hours during the regular session and the maximum load is 12 hours. A course load can exceed these levels only by approval from the graduate program coordinator and approval from the dean. The maximum load for persons employed full-time is six semester hours during a regular semester and three semester hours during the summer session.

Overloads and Maximum Course Load

A graduate student may not register for more than 12 units of work in any semester without written permission. If you wish to exceed this limit, you must fill out an Overload card, available from your graduate coordinator. After your graduate coordinator signs the card, return it to the secretary of the department in which your major is based.

Dropping/Adding or Withdrawing from Courses

Students may drop or add courses during the designated drop/add period on the Academic Calendar. Students must consult with their advisor prior to making any changes in their class selections.

Course withdrawal begins after the end of the drop/add period and the official date to complete course withdrawals for each term is found in the Academic Calendar. Students who wish to withdraw from an individual course must obtain a Course Withdrawal form from the Office of the Registrar. The form must be complete with all appropriate signatures as required and submitted to the Office of the Registrar prior to the official deadline for withdrawal. When a student is authorized to withdraw from a course, a final grade of "W" is assigned regardless of his/her performance in the course prior to the official date of withdrawal. Course withdrawal does not carry any refund of tuition and/or fees.

Repeating Courses

If you are a graduate student, you may, ONE TIME during your tenure at Tougaloo, petition the division's graduate program to change a grade for a graduate course upon recommendation from your

graduate advisor or coordinator. The earlier grade and hours will show on your transcript but will not be computed as part of the cumulative grade point average. However, the highest grade will be computed as part of the cumulative grade point average. An "R" will be reflected on the student's transcript.

Withdrawal From the College

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the College and Division of Education's official withdrawal procedures. Failure to follow formal college procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Also, for a student who does not notify the College either orally or in writing of his or her intent to cease academic attendance, the last date of class attendance will be considered the student's withdrawal date. Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the College regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

Leave of Absences

Graduate students withdrawing from Tougaloo College who will not be registered for at least one semester each calendar year for reasons beyond their control (e.g., compulsory military duty, medical, pregnancy, etc.) may request a Leave of Absence to protect their right to degree requirements which were fixed at the time of admission to the Division of Education. Submission of written verification explaining the reason(s) for non-enrollment is required. Financial reasons for non-enrollment are not an acceptable justification for Leave of Absence approval.

The Request for Leave of Absence form may be obtained from the Division of Education's office or the Office of Student Affairs. Granting a Leave of Absence to a student does not guarantee readmission to the program nor exemption from the regular application for readmission procedure, application fees, and filing dates. However, students may also protect their rights to a former catalog year for graduation requirements by enrolling at least part-time for one semester each calendar year.

Time Limit

Tougaloo College requires that no more than six (6) consecutive years may be used to complete the requirements for the graduate degree programs from the date of admissions to its graduate program at Tougaloo College.

Student Records

Privacy of Student Records. Release of information is governed by the guidelines of the Family Education Rights and Privacy Act of 1974. Within certain limits, students have the right to prohibit the release of personal data without their permission.

Family Education Rights and Privacy Act (FERPA)

Tougaloo College, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities, and accomplishments of its students. Because the College recognizes students' right of privacy, a policy regarding the confidentiality of the information which

becomes a part of their permanent records and governing the conditions of its disclosure has been formulated and adopted. This policy reflects a reasonable balance between the obligation of the College for the protection of the rights and privacy of students and its responsibility to society.

Students have the right upon request to review, inspect, and challenge the accuracy of the content of all materials and information kept in a cumulative file by the institution except personally signed confidential documents placed in the file before January 1, 1975. It also ensures that records cannot be released without the written consent of the student except: (1) to school officials and faculty who have a legitimate educational interest, and (2) to others where this information is classified as directory information. All enrolled students will receive an annual notification of their rights under FERPA.

Students who desire that any or all information not be released must complete a Request to Prevent Disclosure of Information Form in the Office of the Registrar within (5) working days after the close of the official registration period. All other information is considered confidential and may be released only under specific conditions. A full copy of the College's policy may be obtained in the Office of the Registrar.

Transcripts

Transcripts are a record of the student's academic history while matriculating at Tougaloo College. All courses and final grades that were taken while at Tougaloo College are documented on the transcript.

Official Transcripts

The official transcript is a record of a student's academic history. It bears the signature of the Registrar, the official seal of the College, and a release of information statement. Students may request official transcripts to be sent to colleges, universities, places of employment, and approved institutions. The fee for official transcripts is \$5.00 per request. The College Registrar's Office processes all requests within 5 – 10 business days; however, some requests may take longer to process due to other factors. Consistent with the provisions in the FERPA Act, all requests will be processed within 31 days from the date of receipt.

Unofficial Transcripts

The unofficial transcript for internal distribution and student use is a true copy of the student's official academic record. The fee for an unofficial transcript is \$3.00 per request. It does not contain the Registrar's signature or the College seal. The College Registrar's Office processes all requests within 5 – 10 business days; however, some requests may take longer to process due to other factors. In accordance with FERPA, all requests will be processed within 31 days from the date of receipt.

Transcript Requests

All transcript requests must be made in writing to the Office of the Registrar. The following minimum information must be provided:

- Student name (while at Tougaloo College)
- Student ID number or Social Security number
- Date of initial enrollment
- Date of graduation (if applicable)
- Status while enrolled (undergraduate/graduate/summer)
- Name of transcript recipient
- Address to which transcript is to be sent
- Student's original signature

Students must submit a written request via mail or in person. Fax and/or e-mail requests for transcripts will not be accepted or processed.

Financial Hold

Students with outstanding financial obligations to the College or with delinquent Perkins Loan payments may be denied release of a transcript. A new request for transcript must be made after the financial hold has been cleared.

Change of Name and Address

Every student is responsible for notifying the Office of the Registrar of any change of name and address. Failure to do so can cause serious delay in the handling of student records and in notifying students in emergencies. Currently enrolled students may update their address online using The LOO student personal information page. Non-enrolled students must submit a written request and only the student has the authority to change his/her address. Name change requests must also be submitted in writing and be accompanied by official documentation of the change. This documentation may be one of the following: marriage license, social security card, or official legal disposition of the change. A copy of this document must be filed in the student's official record.

Academic Records

Once a graduate student has graduated from the College, no changes may be made in his/her academic record. The exception is if there has been an error in the transcription of grades.

ACADEMIC STANDARDS AND REQUIREMENTS

Catalog Year

Graduate students are governed by the requirements that are in effect at the time of their admission with at least conditionally admitted status. Graduate students must complete the division curriculum in effect at the time of their Program Plan of Study. If there are any questions regarding exemptions, please contact your graduate coordinator or the Division Dean.

Good Standing (Grade Point Average)

Graduate students must have a cumulative GPA of 3.0 in the courses identified on the student's Program Plan of Study form to remain in good standing and to graduate. In addition, for the purpose of satisfying degree requirements, students must earn a B (3.0) or better (no CR grades) in each 500-level course. NOTE: A "B" is less than a 3.0 and, if obtained in a graduate-level course, will not count for meeting degree requirements.

Full-Time Study

Full-time study is defined as registration or completion of no fewer than nine (9) credit hours per semester during the fall and spring semesters and six (6) during the summer term. Students who have completed all course credit hour requirements, who are engaged on a full-time basis in research activities requiring faculty supervision and are registered for a minimum of one (1) semester credit hours of research or thesis consultation, are classified as full-time students. Students who have completed their research work but are engaged in writing a thesis or project must register for at least one (1) semester hour of the thesis consultation each semester inclusive of the summer term until the thesis has received final approval.

Students holding a teaching or research assistantship, engaged in college work-study, or awarded a guaranteed student loan are required to be enrolled as full-time students.

Part-Time Study

During the academic year, students who take fewer than nine (9) credit hours are classified as part-time, except those who are engaged in writing the thesis. During the summer, students who take fewer than six (6) credit hours are classified as part-time.

Application for Degree

Students planning to graduate must complete the Application for Graduation for the degree by November 1 of the academic year of graduation. The Intent to Graduate form is available at <https://www.tougaloo.edu/admissions/office-registrar>. This date also applies to graduate students who plan to complete their work during the summer session. Students who have not applied for graduation by the last day of classes in the semester proceeding the graduation semester may not be listed in the Commencement Program. If the student does not graduate in that semester, a new application for graduation must be filed at the beginning of registration for the term of anticipated graduation. Graduating students must be enrolled at Tougaloo College during the semester of graduation. Graduates may contact the Registrar's Office for Commencement Ceremony and guest ticket information.

