

Academic Council Minutes
The University of Southern Mississippi
September 8, 2015

The Academic Council met at 3:00 p.m. on September 8, 2015, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Mac Alford, Dr. Sam Bruton, Dr. Sabrina Bryant, Dr. Rick Green, Ms. Claire Hamilton, Dr. Bridget Hayden, Dr. David Holt, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Kathleen Masters, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Jonathan Barron for Dr. Luis Iglesias, Dr. Emily Yowell for Dr. Georgianna Martin and Dr. David Holt for Tom Lansford.

The following non-voting members were present: Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Kathy Yadrick for Dr. Mike Forster, and Dr. Douglas Masterson for Dr. David Hayhurst.

The following guests were present: Dr. Matthew Casey, Dr. Grant Harley, Ms. Kathryn Lowery, Dr. Mark Miller and Ms. Dawn Porter.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda for approval. Dr. Wiesenburg moved and Dr. Alford seconded a motion to approve the agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the May 4, 2015 minutes for the 2014-2015 Academic Council for approval. Dr. Alford moved and Dr. Hayden seconded a motion to approve the May 4, 2015 minutes for the 2014-2015 Academic Council for approval. The motion passed.

Dr. Steedman presented the May 4, 2015 minutes for the 2015-2016 Academic Council for approval. Dr. Hayden moved and Dr. Oshrin seconded a motion to approve the May 4, 2015 minutes for the 2015-2016 Academic Council for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

No business.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of History

Dr. Steedman presented the request to modify HIS 110. Dr. Oshrin moved and Dr. Hayden seconded a motion to approve the modification of HIS 110. The motion passed.

Dr. Steedman presented the request to inactivate HIS 111. Dr. Smith moved and Dr. Alford seconded a motion to approve the inactivation of HIS 111. The motion passed.

Dr. Steedman presented the request to modify the History (Licensure in Social Studies) B.A. degree program. Dr. Alford moved and Dr. Smith seconded a motion to approve the modification of the History (Licensure in Social Studies) B.A. degree program. The motion passed.

4.2.2 College of Business
No proposals.

4.2.3 College of Education and Psychology
No proposals.

4.2.4 College of Health
No proposals.

4.2.5 College of Nursing
No proposals.

4.2.6 College of Science and Technology
Department of Geography and Geology
Dr. Steedman presented the request to modify GHY 104 and GHY 104L. The GEC Committee recommended Council approve the modifications of GHY 104 and GHY 104L. The motion passed.

Dr. Steedman presented the request to add GHY 443. Dr. Alford moved and Dr. Wiesenburg seconded a motion to approve the addition of GHY 443. The motion passed.

5.0 Old Business
No old business.

6.0 New Business

6.1 Presenting revisions of proposal guidelines
Dr. Steedman presented a draft to Council of changes made to the proposal guidelines. He asked that Council review the changes and send any suggestions to him or Kathryn Lowery. These changes will be voted on at the October 2015 meeting.

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported that Provost Moser has charged Academic Council and Graduate Council with reviewing current Academic Withdrawal policies. The Chair has asked the AC Academic Standards committee to coordinate with its counterpart in Graduate Council to review the policy and present any recommendations to the Council by November 2. The Provost has asked for a coordinated policy recommendation from the Councils by February.

He also reported the Faculty Senate has requested that we examine our current membership criteria in the bylaws/constitution, specifically whether membership should be extended to non-tenure track faculty. The Chair has asked the AC Bylaws committee to examine this issue and report a recommendation to the Council as soon as possible.