Assuming that the student is in good standing at the college, degrees will be awarded only after successful completion of the degree requirements stated in the Graduate Catalog and specific Graduate Program Handbook under which the student plans to graduate, and final recommendation from the faculty and dean of the division.

The division of the degree program must certify through the division dean that all program and college requirements have been met. Degree certification of Program Plan of Study with approved signatures is forwarded to the College's Office of Registrar by the Division of Education's Graduate Studies for final determination that all program, division, and college requirements have been met.

Continuous Enrollment

Graduate students will be required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree. Continuous enrollment is defined as being enrolled during Fall and Spring semesters each year. Students on approved college leaves of absence, as defined in the Graduate Catalog and the specific Graduate Program Handbook, are not required to enroll during the leave period. Readmission is necessary for any students who want to resume their degree after any of the following situations:

- Withdrawal from college
- Failure to begin a course at the start of a semester
- Interruption of continuous enrollment
- Disciplinary suspension or expulsion

If readmitted, students must follow the catalog in effect at the time of their reenrollment. In cases when the College no longer teaches required courses, the division dean may designate a reasonable substitute.

Academic Probation and Disqualification

Probation

1. A student who is admitted in the Division of Education's master's degree program will be placed on academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units applicable to the program.
2. A student who withdraws from all or a substantial portion of a program in two successive semester terms or in any three semester terms may be placed on probation by the program.
3. The program may place a student on probation for repeated failure to progress toward their degree objective.
4. Failure to comply, after due notice, with an academic requirement may result in the program placing the student on probation.
5. A student placed on probation will be notified in writing and will be provided with the conditions to be met for removal from probation, as well as the circumstances which will lead to disqualification.

Disqualification

Graduate degree students are subject to disqualification if, while on probation, the student fails to raise his/her grade point average to at least 3.0 within the time specified by the program. The disqualification decision for graduate students is the responsibility of the appropriate degree program.

Administrative Academic Probation and Disqualification

A graduate degree student may also be placed on probation or disqualified by appropriate campus authorities for repeated withdrawal, failure to progress toward an educational objective, and noncompliance with the Division of Education's program requirements.

Appeal of Academic Status

To appeal one's academic status, e.g. termination from a program or failure to pass a course, etc., a student must present the request and related explanation in writing to the graduate coordinator of the program. The graduate program coordinator will review this appeal with the appropriate instructor, division, or division committee and render a recommendation. If the appeal at the division level is unsuccessful, a student may then appeal to the division dean. If the appeal is unsuccessful, the student may then appeal to the Vice President for Academic Affairs.

Appeal of Disqualification Status

A student who believes his/her disqualification was arbitrary, capricious, or discriminatory has the right of appeal. The student should direct the appeal to the graduate program coordinator. The appeals committee will consist of a faculty member from the program who is selected by the graduate program coordinator, a faculty member from the program who is selected by the student, and the chair of the Academic Standing Committee as well as a faculty member selected from outside the program by the Division of Education Dean.

Academic Integrity

The College's goal is to foster an intellectual atmosphere that produces educated, literate individuals. Because cheating and plagiarism are at odds with this goal, these actions shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Code of Conduct. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty.

Plagiarism occurs when a person tries to represent another person's work as his or her own or borrows directly from another person's work without proper documentation. For example, academic dishonesty occurs whenever a student:

- buys a paper or other project, then seeks to receive credit for the paper or project
- copies from another student's exam, either before, during, or after the exam
- uses "crib notes" while taking an exam or uses information stored in a computer or calculator (if prohibited from doing so)
- allows another person to take an exam in his or her place or takes an exam for another person
- collaborates on take-home exams when such collaboration is forbidden
- copies the work of another person and attempts to receive credit for that work
- fails to properly document source material in a paper or project
- receives editorial assistance that falls outside the scope of acceptable assistance

Note: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. Except in cases of major offenses, responding to academic dishonesty is the responsibility of the instructor of the course in which the dishonesty occurs. If a student is responsible of

academic dishonesty, the student may be dismissed from the class and may receive a failing grade. Other penalties may include suspension or expulsion from school. For more information about academic honesty, see the Tougaloo College Student Handbook and Tougaloo College Graduate Program Handbook publications.

Grading System

The graduate grading system at the College uses the following letter grades: A, B, C, F, I, and WP. Letter grades are determined using the following scale and criteria listed below:

1) Work Meets Standard of Excellence

A+	4.5	Exemplary
A	4.0	Outstanding
A-	3.7	Excellent

2) Work Meets Acceptable Standards

B+	3.5	Very Good
B	3.0	Good
B-	2.7	Effective

3) Work Does Not Meet Acceptable Standards

C+	2.5	Satisfactory
C	2.0	Fair
C-	1.7	Needs Improvement

A grade of “C” must be offset by a grade of “A” in a course or courses acceptable to the dean, department chair, or graduate program coordinator. No more than two “C” grades are allowed.

A grade of “F” indicates failure and carries no credit but is counted in computing the grade point average until the course is repeated and a passing grade earned. A student who earns an “F” in a required course must repeat the course and earn a passing grade.

A mark of “I” (Incomplete) signifies (1) that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons beyond the student's control, and (2) that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The Incomplete must be made up within the time limit set by the instructor (no more than one calendar year following the end of the term in which the grade was assigned.). The conditions for removal of the Incomplete shall be put in writing by the instructor and graduate program coordinator and given to the student, with a copy placed on file with the graduate program coordinator.

A final grade will be assigned when the work agreed upon has been completed and evaluated. If the “I” is not changed by the faculty member by the end of the next semester in which the student is enrolled or within twelve (12) months, the staff of the Office of the Registrar’s will change the “I” to “F.”

Certain courses designated in advance may carry a grade of “WIP” (Work in Progress). The “WIP” grade is assigned for thesis or project research courses. The final letter grade for the thesis/project is assigned upon the successful defense of thesis/project.

The mark of “W” indicates that a student officially withdrew from a course not later than the date of midterm of any academic term published in the catalog. Students withdrawing after midterm are awarded a grade of “F.”

Passing grades for graduate students are “A+ to “B-.” The grade of “C” is not applied toward graduation. The grade of “I” may be given only when the completed portion of the course work is passing quality. It is the student’s responsibility to complete the course requirements and to see that the incomplete grade is removed from his or her record.

Grades Availability

Students may access their semester course grades by logging onto their account online at: <http://theloo.tougaloo.edu/ICS/> and accessing their information. Instructions for use of The LOO are included on the College’s website. Students may also order an official transcript after the conclusion of each term from the Registrar’s Office.

Change of Grade

Grade changes are submitted to the Enrollment Management Office by the instructor on the Change of Grade Card. The appropriateness of the instructor's grade change is determined by the department chair, whose signature is required on the Change of Grade Card in addition to the instructor's signature. The Change of Grade Card is accepted only from the instructor, the division secretary, or other duly authorized department representatives. There is no time limit imposed for such grade changes.

Grade Appeals

To initiate a grade appeal, the graduate student must complete the “Grade Appeal Form” and adhere to:

1. By order of the President’s Office, the Provost/Executive Vice President of Academic Affairs is responsible for providing students a grade appeal procedure.
2. There is a presumption that grades assigned by faculty members are correct. Thus, the burden of proof rests with the student who is appealing.
3. Appeal procedures are available only for review of alleged capricious grading and not for review of an instructor's judgment in assessing the quality of a student's work. In the absence of capricious grading, the grade determined by the instructor of record is final.

Capricious grading, as used here, constitutes any of the following:

1. Instructor's failure to notify students as to the basis of grade determination in a clear and timely manner.
2. Grading that result from a substantial departure from the instructor's previously announced standards.
3. Grading based on anything other than the student's performance in the course.
4. Discrimination or prejudice.
5. Error in calculating the grade.
6. Arbitrary grade assignment (the lack of consistent and equitable standards for grade assignment).

The grade appeal shall be dismissed by the Provost/Executive Vice President of Academic Affairs if:

1. The allegations would not constitute capricious grading, or
2. The only disagreement is with the instructor's grading standards, or
3. The appeal was not timely, or
4. The student has not provided the instructor with written notification.