- 7.2 Chair-Elect Report – Ms. Kelly Lester
No report.
- 7.3 Secretary Report-Ms. Linda Ginn
No report.
- 7.4 Standing Committees
- 7.4.1 Academic Standards – Dr. Bridget Hayden
No report.
- 7.4.2 Bylaws – Dr. Georgianna Martin
No report.
- 7.4.3 Elections – Dr. Mac Alford
No report.
- 7.4.4 General Education – Dr. Emily Yowell
No report.
- 7.4.5 Intercollegiate – Dr. Heath Grames
No report.
- 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
Ms. Kelly Lester reported the QEP 2016 is moving from the Research and Design phase into the Implementation Phase. Eagles Engaged: Gateways and Pathways focuses on increasing the percentage of students enrolled in enhanced gateway courses who: 1. Successfully meet course learning outcomes and 2. Successfully complete the gateway course. Additionally, it focuses on increasing the percentage of students: 1. Reporting satisfaction with having opportunities to engage in internships, fieldwork, research, etc.2. Engaging in pathway experiences.
- We will continue to disseminate information and request input from the broad campus community. The QEP 2016 will be a large component of the SACSCOC on site visit March 1-3, 2016.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
No report.
- 7.9 eLearning Committee –
No report.
- 7.10 Strategic Planning Council –
No report.

8.0 Adjourn
Dr. Steedman adjourned the meeting at 3:30 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY

September 8, 2015

College of Arts and Letters

Department of History

- Modify: HIS 110 Enrichment for Licensure Students I: World History. 1 hour.
- To: HIS 110 Enrichment Experiences in History.
2 hours. Course description.
Effective spring 2016.
- Inactivate: HIS 111 Enrichment for Licensure Students I: U.S. History. Effective spring 2016.
- Modify: History (Licensure in Social Studies) BA degree plan. (see attached)
Effective fall 2016.

College of Science and Technology

Department of Geography and Geology

- Modify: GHY 104 Weather and Climate.
Face to face format.
- To: GHY 104 Weather and Climate.
Face to face and online format.
Effective spring 2016.
- Modify: GHY 104L Weather and Climate Laboratory.
Face to face format.
- To: GHY 104L Weather and Climate Laboratory.
Face to face and online format.
Effective spring 2016.
- Add: GHY 443 Sustainable Planning and Development.
3 hours. Effective spring 2016.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

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MEETING DATES

The Academic Council meets at 3:00 p.m. on the scheduled Monday of each month during the academic year except holidays. The Graduate Council will meet at 3:00 p.m. on the third Monday of each month during the academic year except for holidays. The location of the meetings will be announced at the beginning of each academic year.

[Graduate Council Calendar](#)

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PROPOSAL DEADLINES

See the [Academic Council Calendar](#) and the [Graduate Council Calendar](#) for the dates proposals are due from colleges in advance of a specific council meeting.

A. COURSE PROPOSALS

The effective date of course proposals submitted to the Academic or Graduate Council shall occur **before students have had a chance to register** for the semester during which the course is to be offered.

Example:

1. Course proposals to be offered the following summer or fall semester should be approved by the Academic or Graduate Council by the end of February.
2. Courses scheduled for the spring semester should be approved by the Academic or Graduate Council by the end of September.

B. DEGREE PLAN/PLAN OF STUDY AND CERTIFICATE PROPOSALS

These proposals include Degree Plan/Plan of Study modifications, changes to admissions requirements, and course description modifications (including pre-requisites).

For changes to be reflected in the next year's **Undergraduate Bulletin**, a proposal must be approved prior to or during the **February** meeting.

For changes to be reflected in the next year's **Graduate Bulletin**, a proposal must be approved prior to or during the **April** meeting.

C. NEW DEGREE PROGRAMS, REORGANIZATIONS OF EXISTING PROGRAMS, & DEGREE PROGRAM NAME CHANGE PROPOSALS

The submission of proposals requiring IHL approval must adhere to the [IHL calendar](#). Contact the Office of the Provost for more information.

DEFINITIONS

Course Inactivation: Course is removed from bulletin and SOAR but may be reinstated in the future.

Course Deletion: Course is removed from bulletin and SOAR and is never reinstated. The course number is never used again.

Program Suspension of Admission: Suspension of Admission is a temporary circumstance. Suspension of Admission includes temporary removing the offering at a teaching location or removing a mode of delivery. The Suspension of Admission to an emphasis area, certificate, or minor is an information-only item for the Councils.

Program Deletion or Inactivation: Deletion or Inactivation includes permanently removing an offering, removing the offering at a teaching location, or removing a mode of delivery. A program is first inactivated and then deleted when all enrolled students have completed the program. Program Inactivation requires a teach-out plan.

Permanently removing a degree program requires IHL approval. SACSCOC notification or approval may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

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WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	X	X			
Course Modifications						
CIP Code	X	X	X			
Course Description****	X	X	X			
Course Title	X	X	X			
Credit Hours	X	X	X			
Grading Method	X	X	X			
General Education Curriculum Course Modifications	X	X	X			
Method of Instruction	X	X	X			
Title Abbreviation	X	X	X			
Addition, Deletion, Inactivation, Modification, Relocation, or Expansion of an Academic Minor or Emphasis Area [SACSCOC notification or approval may be necessary]	X	X	X	X		
Modification, Relocation, or Expansion of a Certificate	X	X	X	X		
Addition, Deletion, or Inactivation of a Certificate [SACSCOC notification or approval may be necessary]	X	X	X	X		X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions as needed)	X	X	X	X		
Offering an existing degree program by distance learning	X	X	X	X	X	X**
Changing the CIP code of an existing degree program	X	X	X	X		X**
New degree program [SACS notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing degree program (renaming, consolidation, suspension, inactivation, deletion, relocation, or expansion) [SACS notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing academic units (renaming, reorganization, deletion)	X	X	X	X	X	X***
<u>Offering a program or courses at any location beyond those listed here: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler, Stennis Space Center. [SACS notification or approval may be necessary]</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		
<u>Establishing a Collaborative, Dual, Joint, or Articulation Agreement/Partnership with an outside Institution [SACS notification or approval may be necessary]</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		
New Academic Unit (for information and response)	X	X	X	X	X	X***

DC/CC=department and college councils; REG=Registrar; AC/GC=Academic and/or Graduate Council; PROV=Provost; PRES=President; IHL= Institutions of Higher Learning

* The Professional Education Council must also approve proposals involving the university's professional education unit.

** IHL notification required. All IHL proposals require submission of an IHL form.

*** IHL approval required. All IHL proposals require submission of an IHL form.

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- **** Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.
- Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the Course Description section of the “Modify a Course” form.
- Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.
- # The Provost receives a report on all actions taken by the Academic and Graduate Councils. (Link to [Faculty Handbook](#) – See Section 2.11.5 and Section 2.11.6)
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GENERAL SUGGESTIONS FOR PREPARING PROPOSALS

1. Proposals affecting the undergraduate curriculum are sent to the Academic Council. Graduate course proposals are sent to the Graduate Council.
2. Identify appropriate Checklist for Proposal (See [Table of Contents](#))
3. Departments should take care to check all proposals carefully for completeness and accuracy because even a minor error can delay council action on a proposal. For assistance in preparing proposals to Academic Council, contact the [AC chair](#), and for proposals to Graduate Council, contact the Graduate School at 601-266-4369.
4. Be sure to indicate (i.e., check either “yes” or “no”) whether an undergraduate proposal is part of the **General Education Curriculum (GEC)**; the GEC includes writing intensive, speaking intensive, computer competency, and capstone courses. More information of GEC-related proposals is available [below](#).
5. The Academic Council and/or Graduate Council must approve new degree, program, emphasis area, certificates, and prefix proposals. Supporting documentation must include a rationale, a degree plan/plan of study, an assessment plan, and a statement from the University Librarian related to library/personnel requirements. IHL Board approval is required for new degrees and new degree programs.
6. Proposals requiring approval by the IHL Board and/or SACSCOC will need more time to clear the system. (See [IHL calendar](#) and USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>). Once the proposal is approved by IHL, the department should work with the Office of the Provost to ensure all appropriate entities are notified of the implementation date.
 - a. Addition or Deletion of a Certificate (notification only)
 - b. Offering an Existing Degree Program by Distance Learning (notification only)
 - c. Changing the CIP Code of an Existing Degree Plan/Plan of Study (notification only)
 - d. Addition of a New Degree Program
 - e. Modification to Existing Degree Program
 - f. Modifications to Existing Academic Units

g. Addition of New Academic Unit

7. Transmittal of Proposals to the Councils

Department → College → Dean → [PEC] → Academic/Graduate Council → Provost → President → IHL

(See [Who Approves What Chart](#))

The [Professional Education Council \(PEC\)](#) must approve all proposals related to teacher education courses and programs *before* Academic Council or Graduate Council review.