Students who can demonstrate a reasonable doubt about the correctness of an assigned grade deserve access to a due process hearing before an appropriate body and, when justified, deserve to receive a grade correction. If a student believes a grade assigned is incorrect, the student must file with the instructor a written statement of appeal and the Grade Appeal Procedures form within the first four weeks of the immediately following fall or spring semester. The Grade Appeal Procedures form is available at the Office of the Provost, Blackmon Administration Building, First Floor, online at <http://www.tougaloo.edu/IASI/FormsPublications/GradeAppealForm.Final.308-07.pdf>, or call (601) 977-7735. This appeal must detail and document the compelling reasons which form the basis for the student's contention that the assigned grade is incorrect. The instructor will respond in writing, within 15 working days on receipt of the appeal, indicating either approval or denial of the appeal. If the Division of Education's Dean or his/her designee determines that the instructor of record is inaccessible, the student may initiate the appeal with the graduate program coordinator or department chair.

In the event the instructor denies the appeal or fails to respond in writing and the student wishes to pursue the matter further, the student shall submit the written appeal to the graduate program coordinator or department chair with any further clarifications and/or contentions the student chooses to add to the original appeal. This action must be taken within 15 working days of the time the instructor informs the student of the denial. The graduate program coordinator or department chair will, on receipt of the written appeal from the student, constitute a Grade Appeal Committee within 15 working days. The Grade Appeal Committee shall be appointed by the graduate program coordinator or department chair in consultation with the student and instructor. Such Committee shall consist of one faculty member from the involved graduate program, one faculty member from outside the involved graduate program, and the President of the Associated Students or his/her designee.

The graduate program coordinator or department chair shall, in consultation with the instructor and student, appoint the chair of the Grade Appeal Committee. In those cases, in which a Grade Appeal Committee is constituted to hear multiple appeals of capricious grading from students in the same class, the Committee Members must take actions to ensure confidentiality/privacy of each student and render an independent decision for each case. The duties of the Grade Appeal Committee shall be completed within 20 working days from the date constituted. This committee shall be provided all prior written correspondence from the student and instructor related to the grade appeal. The Committee will review the written documents and take one of the following actions:

1. Judge that the appeal has no merit and so inform the student and instructor in writing, in which case the matter is ended, or
2. Judge that there is reasonable doubt regarding the correctness of the grade and, in this event, initiate a hearing.

In the event a hearing is initiated, the Committee shall investigate and discuss the matter with the involved student and instructor. Both shall be entitled to be present throughout the hearing and to present evidence, including testimony by other persons. The student and instructor may be accompanied by a person from the College faculty or student body to assist them in presenting evidence. The hearing shall

not be open to the public. At the close of the hearing, the Committee shall deliberate privately. The Committee chair shall assure that the following procedures are employed in the conduct of the hearing:

1. Efforts may be made to resolve the matter by extra-procedural settlement at any time.
2. The student shall first make an opening statement by presenting evidence which the student believes constitutes legitimate grounds for the grade appeal.
3. After the student has presented his/her evidence, the Committee may agree to terminate the hearing, if the evidence presented does not constitute legitimate grounds for the grade appeal.
4. After the student presents evidence in support of the grade appeal, the instructor may present rebuttal evidence.
5. Following the private deliberations of the Committee, the chair shall, in writing, inform the student, instructor, graduate program coordinator, and department chair of its findings. If the Committee finds that there is a compelling reason to approve the grade appeal, the instructor is expected to change the grade to the grade recommended by the Committee.
6. In the event the instructor chooses not to change the grade, the graduate program coordinator shall be vested with the authority and required to inform the Enrollment Management Office in writing to change the original grade to the grade recommended by the Committee. The transcript shall reflect that the grade was changed as a result of administrative action.

If the graduate program coordinator or department chair is the instructor of record, or serves in lieu of the instructor, the Division of Education Dean or his/her designee shall assume the responsibilities normally discharged by the graduate program coordinator or chair. In the event the student or instructor alleges that improper grade appeal procedures were employed, the Division of Education Dean or his/her designee shall investigate and take corrective action, if improprieties have occurred.

The Committee is not authorized to reprimand or otherwise take disciplinary action against the instructor. Evidence put before the Committee shall be admissible in any disciplinary proceedings which may thereafter be undertaken against the instructor, but the disciplinary body shall make an independent determination of whether that evidence and any other information before that body constitutes sufficient proof of the conduct charged. None of the established procedures available to the instructor to raise grievances before the Faculty Affairs Committee or through Tougaloo College grievance procedures shall be abridged or affected by the actions of the Committee.

The Provost/Executive Vice President for Academic Affairs or his/her designee shall annually provide a written summary of grade appeals to the Tougaloo College Academic Affairs Council and President. Specific questions regarding Grade Appeal Procedures should be addressed to the Vice Provost, whose office is located in the Edward O. Blackmon Administration Building, Second Floor. Students may also call (601) 977-7735.

Academic Dismissal

A graduate student who fails to maintain an overall GPA of 3.00 or who fails to make satisfactory progress in a degree program will be dismissed from graduate study at the College. Graduate students must maintain a 3.00 grade point average. If a student's overall grade point average on graduate courses drops below a 3.00, the student will be placed on academic probation. A student placed on academic probation is given one semester to raise the overall grade point average to 3.00.

Readmission to the College

Graduate students who withdraw from the College in good standing or who have been suspended for academic deficiencies must apply for readmission by submitting an application to the Graduate Division.

Readmission is not automatic, nor does it necessarily reinstate the student. The Division of Education Graduate Committee must approve all applications for re-admission to the graduate program for students who have been suspended for academic deficiencies.

Students who have previously attended the College and have a break in attendance of one or more semesters must file an application for readmission. Readmission documents required include an official transcript from each institution attended since leaving Tougaloo, and, if a degree has been received from another institution, an official transcript showing that degree.

Students must meet the minimum admission standards of the College and be in good standing at all institutions attended since leaving Tougaloo in order to be eligible for readmission.

Questions concerning readmission should be directed to the graduate program coordinator or Division Dean.

TUITION AND FEES

The projected tuition and fees for graduate degree programs at the College are reflective of the lowest possible cost consistent with support of the College, and improvement to educational programs and activities for students, faculty, and staff. Tougaloo College tuition and fees cover approximately one-third of the total cost of operating the institution, and the remainder of the cost is supported chiefly by endowments, contributions, the alumni and other public-spirited persons, grants from government agencies, private foundations, and corporations. Inquiries should be directed to the Office of the Bursar, Tougaloo College, 500 West County Line Road, Tougaloo, MS 39174-9799, 601-977-7772. The Bursar campus office is located in the Blackmon Building, First Floor.

Fee Schedule

Visit <https://www.tougaloo.edu/admissions/office-bursar/tuition-and-cost> for fees and tuition.

Payment of Fees

All student charges for tuition, room, board, and other fees must be paid in full each semester at registration. Any expenses such as library fines, medical expenses, fees assessed for breakage, and traffic fines, etc., are due and payable upon receipt of the bill. A student who does not receive financial aid from the College may follow any of the three payment plans to meet his/her financial obligation to the College: 1) annual, 2) semester, and 3) installment. The following methods of payments are acceptable:

- 1) Financial Aid (loans, grants, scholarship, etc.)
- 2) Cash
- 3) Debit/Credit Cards (Visa, MasterCard, American Express, and Discover)
- 4) Personal check (up to \$2,000), money orders, certified cashier's check, traveler's check (Made payable to Tougaloo College), Visa, MasterCard, Discover, or American Express.

A student receiving aid of any type from the College may choose the installment plan of payment. In order to calculate payments under an installment plan, a student should total his/her grants, loans, and scholarships for the year from the award letter supplied by the Financial Aid Office. The student should not include work-study or work aid in this total, as he/she has not yet earned this money. The student should then divide the aid for the semester by three. This amount should be subtracted from each installment plan payment. The difference between one-third of each semester's aid and each payment leaves the amount of cash payable monthly from the student's own resources. The student may plan to use work aid or work-study money to defray some of these cash costs. No unearned work monies can be used toward registration.

If payments are not made on a timely basis, the student may be asked to withdraw from school. If a student leaves the College with an outstanding balance, he or she will be responsible for all costs related to collections. **Note: Please do not send cash through the U.S. Mail.**

Cancellation Policy

1. Refund of tuition and required fees will be made after official withdrawal forms are filed on the following basis:

Period of Withdrawal (Fall/Spring/Summer)	Percentage of Refund of Tuition and Fees
Prior to the beginning of class	100% less processing fee
During the first class day	50% less processing fee
During the second class day	40% less processing fee
During the third class day	30% less processing fee
After the third class day	No refund

2. With the exception of deposits, no refund of special fees will be made.
3. Refund of Room and Board fees will be based on the date the student leaves the dormitory and files Dormitory Release Form with the Dormitory Director. No Refund of Room and Board will be given after the third class day of the fall, spring, and summer semesters. Refunds will not be made for temporary absence from the dormitory.
4. Active duty withdrawals will need to contact Tougaloo College Office of the Bursar for additional information and to process at (601) 977-7716.