- All proposals are to be submitted in hard copy and in electronic format to the appropriate Council Chair by the deadline. College deans must attach and sign one single memorandum summarizing and approving their college council's action and are required to submit the signed proposal checklist for each proposal submitted verifying it meets the standards outlined in the Guidelines for Proposals. A [template for the cover memorandum](#) is available. A dean's signature attests that the proposals have gone through the appropriate departmental and college approval processes and are completed correctly. When submitting electronic materials, please submit each proposal as a separate file saved using a title which corresponds to that proposal as it appears on the memorandum (e.g., Add PSY 123: Proposal Development). Whenever possible, electronic proposal documents should be organized by file folders (e.g., one folder for each proposal which includes the memo, course/ program proposal forms, additional attachments, syllabi. The Academic and Graduate Councils **strongly** recommend that a spokesperson of the department be present at the council meeting when a department's proposals are being considered.

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INSTRUCTIONS FOR USING THE COURSE PROPOSAL FORMS

The new [Course Proposal Forms](#) have features extended to Adobe Reader. These features allow Adobe Professional or Adobe Reader to be used to edit and save these forms. To use with either program, simply open the file, complete all sections and click 'save.' All changes to the document will remain when it is re-opened. (Click [here](#) to download latest version of Adobe Reader.)

INSTRUCTIONS FOR EACH COURSE FORM FIELD

To: Choose either the Academic Council or the Graduate Council.

- For 400/500 level courses, use two separate forms, one for the undergraduate number (Academic Council) and another for the graduate (Graduate Council).

Through: Choose the name of the college curricular council or committee that approved the proposal.

From: Choose the appropriate unit type and specify the department from which the proposal originated.

Effective Date: The semester the proposal is to take effect.

- The summer semester is considered to be at the end of the academic year (e.g., "Summer 2010-2011" meets June through August 2011).
- Departments cannot modify or delete a course for an upcoming semester for which registration has already begun.

Semester Credit Hours: Semester credit hours are based on contact hours.

- One credit hour = 12.5 hours (750 minutes) in the classroom
- Three credit hour = 37.5 hours (2,250 minutes) of face-to-face contact with the student, which may include exam time.

- Laboratory contact minutes are at least twice those of lecture courses per credit hour.
- Activity Course contact minutes are at least twice those of lecture courses per credit hour.
- A one-semester hour of lab is at least 25 hours in most departments.
- In the rationale section, address how the credit hour weighting for the course meets the [U.S. Department of Education definition of a Credit Hour](#).
 - Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

Course Prefix: Council(s) must first approve any new prefix. A rationale must be included in the comments section of the form to explain the need for the new prefix.

Grading Method: Select the appropriate grading method.

- 1= grades A through F (the usual method)
- 2= pass/fail
- 3= grades A through F or pass/fail

Graduate courses use the +/- grading system. Please note the usual restrictions on pass/fail courses, especially for graduate credit. (See the [Undergraduate Bulletin](#) or [Graduate Bulletin](#))

CIP Code: This code refers to the proper section and item of the [Classification of Instructional Programs \(CIP\) manual](#), published by the National Center for Educational Statistics.

Bulletin Description: The description of the course must take up no more than 264 spaces and include all prerequisites or co-requisites.

- Pre-/co-requisites should be listed first
- Every course proposal should include the current Bulletin description, whether it is being modified or not.

Abbreviated Title:

- The course title must be limited strictly to 19 spaces.
- Do not use periods in the abbreviations.
- Since the abbreviated title is the only one given in the Class Schedule Guide and on transcripts, it must be understandable to students and the public.
- If course title is to be modified, be sure to change the abbreviated title also.

General Education Curriculum: All forms contain a line asking if the proposal affects the GEC (pertinent to undergraduate courses only). See [GEC section of the guidelines](#) for more information.

Consent required? Indicate whether students need to obtain departmental or instructor permission to register for this course.

May Students Enroll in More Than One Section within a Single Semester? Some courses, like those numbered 492 or 692, may have different sections represent distinct courses. If students can potentially enroll in more than one section of the course in a given semester, indicate "Yes."

Recommended Section Size: Please indicate preferred section size.

Can This Course be repeated: A repeatable course can be taken more than once for credit.

- A variable topic course is one example where a course can be taken repeatedly as topics vary.
- Enter a number to limit the number of times the course can be repeated or enter a "U" if the course can be taken unlimited times.

IHL Method/Mode of Instruction Code: Designate one or more codes that describe the method of instruction for the course from the [Instruction Mode Code Definitions](#). **Important:** Selecting the most appropriate code affects how the course is presented to students in SOAR and the representation of course student credit hour weighting for reporting purposes.

- Example: A new lecture course that will be offered both on campus and as an online course needs to be coded both **CF** and **CO**.

Rationale: In this section, please include your justification to add, modify, or delete a course based upon assessment results.

- The justification must include more than a statement such as, “We studied the data and made this decision.”
- Please include numbers, statistics, and/or detail when describing the assessment results justifying course inactivation, addition or modification.
- Include a teach-out plan if inactivating courses required in active degree plans. Assessment results can include but are not limited to information generated from the following sources:
 - Program-level Assessment Reports
 - GEC Assessment Reports
 - Interviews with students, staff, and faculty about meeting a particular need
 - Curriculum committee decisions based upon overall program assessment
 - Documented poor course/program performance
 - Alumni or employer surveys stating that another course or course modification would be beneficial for the program
 - Documented inquiries (e.g. email, phone, office visit) into whether a particular course or program exists in another department
- A discussion of how the proposed changes meet the need indicated by assessment results would help council members determine the rationale for the proposed change.
- Include other information as needed, such as the rationale for a student credit hour weighting.

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NEW COURSE PROPOSALS

Proposals to add a course require additional documentation; **a draft syllabus is required**. If this course is to be required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. The second page of the [Add a Course form](#) includes text fields for the following:

1. A brief statement of the course objectives.
2. The nature of the intended student audience (e.g. major-only course, elective course, required course). Please provide justification for course level and include any prerequisites and/or level of preparation required for the course.
3. Titles and publication dates of suggested texts or required reading materials.
4. A list of the major topics and assignments.
5. Methods of testing or evaluation, including the manner of grade determination (e.g., weights attached to specific graded components).
6. If the instructional format differs from the traditional meeting schedule, please include in the rationale a statement on how this course will meet the required contact minutes. (Non-traditional format includes

but is not limited to Mini Sessions, Executive Format, and Study Abroad). Provide a rationale for number of credit hours indicated on the course form based on U.S. Department of Education definition of a Credit Hour. Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

7. Graduate courses are to provide additional information related to research and literature. New course forms include the following question: If a graduate course, does this course provide an overview of the literature (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2) AND does this course include a research component (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2). Please see SACSCOC Comprehensive Standard 3.6.2 for reference.
8. The responses to the items above must include narrative information on the course (such information can be copied from the accompanying syllabus.)

Note: For Graduate Council consideration, a 500-level course for which a co-listed 400-level course is available, the proposal must also include a copy of the 400-level syllabus.

Note: Curriculum should reflect differences in rigor across degree programs within the same major.

If the instructional format is to be an online format, please complete the [Online Course Approval Information form](#).

Proposals for new courses that require special facilities or additional faculty (or that have other special requirements, such as restricted enrollment, off-campus components, or special laboratory needs) must address each of these issues in enough detail to allow council members to make an informed decision.

Any course overlap must be justified, and evidence of cooperation between the departments, schools, or colleges in which the overlap occurs must be provided.