Institutional Refund Policy (Withdrawal from College)

In order to be eligible for a refund, a student must formerly withdraw from the College. (See procedures for withdrawing from the College.) A student who withdraws from the institution may be eligible for an institutional charge refund according to the Institutional Refund Policy. However, a student who receives financial aid and withdraws from the institution may be required to refund all or a portion of the financial aid awards to appropriate financial aid programs. The amount of refund will be determined on the basis of the official date of written withdrawal. Refunds should be expected approximately four weeks after the beginning of a semester, given the demands on the Registrar's Office at the beginning of a semester. The Pro Rata Refund Policy, mandated by the U. S. Department of Education, may override the Institutional Refund Policy.

Federal/Institutional Refund Policy

This policy applies to any student who withdraws after his/her first semester of attendance at the College. Students who meet this basic criterion will have their institutional charges calculated according to the federal/institution schedule.

Pro-Rata Refund Policy (Withdrawal from School)

This policy applies to any student who meets the following criteria:

1. Receives federal financial aid;
2. Attends the institution for the first time; and
3. Withdraws on or before the 60% point of the enrollment

Tuition refunds are apportioned according to the following schedule:

Within the first week of the semester:	65%
Within the second week of the semester:	50%
Within the third week of the semester:	30%
After the third week of the semester:	None

Reimbursement Policy

Graduate students who are eligible for reimbursements from loans or other overpayments will receive payments based on a predetermined schedule:

Fall Semester, generally	Spring Semester, generally
October	February
November	March
December	April

Students receiving bank loans may have funds in excess of first semester charges. These excess funds may be used to defray second semester charges. If a student wishes to voluntarily leave his/her credit for the next semester, this request must be made in writing and submitted to the Student Accounts Receivable Officer.

Students receiving refunds from any type of overpayment for the first semester will be expected to save funds necessary for the second semester registration payment. Deferments will not be given to these students for the second semester under these circumstances.

Bookstore Voucher Policy

The College allows a student to acquire Bookstore vouchers, up to \$750.00 per semester to purchase books and supplies from the College Bookstore. The charge for the Bookstore voucher is billed to the student's account. A student may not return unused vouchers to the Office of Fiscal Affairs for credit. Effective August 1998, Bookstore vouchers are valid only for the academic semester in which they are issued. Bookstore vouchers are issued by the Office of Financial Aid. All issues of concern related to the College Bookstore must be addressed to the Bookstore Manager.

FINANCIAL AID

The Office of Student Financial Aid administers federal, state, and institutional financial aid programs and scholarship funds to help qualified students meet their educational expenses. New students should review the Financial Aid information contained in the Tougaloo College Financial Aid Handbook, or online at <http://www.tougaloo.edu>. All applicants must complete the Free Application for Federal Student Aid (FAFSA) which may be obtained from the College's financial aid office or on the Internet at www.fafsa.ed.gov.

Upon receipt of the FAFSA, the Student Financial Aid Office may request additional information. Application deadlines are observed, and students are encouraged to complete their applications as soon as possible since funds are limited. Students interested in more information regarding financial aid, scholarship programs, or application procedures should inquire directly to the Student Financial Aid Office. The standards applicable to Financial Aid recipients for Satisfactory Academic Progress are found in the Financial Aid Handbook. Students can access their financial aid status online at: <http://theloo.tougaloo.edu/ics>.

Non-degree seeking programs do not qualify for all types of financial aid. Students must seek assistance from the Financial Aid Office.

Grants

Teacher Education Assistance for College and Higher Education (TEACH) Grant is a federal grant that provides up to \$8,000 per year to graduate students who are completing or plan to complete course work needed to begin a career in teaching. A TEACH Grant is different from other federal student grants because it requires you to take certain courses in order to receive the grant, and then obtain a certain kind of job to keep the grant from turning into a loan. As a condition for receiving the TEACH Grant, students must agree to teach in a high-need field at an elementary school, secondary school, or educational service agency that serves low-income students. In addition, students must meet certain academic achievement requirements (generally, scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25). Recipients of a TEACH Grant must teach for at least four academic years within eight calendar years of completing their program of study. NOTE: If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan.

Federal Work-Study

Federal Work-Study (FWS) is an employment program awarded to graduate students based on federal eligibility using the information provided on the FAFSA. The amount of the FWS is the amount the student is eligible to earn for the academic year. FWS is not available to be applied to institutional charges. Students are paid FWS earnings based on the actual hours worked each pay period.

Many departments depend on student employees to assist with the effective operation of departments. Students gain valuable work experience and skills, which contribute to a student's overall education and development. Work-Study students are given the opportunity to interview for a variety of jobs.

Placement in a position allows a student to begin receiving income from work-study to meet educational expenses. Students should expect to receive paychecks on the 15th of each month. The average work-study employee works 15 hours per week and typically earn from \$2,400 to \$3,000 per academic year.

FWS awards will not appear as credits on the bill from student accounts. EMPLOYMENT IS AN AWARD FOR WHICH A STUDENT MUST WORK.

Federal Work-Study/Loan Option

Most financial aid awards for graduate students include student loans and/or work study employment. If the student wishes to exchange a loan for employment or employment for a loan, he/she should contact the financial aid advisor. Adjustments will be contingent upon the student's eligibility according to program regulation and on the availability of funds.

Federal Loans

Loans are borrowed money that must be repaid with interest. The types of loans available are:

Federal Perkins Loan which is a federally funded program that provides long-term, low-interest loans in amounts governed by established eligibility and availability of funds. Five percent simple interest is charged and repayment begins nine months after the date the borrower ceases to maintain at least half-time enrollment. In some cases, deferred payment or loan and interest cancellation is possible.

Federal Stafford Loans (Subsidized and Unsubsidized) that are made available to students through private lending institutions such as banks, savings and loans, or credit unions. A subsidized loan is awarded on the basis of financial need. Students will not be charged any interest before repayment begins (typically six months after graduating, withdrawing, or dropping below half-time enrollment), or during periods of deferment. The Federal Government subsidizes the interest during these periods. An unsubsidized loan is not awarded on the basis of need; in effect, anyone may qualify regardless of income level. The student will be charged interest from the time the loan is disbursed, and has the option of making interest payments quarterly or "capitalizing" the interest, adding it to the principal so that the loan is actually growing during in-school and deferment periods.

Some students may qualify for both types of loans during the same enrollment period. Final eligibility will be determined by the Financial Aid Office. All loan applicants must at least enroll as half-time students. The Federal Stafford Subsidized and Unsubsidized Loans combined cannot exceed loan maximums set by the Department of Education per academic year. The loans are the Federal Stafford Subsidized at \$8,500 for a graduate student, in addition to this maximum. An independent student may apply for an Unsubsidized Loan of \$10,000 a year for graduate students. Loan amounts may be limited based on dependency status, class level, and total cost of education. Further information and application materials are available at the Financial Aid Office.

The ***GRAD Plus Loan*** is the Direct Graduate PLUS Loan available to graduate students. Financial institutions issue student loans to graduates at the same interest rates as Parent PLUS student loans. The Graduate PLUS loans are unsubsidized, government-backed educational loans with no limits. Unlike Stafford loans, the borrower must start to repay towards the principle of the loan as soon as the funds are dispersed by the lender. The Graduate PLUS loan program offers the same deferment options as the Stafford loans. Therefore, graduate students can delay repayment by opting for in-house deferment if attending at least part-time in a degree or its equivalent course of study. However, the lender can capitalize the interest off a deferment, making the interest rates higher than if it were repaid at the start. Prospective graduate students who wish to obtain a PLUS loan must be a U.S. citizen, pass a credit review, and do not have a prior default record on any federal student loan. Please note that only a post baccalaureate student is eligible to be the borrower for this loan.

Student Loan Entrance and Exit Interviews are required for all loan borrowers. Students may contact the Office of Financial Aid for additional information. All students must attend the loan entrance interview prior to obtaining a loan and must attend an exit loan interview as a part of clearance before graduation. See the Financial Aid Office for additional information.

IMPORTANT DATES TO REMEMBER

- March 1** Priority Deadline to submit FAFSA to the processor.
- April 1** All documents due in the Financial Aid Office for priority treatment.
- April 15** All documents must be in the Financial Aid Office for students applying for financial aid to attend Summer School.
- May 1** Online Award Notifications available.
- June 15** Deadline to have all documents into the Office of Student Financial Aid for fall enrollment.

Tougaloo College does not discriminate on the basis of sex, race, color, age, religion, sexual orientation, national or ethnic origin, or physical handicap.

COLLEGE SERVICES FOR GRADUATE STUDENTS

Tougaloo College provides a number of academic services that support the College's students and academic programs. These services are provided through support facilities such as the library, computer facilities, and instructional resources facilities. Academic programs are further enhanced by higher education partnerships, organizations, P-12 private/public partners, and other education agencies.

L. Zenobia Coleman Library

The mission of the L. Zenobia Coleman Library is to identify and provide the information and library resources needed by members of the College community in their study, teaching, research, public service, and professional development. To instruct and assist in the use of library resources and services; share in the development and implementation of the College's educational and research programs; to cooperate with other libraries and information providers; and to participate in area, state, and national professional library activities. The L. Zenobia Coleman Library consists of a general collection of approximately 328,661 books and bound periodicals that include a well-balanced collection of collateral and curricular reading.

The Library is online and makes available several electronic databases. JSTOR periodicals database provides full-text access to more than 790 journals dating back to the 19th century. EBSCO Academic Search Premier Database provides indexing for approximately 8,200 journals, abstracts, images and full texts for approximately 4,650 scholarly journals, embracing all disciplines. The U.S. Department of Education Resources Information Center (ERIC) database provides indexing and abstracts, including more than 750 education related journals in Current Index of Journals in Education and full text articles of its Digest records. NetLibrary provides access to 107 digital library collections consisting of 30,848 book and journal titles. NetLibrary e-Books are digital, full-text versions of books including reference works, scholarly monographs, literature and fiction, and publicly accessible titles. The online catalog and all electronic databases are accessible 24 hours a day. The hours of operation are Monday - Thursday, 8:00 a.m. - 11:00 p.m.; Fridays, 8:00 a.m. - 5:00 p.m.; Saturdays, 12:00 p.m. - 4:00 p.m.; and Sundays, 3:00 p.m. - 9:00 p.m. The intersession and holiday hours are arranged to meet program needs. See online link for *Library Resources* at: www.tougaloo.edu/library.

Office of Student Persistence and Academic Success

The primary functions of The Office of Student Persistence and Academic Success (OSPAS) is to advise and guide students during their academic career. From the first day to graduation, OSPAS helps students stay on track throughout their time at Tougaloo College by providing personalized service, unique programming, and important information. Helping Tougaloo College students succeed and achieve their educational goals is our mission. The OSPAS supports the educational needs of the student body and college community by coordinating an array of responsive programs, resources, and services. These efforts help students complete their term coursework, persist in their degree programs, and graduate in a timely manner.

Student Activities

Student Activities provide students with educational experiences beyond the classroom. Participation in substantive program activities affords students a variety of enjoyable and enriching experiences which will augment classroom instruction and better equip them to exercise their personal and citizenship responsibilities. Through clubs and organizations as well as cultural, social, recreational, leadership programming, intramural sports, and student life programs, student activities provide opportunities for

leadership development and self-realization. There are many clubs and organizations, some of which include: Student Government Association, Tougaloo Ambassador for Meritorious Scholars (T.A.M.S), Greek-letter organizations, honor societies, service organizations, and academic clubs.

Office of Career Services

The mission of the Office of Career Services (OCS) is to provide opportunities for students concerning the selection of career objectives, employment opportunities, selection of graduate and professional school, and other career related activities. In order to carry out this mission effectively, the OCS provides students with opportunities to engage in meaningful activities related to career development and employment. All students, from freshmen to post-graduates, are encouraged to take full advantage of these valuable services. OCS services provide assistance to students in their search for internships, cooperative education, summer, part-time, or permanent employment. Assistance is provided to students in preparing resumes, learning interview techniques, and organizing/researching their employment search. OCS services are designed to facilitate communication between students and employers. Other services rendered by the Office of Career Center include annual on-campus career fair and on-campus interview opportunities as well as maintaining employer lists and sponsoring a variety of career development seminars and programs.

Disability Student Services

Tougaloo College is committed to removing the barriers that deny individuals with disabilities an equal opportunity to share in and contribute to the vitality of college life. The Americans with Disabilities Act of 1992 mandates access to public accommodations, services, transportation, and communication.

Electronic Learning Spaces

The E-Classroom I Videoconferencing Center, located on the first floor of the Coleman Library, offers many instructional applications and graphics programs. This learning space includes teaching and learning instructional equipment, including a digital whiteboard and video editing accessories. The center is equipped with data ports to support thirty desktop stations and the capacity for thirty-five wired laptops to connect to the Internet using the College's wireless network. Electronic labs that are available to students are located in Holmes Hall, Kinchelo Hall, the Library, Galloway Hall, and the Health and Wellness Center.

Owens Health & Wellness Center

The Owens Health and Wellness Center (OHWC) is a student health center and a community resource facility designed to provide primary health care and preventative health services through wellness, nutrition, health education, and physical fitness. These services are designed to help students maintain good health and to achieve their primary goal – that of obtaining a higher education. The hours of operation are Monday - Friday, 10:00 a.m. - 8:00 p.m. and Saturdays, 10:00 a.m. - 6:00 p.m.

Fitness Center

The Fitness Center is a great place for students to interact and stay physically fit. It features state of the art exercise equipment and daily fitness and exercise classes. The Fitness Center is located in lower Owens Health and Wellness Center. Only currently enrolled students, faculty, and staff may utilize the facility for an affordable membership rate. An application is required to enroll as a member. Students are required to present their current student I.D. each visit. The hours of operation are Monday - Friday, 10:00 a.m. - 8:00 p.m. and Saturdays, 10:00 a.m. - 6:00 p.m. Students may use the College's recreational facilities and

areas, provided that such use does not conflict with the College's scheduled programs and activities. These areas may be used daily except on Sunday when they are usually closed. When using these areas, students are expected to exercise discretion in conduct at all times and must leave facilities and areas clean and in order. Users will be charged for breakage beyond ordinary wear and tear.

Community Services

The Office of Community Services provides opportunities for students to support the College's philosophy of volunteerism. Students can contribute to their communities, learn civic responsibility, and enhance their overall learning experience through volunteering in community service agencies.

DIVISION OF EDUCATION GRADUATE PROGRAMS

The Division of Education, Instruction and Supervision's vision, mission, and shared beliefs are consistent with Tougaloo College's institutional mission.

Vision of the Division of Education

The Division of Education's faculty and staff envision a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active, and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and youth. Faculty and students come together to foster a community of teaching and learning that promotes inquiry, leadership, and advocacy for P-12 children, families, and communities.

Mission of the Division of Education

The mission of the Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers as life-long learners and to succeed as professional educators in the teaching community. The Division of Education through teaching, scholarly research, and service is dedicated to preparing future teachers with the knowledge base, dispositions, and skills necessary to become successful and effective educators in a complex, rapidly changing global society.

Division of Education Philosophy

The Division of Education's conceptual framework guides the professional education unit's philosophy in achieving its mission for the Division and its Initial Teacher Education and Graduate Programs. The unit's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills, and dispositions in order to be effective, highly-qualified R.E.A.D. educators. Therefore, a conceptual framework was developed through collaborative efforts among students, faculty, administration, teacher education advisory council members, the professional education community, and community partners. The conceptual framework also addresses assessment, diversity, clinical field-based experiences, and best practices as modeled by our faculty qualifications. In addition, our conceptual framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology, and teaching professional standards. The vision of Tougaloo College is reflected in each component of its conceptual framework. The main goal is to prepare the R.E.A.D. (reflective, effective, active, decisive) educators for the classrooms of Mississippi and the global community. Tougaloo College's Initial Teacher Education and Graduate Programs prepare students who are self-directed learners and self-reliant individuals capable of working effectively with all students, meeting challenges and issues in our private and public schools.

In keeping with the unit's philosophy and theme of its conceptual framework, the unit's four characteristics of a "READ Educator" guide the unit's programs and promote a culture of excellence in the education profession. From this philosophy and theme, the Division of Education's professional education programs are based on the College's mission, the R.E.A.D. educator model, and research-based theories and practices. The Division of Education advocates a broad background in the basic disciplines (humanities, natural sciences, and social sciences) of human knowledge and the study of traditional educational practices as well as, those practices which foster innovative and scholarly research-based approaches which are necessary for educators to be reflective, effective, active, and decisive. In addition, the R.E.A.D. conceptual model is the professional-based knowledge of the Division's teacher preparation programs. The knowledge bases are centered on a reflective, effective, active, and decisive self (the pre-

service teacher), subject matter content knowledge, and clinical field-based experiences. In addition to preparing pre-service teachers for working in schools with diverse populations, an ever-changing cultural and global society requires that today's teachers be caring and nurturing in a reflective, active, effective, and decisive manner.