Academic Council New Course Intercollegiate Requirement

The Academic Council Intercollegiate Committee ensures that new courses being proposed do not duplicate existing courses, and that adequate communication occurs between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing enrollment and decreasing enrollment). To that end, the following are required for proposed course additions presented to AC if any duplicate or similar courses already exist:

- For any course change that affects another college, the chairs/directors and deans of the affected program must be notified of the proposal before the proposal is discussed in AC. A substantive, definitive response from the chairs/directors and/or deans of the programs to the AC chair and the chair of the Academic Council Intercollegiate Committee is required, stating whether the proposed change will have a significant negative effect. Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposed course is being discussed if they have concerns about course duplication. Their presence will allow time and opportunity for discussion and planning before proposed courses are approved by the AC.
- The proposer of courses similar to an existing course shall provide:
 1. Clear and substantive reasons why the proposed course is needed
 2. A rationale differentiating the proposed course from existing similar courses

3. Response from the chairs/directors and deans (typically an email exchange)

COURSE INACTIVATION PROPOSALS

Proposals to inactivate a course require the submission of a [Course Inactivation form](#). Note if this course is required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

COURSE MODIFICATION PROPOSALS

Proposals to modify a course require the submission of a [Course Modification form](#). If the modification affects any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

1. COURSE DESCRIPTIONS

Changes in course descriptions for existing courses in the *Bulletin* must be brought before the Academic Council and/or Graduate Council.

Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the appropriate section of the [Modify a Course form](#).

Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.

Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. The Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

2. COURSE NUMBER CHANGES

Before submitting a course number change proposal, programs should first contact the Registrar's Office to receive a list of available course numbers. Inactive courses are not listed in the bulletin, but the numbers are not available for new courses.

3. COURSE PREFIX CHANGES

When changing a course prefix, a memorandum must be attached to explain the need for the new prefix. The appropriate council must first approve new prefixes. If prefix changes are occurring on a large scale (i.e., departmental name change), attach a list of all courses.

4. METHOD/MODE OF INSTRUCTION MODIFICATION

Use the [Modify a Course form](#) to modify or add a Method/Mode of Instruction Code ([MIC](#)) for a course.

Note: Online delivery of existing courses must be approved by the Councils. To request the option that an

established course have online sections, a department must indicate the appropriate MIC code and use the [Online Course Information Approval form](#).

5. CREDIT HOUR CHANGES

When changing the credit hour weight for a course, provide a rationale for the change based on [U.S. Department of Education definition of a Credit Hour](#). Include both in-class time and out-of-class activities/study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

6. ADDITIONAL COURSE MODIFICATIONS

Additional Course Modifications include changes to CIP Code, Course Title, and Grading Method.

GENERAL EDUCATION CURRICULUM PROPOSALS (UNDERGRADUATE COURSES ONLY)

All requests for changes in the General Education Curriculum (GEC), including computer competency, writing intensive, speaking intensive, and capstone, should be addressed to the membership of the Academic Council after the college curriculum committee, the dean, and if necessary, the PEC, approve the proposals. The council chair will refer these items to the General Education Committee for review before their presentation to the full Council.

Departments should review both the rationale and the structure of the GEC ([GEC narrative](#) and [GEC Handbook](#)) before submitting a GEC course proposal.

GEC 01-05 GUIDELINES

The General Education Curriculum (GEC) of The University of Southern Mississippi is the result of a major revision that came after an intensive three-year study by the faculty. The General Education Curriculum was adopted in spring 2002 and went into effect fall 2003. The curriculum is designed to equip graduates with a broad range of knowledge and skills. Thus, while the degree program provides students depth in a given discipline, the general education curriculum should provide students with breadth among many disciplines. Another important component of the courses that comprise GEC 01-05 is that of a common experience. All students take ENG 101 and 102 (the first- year composition sequence), ENG 203 (World Literature), and HIS 101 or 102 (World Civilization) and choose from a focused list of options in science and mathematics, humanities, and social and behavioral sciences. In addition, courses in GEC 01-05 do not narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession. In submitting a proposal for a course within GEC 01-05, proposers should be mindful of this philosophy.

In addition to philosophical considerations, assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category) should be included in the proposal. The proposer should contact the [Chair of the General Education Curriculum Assessment Committee](#) to review the most recent Periodic Assessment Review of the category.

The GEC committee accepts submission for new courses into GEC 01-05 on a rotating schedule. New course proposals are accepted in the fall semester following completion of the periodic assessment review of the category.