The Division of Education, Supervision, and Instruction at Tougaloo College offers individuals a choice of three master's degree programs: (a) the Master of Arts in Child Development; (b) the Master of Arts in Teaching in Elementary Education (grades 4-6); and (c) the Master of Arts in Secondary Education (grades 7-12). These graduate courses focus on different areas of child development, assessment and learning, with a focus on research and theory, as well as theory and practice in these areas. This section of the catalog describes the specific requirements for each of the master's degrees offered by the Division of Education.

The Master of Arts (M.A.) in Child Development

The Master of Arts (M.A.) in Child Development (Birth to Age 8) is designed to provide graduates and professionals with the necessary theoretical foundations to prepare students in modern practices for careers in early childhood development. The academic requirements of the M.A. in Child Development degree will consist mostly of coursework and a capstone project that is interdisciplinary in nature, but whose core is still child development with early childhood development theory and research framing the main areas of study.

Students must complete a minimum of 10 courses and a capstone project, which must include an original analysis of a data set and/or a proposed problem. Courses must be chosen at graduate level (numbered 500 or higher) from the Division of Education. All courses must be passed with a grade of B or better and students must maintain an overall grade point average of 3.0 or better.

The M.A. in Child Development degree program requires students to complete the required credits at Tougaloo College and to complete 30 semester hours for the degree at the College, during the course of the two-year program. No more than six graduate hours taken after completion of a baccalaureate degree can be transferred from another institution towards the program requirements.

Core & Capstone Project Research Courses

The core curriculum consists of courses, fieldwork, and capstone project research coursework. Core courses include: ECD 501: Theory and Research in Child Development Studies; ECD 541: Teaching Methods: Advanced Curriculum in Child Development; EDU 504: Research, Design and Evaluation in Education; EDU 585: Advanced Data Analysis and Statistics; and SPED 502: Exceptional Learners: Development and Cultural Characteristics. The capstone project research courses include: ECD 587: Capstone Project Research I; ECD 588: Capstone Project Research II; and ECD 589: Capstone Project Research III. By the end of ECD 587, students should have all of the necessary components of a completed capstone project. If a student fails to complete their capstone project in ECD 587, they will have up to two additional semesters for completion. They will also have to enroll in the courses ECD 588: Capstone Research Project II and ECD 589: Capstone Research Project III. ECD 588 and ECD 589 are only one academic credit hour and can only be taken one at a time.

Specialty Courses

Students must enroll in four (4) specialty courses from the following list of 500 level courses. Not all courses will be offered every semester. Specialty courses include: ECD 517: Historical, Social and Cultural Contexts of Early Child Development; ECD 525: The Child and the Family: Social, Cultural, and Health-Related Issues at Home and in School; ECD 535: Leadership in Child Development Programs; and EDU 513: Reading, Writing, and Language Arts in Elementary School.

Course Requirements

Students may earn a Master of Arts in Child Development (Birth to Age 8) by completing 36 credit hours in the following courses:

Course No.	Course Title	Credit Hours
Core Courses (15 hours)		
ECD 501	Theory and Research in Child Development Studies	3
ECD 541	Teaching Methods: Advanced Curriculum in Child Development	3
EDU 504	Research, Design and Evaluation in Education	3
EDU 585	Advanced Data Analysis and Statistics	3
SPED 502	Exceptional Learners: Development and Cultural Characteristics	3
Specialty Courses (12 hours)		
ECD 517	Historical, Social and Cultural Contexts of Early Child Development	3
ECD 525	The Child and the Family: Social, Cultural, and Health-Related Issues at Home and in School	3
ECD 535	Leadership in Child Development Programs	3
EDU 513	Reading, Writing, and Language Arts in Elementary School	3
Capstone Project Research Courses (3-5 hours)		
ECD 587-01, 02, 03, 04, 05	Capstone Project Research I	3
ECD 588-01, 02, 03, 04, 05	Capstone Project Research II	1
ECD 589-01, 02, 03, 04, 05	Capstone Project Research III	1
Internship Course (6 hours - optional) <i>Note: Mandatory for those without an education background.</i>		
ECD 590	Internship (Birth – Age 8)	6
Total Credit Hours Needed to Graduate		30

Other Degree Requirements

Full-time students without an education background will be required to participate in an internship; however, all students are encouraged to partake in an approved internship experience. Students will gain six (6) course credits for their internship by enrolling in ECD 590 (Internship in Birth to Age 8) and completed the necessary requirements documented in the course syllabus. This internship will be closely supervised by a faculty advisor, who will ensure that the work does not overlap with the capstone project research.

Course Descriptions

ECD 501: Theory and Research in Child Development Studies

This course will examine current theories and philosophical frameworks of behavior and development in young children in the early childhood field, as well as evidenced-based best practices that impact current interdisciplinary teaching and learning in early child development, including children with exceptional needs. The course will explore ethical issues, multiple theories of child development in teaching, and learning of young children, etc. **THREE (3) CREDITS**

ECD 517: Historical, Social and Cultural Contexts of Child Development

This course will examine the powerful and important role historical, social and cultural issues affect the development of children prenatal through age 8. Through readings and case study analyses, students explore the influence and impact of history, cultural and social context on child development, including diversity in educational settings, young children's special needs, and the challenges faced by young children from a variety of cultural and socio-economic backgrounds. Students explore their own and other's cultural influences through a multicultural perspective. An emphasis will be placed on the role structural inequalities based on race/ethnicity, gender; social class and sexuality have on child development. **THREE (3) CREDITS**

ECD 525: The Child and the Family: Social, Cultural, and Health-Related Issues at Home and in School

The course examinee the various contexts in which children and families develop, learn and grow, from birth–age 8, including ways that early childhood educators can support and engage parents, children and other family and community helpers in dealing with challenges. Emphasis is given to the health/environmental connections among the home, school, and the community for the purpose of increasing the quality of life and the educational attainment of infants, toddlers, and young children. In addition, this course will explore the development of partnerships between early childhood educators, families, and communities. Students will research and analyze societal trends and issues specific to cultural diversity. Special topics in this course include child abuse, child advocacy, and formulating effective strategies for working with families of exceptional young children. **THREE (3) CREDITS**

ECD 535: Leadership in Early Childhood Programs

The course focuses on the dynamic process of supervising and directing early childhood programs, including infant and toddler programs. Attention is given to the role and responsibilities of the director/administrator and challenges of managing high quality early childhood programs, regardless of the environment and setting. Other topics include recruitment and selection of staff, teacher training and professional development, program management, human resource management, operations, budgeting, finance, marketing, and parental involvement and education. Twenty five (25) hours of field experience are required. **THREE (3) CREDITS**

ECD 541 Teaching Methods in Early Childhood Settings

The course will consider the growth, development and characteristics of young children, as well as research on planning and teaching educational programs, curricula, instruction, environment, management, and guidance. A study of curriculum and instructional methods in diverse early childhood education programs will be explored, with an emphasis on the following: curriculum design, methods of instruction, and materials for teaching based on the child's prior knowledge, experiences, and level of ability. Twenty-five (25) hours of field experience are required. **THREE (3) CREDITS**

ECD 587: Capstone Project Research I

This course will serve as a continuation from EDU 504: Research, Design, and Evaluation in Education. By the end of ECD 587, students should have all of the necessary components of a completed capstone research project. The Capstone Project Research course is an independent study designed for Master of Arts in Child Development students to demonstrate their ability, professional growth and scholarship. While working one-on-one with their committee chair, students will pursue individual research questions about learning, curriculum, educational history, and related issues. Students will present their capstone project research paper in a public format at the end of the semester. This course will be taken in the final term of a student's MACD program. **PREREQUISITES:** EDU 504: Research, Design and Evaluation and EDU 585: Advanced Data Analysis and Statistics or concurrent consent of the instructor and advisor (EDU 585 ONLY) **THREE (3) CREDITS**

ECD 588: Capstone Project Research II

This course will serve as a continuation for students who fail to complete their capstone project in ECD 587: Capstone Research Project I. Students will present their capstone project research paper in a public format at the end of the semester. Prerequisites: EDU 504: Research, Design and Evaluation, EDU 585: Advanced Data Analysis and Statistics or concurrent consent of the instructor and advisor (EDU 585 ONLY), and ECD 587: Capstone Project Research I. **ONE (1) CREDIT**

ECD 589: Capstone Project Research III

This course will serve as a continuation for students who fail to complete their capstone project in ECD 588: Capstone Research Project II. Students will present their capstone project research paper in a public format at the end of the semester. **ONE (1) CREDIT**

ECD 590: Internship (Birth to Age 8)

This course is a supervised internship off campus, on campus, and/or in a community educational setting for graduate students. Students will accumulate 60 hours of field experience in a Head Start Center, pre-school, PreK-3rd grade setting, and/or non-profit organization to further hone their professional skills and dispositions. **SIX (6) CREDITS**

EDU 504: Research, Design, and Evaluation in Education

This course provides an introduction of concepts, ideas, methodology, and issues related to the research process. It will include examination of quantitative, qualitative, and research design. This course will examine the formal research process, with a concentration on practical application and skill development. Critical concepts and principles essential to research paradigms, study designs, and method of inquiry are presented. The course will also provide the opportunity for students to identify and develop a research topic, define a research problem, describe the purpose of the research study, and establish respective research question(s). Students will be involved in developing a comprehensive proposal that will be reviewed by their professor or instructor and committee chair. This proposal may contain an introduction, theories, hypotheses, scholarly literature review, research methods, proposal options and any other significant resources to the capstone project research proposal. Students will present their capstone project research proposal paper in a public format at the end of the semester. **THREE (3) CREDITS**

EDU 513: Reading, Writing, and Language Arts in Elementary Schools

This course explores the current techniques, methods, and materials utilized for effective teaching of reading, writing, and language arts at the elementary school level. The course includes a review of the research and literature related to the basic concepts underlying reading and writing methods, an introduction to emergent literacy in the elementary classroom, reading comprehension strategies, the nature and process of reading, vocabulary TOUGALOO COLLEGE Division of Education Graduate Catalog 2017-19 47 development, phonemic awareness, and the use of technology in teaching and reading. Students examine and evaluate materials and methods of teaching language arts and developing a language arts program, including examining the Mississippi Language Arts Curriculum Framework/Common Core Standards. A field-based experience with application of language arts concepts is a requirement for this course. Students will develop a Portfolio Work Sample 3. **THREE (3) CREDITS**

EDU 585: Advanced Data Analysis and Statistics

This course will provide students with guidance on their graduate capstone project research regarding a topic that has been approved by the student's Graduate Advisor and coordinator of the graduate program. Students begin the process of preparing a project for a research problem with analysis of an original dataset. This course will address advanced data analysis, statistics, and aid students in successfully understanding how to analyze data driven research. Content will include but not be limited to: data and data files, data screening, scaling, visual representations of data, descriptive statistics, correlation and

simple regression, sampling distributions, and the assumptions associated with and the application of selected inferential statistical procedures (including t-tests, chi-square, and one-way ANOVA).

PREREQUISITE: EDU 504 or concurrent consent of the instructor and advisor. **THREE (3) CREDITS**

SPED 502: Exceptional Learners: Development and Cultural Characteristics

This course develops the foundation for understanding, identifying, and teaching developmental abilities of children and early adolescents. The course examines child and adolescent development in context of cognition, personality, social behavior, language, and physical development with focus on understanding the cultural influences specific to Mississippi and the region. Students explore designing, developing, and modifying curriculum and instruction regarding developmentally and culturally appropriate approaches.

A field-based experience in elementary or secondary school settings is required. **THREE (3) CREDITS**

The Master of Arts in Teaching

The M.A.T. degree programs are designed to provide the necessary theoretical and practical foundations to prepare candidates for careers in modern teaching and learning practices as schoolteachers. Students will be immersed both in educational theories and methods, and in practice and inquiry, with an intensive field-based clinical practice component in partnering schools. In addition to coursework, students must complete intensive field-based experiences and a year-long clinical practice internship, integrated with coursework activities within area schools. Successful candidates will need to devote a considerable amount of time to meeting the extensive demands of this program.

Program candidates are advised not to accept or engage in any other job, as participants will be required to secure an approved position as a full-time teacher with a public accredited school district in an elementary, middle, or high school classroom. The programs will require candidates to complete 37 semester credit hours within an 18-month timeframe for full-time candidates, summer semester included, and two to three years for part-time candidates, and six (6) units must be completed after one year of full-time teaching. Throughout the academic school year, candidates attend graduate school as a cohort on the Tougaloo College campus during late afternoon, evenings, and Saturdays.

The M.A.T. degree programs are designed for candidates with a non-education bachelor's degree with either a major in a content/subject or discipline area (30 semester credit hours) or significant upper level coursework in a single discipline area. All M.A.T. candidates must take at least three of the pre-teaching core courses (EDU 500, EDU 502, EDU 505, and EDU 506), in which two must include EDU 502: Assessment and Evaluation and EDU 505: Classroom Management courses, and pass Praxis 1 and Praxis 2 to apply for a three-year provisional Class A license. After completion of one year of teaching and required coursework, candidates may apply for a Class A standard (5 year) license. Upon program completion (graduation), M.A.T. candidates may apply for a Class AA standard license.

Course Requirements

Students may earn a Master of Arts in Teaching in Elementary Education (4-6) by completing 37 credit hours in the following coursework:

EDU 500	Foundations of Modern Educational Practices (3)
EDU 502	Assessment and Evaluation in Teaching and Learning (3)
EDU 505	Theories of Classroom Management and Practice (3)
EDU 506	Exceptional Learners: Development and Cultural Characteristics (3)
EDU 513	Reading, Writing, and Language Arts in Elementary Schools (3)
EDU 516	Social Studies and Creative Arts in the Elementary Classroom (3)
EDU 554	Science and Mathematics Methods in Elementary Education (3)
EDU 557	Elementary Education Curriculum and Instruction Designs and Strategies (3)
EDU 559	Teaching with Technology (3)
EDU 596	Clinical Teaching Internship/Seminar (6)

Below is the Master of Arts in Teaching in Secondary Education graduate degree program, which requires a minimum of 36 semester hours, in which six (6) semester hours of master content area concentration courses (500 level and above) are taken from our regionally accredited partner Jackson State University.

EDU 500	Foundations of Modern Educational Practices (3)
EDU 502	Assessment and Evaluation in Teaching and Learning (3)
EDU 505	Theories of Classroom Management and Practice (3)

EDU 506	Exceptional Learners: Development and Cultural Characteristics (3)
EDU 515	Reading Instruction and Assessment across the Content Area (3)
EDU 559	Teaching with Technology (3)
EDU 561	Teaching Methods and Practicum Analysis in the Secondary Classroom (3)
EDU 563/564	Unit Planning in Action (3-6)
Transfer credits	Content Area Concentration Courses (6)
EDU 596	Clinical Teaching Internship/Seminar (6)

Course Descriptions

EDU 500 Foundations of Modern Educational Practices (3 credits)

This course examines the historical, political, sociological, and curricular foundations of modern education and teaching practices in the U.S. with particular attention to Mississippi. Review of major Mississippi educational reform efforts as a means of understanding historical and current state, national, and international policies related to the development of curriculum, pedagogy, and assessment that responds to the needs of diverse student learners. The course explores the students' understanding and reflection of the teaching profession in elementary and secondary schools to examine current issues and controversies confronting education at national, state, and local levels.

EDU 502 Exceptional Learners: Development and Cultural Characteristics (3 credits)

This course develops the foundation for understanding, identifying, and teaching developmental abilities of children and early adolescents. The course examines child and adolescent development in context of cognition, personality, social behavior, language, and physical development with focus on understanding the cultural influences specific to Mississippi and the region. Students explore designing, developing, and modifying curriculum and instruction regarding developmentally and culturally appropriate approaches. A field-based experience in elementary or secondary school settings is required.

EDU 505 Theories of Classroom Management and Practice (3 credits)

This course explores major learning models and theories of classroom management and current practices, teaching and learning principles to develop classroom management system, tactics, and techniques for practical applications in a classroom setting. The course also presents concepts of extrinsic and intrinsic motivation, the concept of self-motivation, and assertive, positive, and cooperative discipline. This course also examines the relationships among classroom environment, classroom behavior, and learning. In this course, students will explore implementing interventions for preventing and managing routine and disruptive discipline problems including exploration of the following: strategies to establish effective classroom rules and procedures, relationships, role of parents, and helping students contribute to a positive learning environment. A field-based experience in elementary or secondary school settings is required. Students will develop Portfolio Work Sample 1.

EDU 506 Assessment and Evaluation in Teaching and Learning (3 credits)

This course is designed to provide students with assessment, evaluation, and testing tools necessary to enhance learning for diverse students. The course will address strategies and best practices to assess higher order cognitive objectives, social, language, motor, and effective domains to improve classroom instruction. Students will participate in activities that will enhance understanding of assessment task development, analysis, and interpretation of results to improve teaching and learning methods. Emphasis will be placed on documentation of student performance and progress both for instructional and accountability purposes, communication with parents and students, and creation of change regarding views toward assessment and testing. Students will become familiar with assessment and testing concepts and practices used to evaluate student learning in the classroom. In addition, the course will explore technologies as well as computer software programs that are used to enhance the assessment and record keeping process. Teaching in an elementary school is a primary requirement for this course where students apply what they learn. Students will develop Portfolio Work Sample 2.

EDU 513 Reading, Writing, and Language Arts in Elementary Schools (3 credits)

This course explores the current techniques, methods, and materials utilized for effective teaching of reading, writing, and language arts at the elementary school level. The course includes a review of the research and literature related to the basic concepts underlying reading and writing methods, an introduction to emergent literacy in the

elementary classroom, reading comprehension strategies, the nature and process of reading, vocabulary development, phonemic awareness, and the use of technology in teaching and reading. Students examine and evaluate materials and methods of teaching language arts and developing a language arts program, including examining the Mississippi Language Arts Curriculum Framework/Common Core Standards. A field-based experience with application of language arts concepts is a requirement for this course. Students will develop a Portfolio Work Sample 3.

EDU 515 Reading Instruction and Assessment across the Content Area (3 credits)

Reading and writing extend beyond English and language arts classes. Success in every subject area depends on students' abilities to comprehend what they read and express themselves with clarity and purpose. This course explores the role content area teachers play in the English language and literacy development of students. It further explores the influence of cognitive psychology on reading and learning in the content areas, reading motivation, purposes for reading, strategic instructions, and the use of assessment data in planning developmentally appropriate instruction for students. The course will cover specific topics including schema, metacognition, scaffolding, vocabulary development, text structure and complexity, comprehension, and reading strategies. Candidates will learn to develop lessons and units that integrate reading and writing while covering concepts in the content area, as well as learn effective instructional strategies in the content areas to teach students at varied levels and abilities, including struggling readers. Teaching in an elementary school is a primary requirement for this course. Students will develop Portfolio Work Sample 3.

EDU 516 Literature in the Elementary Classroom (3 credits)

This course is a comprehensive study of print and non-print materials with emphasis on elementary schools. The purpose of the course is to acquaint the student with the vast number of materials, with an emphasis on books, in order that he/she might be able to match the right material with the right child in a given situation or sequence of events. Methods for teaching literature in an elementary school setting, including storytelling, dramatization, choral speech, fiction, nonfiction, drama, and poetry are examined. The course will explore instructional procedures used in the classroom, including group discussions, pair-share, storytelling session, individual projects or presentations, and classroom activities.

EDU 554 Integrated Social Studies, Science, and Mathematics Methods in Elementary Education (3 credits)

This interdisciplinary course focuses on applying theory in practice across the content areas and offers an approach to curriculum planning in which social studies, science and mathematics content, skills, and methods of instruction are integrated. Students will examine issues and trends in social studies, science, and mathematics curriculum, principles of instructional techniques, and models of instruction in teaching and learning social studies, science, and mathematics. This course will also include the study and application of best practices from research-based approaches to teaching and assessment of social studies, science, and mathematical concepts and methods at the elementary school level. The course is designed to help the student learn and apply pedagogy specific to mathematics, science, and social studies, using literacy as a foundational framework. The course will examine creative, integrated activities and learning situations that range from individual inquiry to group interactions. Teaching in an elementary school is a primary requirement for this course. Students will develop Portfolio Work Sample 4.

EDU 557 Elementary Education Curriculum, Instruction, and Assessment Strategies (3 credits)

This course examines curriculum, instruction, and assessment for elementary schools through the student reflection on what is taught (curriculum), how it is taught (instruction), and whether students are learning (assessment). Students will examine and critically analyze theories, methods, and practices in curriculum development, instructional/ technological design, and models of assessment for teaching based on a student's prior knowledge, experiences, and level of ability. The course will address the present need for curriculum improvement, criteria for selection of broad goals, types of curriculum frameworks, and consideration of specific learning environments and experiences as part of the curriculum structure. Students will develop Portfolio Work Sample 5.

EDU 559 Teaching with Technology (3 credits)

The course focuses on the integration of technology as an educational and teaching tool to promote student learning in today's classroom. This course will emphasize planning and assessing instructional technology strategies,

resources, and methods in designing instructional learning environments for elementary and secondary schools. This course will also address the impact of technology on student learning, ISTE-NETS, and extending pedagogy strategies to include technology-based requirements in unique learning environments of elementary, middle, and secondary schools. Students will examine current and emerging technologies and software programs. Additionally, students will demonstrate competency in identifying and utilizing technology resources, including planning appropriate instructional technology resources and strategies in specific content areas to achieve desired teaching and learning objectives for diverse student learners. Teaching in a secondary school is a primary requirement for this course where students apply what they learn. Students enrolled in elementary education will develop Portfolio Work Sample 6 and secondary education students will develop Portfolio Work Sample 4.

EDU 561 Teaching Methods and Practicum Analysis in the Secondary Classroom (3 credits)

This course will explore curriculum approaches, teaching and assessment strategies, specific methods and practices, and other critical issues for teaching at the secondary and adolescence levels. Students examine the history, philosophy, structure, organization, and curriculum needs and models of secondary schools to become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. This course will also identify factors and processes related to curriculum planning, instructional design, and development, including assessing instructional plans and using instructional strategies. Students have opportunities to teach and evaluate work samples, assess student achievement and learning, and evaluate themselves as teachers. Teaching in a secondary school is a primary requirement for this course.

EDU 563-564 Unit Planning in Action (3-6 credits)

This course is designed to provide students with the theory and practice of planning, instructional design, learning (including higher-order, critical thinking skills), classroom management, and field practice in middle and secondary schools. Students are placed in their desired teaching content area to collaborate with current classroom master teachers and to focus on specified methods and practices of teaching and learning, which includes an immersion in planning, collaborative teaching, and solo teaching. Students take three to six semester credits with approval of M.A.T. advisor. Teaching in a secondary school is a primary requirement for this course. Students will develop Portfolio Work Sample 5 and 6.

EDU 596 Clinical Teaching Internship/Seminar (6 credits each)

A full day, supervised teaching internship required in two consecutive 15-week placements in a diverse elementary, middle, or secondary school. The course is designed to guide and support the candidate's learning experiences during the internship under the supervision of a college supervisor and supervising teacher. Candidates apply knowledge learned from course work and utilize the internship to integrate theory with practice experience. Students are assessed in relationship to Tougaloo College's student expected outcomes as well as Mississippi state, INTASC, and national standards.

Gifted Education Endorsement Program

Program of Study

Gifted Education Endorsement courses are listed below. Courses will be offered in a hybrid format, which will consist of face-to-face as well as online. Courses must be taken in order with EDU 521 and EDU 522 taken prior to taken EDU 523 and EDU 524.

- EDU 521: Characteristics of Gifted Learners.....3 hours
 - EDU 522: Methods and Materials for Gifted Learners 3 hours
 - EDU 523: Program Development and Instruction for Gifted Learners3 hours
 - EDU 524: Curriculum and Practicum for Gifted Learners.....3 hours
- Total Hours. 12 hours

Course Descriptions

EDU 521 Characteristics of Gifted Learners (3 hours)

This course is the first course in the gifted education certification program. The course will provide an overview of gifted education that focuses on the characteristics of gifted learners. Clinical practice is required and this course is the prerequisite to all other EDU Gifted Education Certification courses.

EDU 522 Methods and Materials for Gifted Learners (3 hours)

This course focuses on the instruction, methodologies, and materials used to teach gifted learners. Clinical practice is required and this course is the prerequisite to EDU 523 and EDU 524.

EDU 523 Program Development and Instruction for Gifted Learners (3 hours)

This course will focus on the development of programs and instruction for gifted learners with clinical practice. Prerequisites to this course are EDU 521 and EDU 522.

EDU 524 Curriculum and Practicum for Gifted Learners (3 hours)

This course will focus on the curriculum development of gifted learners with clinical practice. Prerequisites for this course are EDU 521 and EDU 522.

ACADEMIC CALENDAR

The Academic Calendar can be found at <https://www.tougaloo.edu/calendar>. The graduate school calendar will be provided to students by his/her advisor.

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