GEC SCHEDULE OF ACCEPTANCE OF PROPOSALS

GEC Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
GEC 01 – Written Communication	X			X		
GEC 02 - Natural Science and Mathematics		X			X	
GEC 03 - Humanities			X			X
GEC 04 - Aesthetic Values	X			X		
GEC 05 - Social and Behavioral Sciences		X			X	

All proposals to add a course to GEC 01-05 should include a memo which states:

- a. The proposed GEC 01-05 Category
- b. A brief rationale for including this course in the GEC category

- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes
- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent [Mississippi Junior College/Community College course](#) for articulation agreements

New Courses

A department wishing to submit a new course for the GEC must complete the [New Course Proposal Form](#) and submit a memorandum and supporting documentation that addresses a-f above.

Existing Courses

A department wishing to add a course already in existence to the GEC should submit a memorandum and supporting documentation that addresses a-f above.

GEC 06-09 GUIDELINES

The University of Southern Mississippi employs a vertical, integrated general education model, in that the general education curriculum extends into upper-division courses and into a student's degree program. Specifically, students complete courses designated by their degree programs in the areas of computer competency (GEC 06), writing-intensive (GEC 07), speaking-intensive (GEC 08), and capstone (GEC 09). Proposers should include findings from the last periodic assessment review and/or the last annual review of the category in their proposal.

The GEC committee annually accepts new course submission into GEC 06-09. (See [Proposal Deadlines.](#))

All proposals to add a course to GEC 06-09 should include a memo which states:

- a. The proposed GEC 06-09 category
- b. A brief rationale for including this course in the GEC category
- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Annual or Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes

- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent [Mississippi Junior College/Community College course](#) for articulation agreements
- g. If this course is to replace an existing GEC 06-09 course, the teach-out plan for students following previous and current bulletins

New Courses

A department wishing to submit a new course for GEC 06-09 should complete the [Add a Course form](#) and submit a memorandum and supporting documentation that addresses a-g above.

Existing Courses

A department wishing to add to GEC 06-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-g above.

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PROPOSALS FOR DEGREE PROGRAMS, EMPHASIS AREAS, CERTIFICATES, AND MINORS

The addition, deletion, suspension, and modification of degree programs, emphasis areas, certificates, and minors should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action. Any addition, deletion, suspension, or modification of a Teacher Education Program must be approved by the [Professional Educational Council \(PEC\)](#) prior to submission to Academic Council or Graduate Council. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

New Degree Programs

The approval process for developing new programs requires three steps:

1. Contact the Office of the Provost for the "IHL Intent to Offer a New Degree Program Form."
2. After receiving Provost and IHL approval to offer a new degree program, then supporting documentation listed below should be submitted to Academic or Graduate Council, and Professional Education Council, if required.
3. After receiving Council approvals, the proposal is sent to the Provost and President to be submitted to IHL for final approval.

Supporting documentation for new degree programs must include:

1. A copy of the [IHL New Degree Program Proposal form](#). (Note the emphasis name should not be included as part of the program name on any IHL form.)
2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree
3. The effective date (e.g., "Fall Semester 2014-2015"). (See Proposal Deadlines)
4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.
5. A data-informed rationale for the new degree program to include an evaluation of the program demand
6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
7. The Degree Plan/Plan of Study (Please use the [Degree Plan Template](#) for undergraduate courses and the [Plan of Study Template](#) for graduate courses.)
8. A copy of the [IR Programs, Emphasis Areas, Minors, or Certificates Processing Form](#)
9. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
11. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, [Gulf Coast Student Service Center](#), Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
12. If the new degree program includes online delivery of 50% or more of the courses, submit the [Online Program Proposal form](#). Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

13. If the new degree program includes online delivery of 50% or more of the courses, the IHL form [Declaration of Intent to Offer an Existing Degree Program by Distance Learning](#) must also accompany the proposal.

New Emphasis Areas, Certificates, or Minors

New emphasis areas, certificates, or minors do not require IHL approval, but do require approval of the Councils. Supporting documentation includes:

1. The official name of the program with no abbreviations. Please note the naming convention: Program (Emphasis) Degree
2. The effective date (e.g., "Fall Semester 2014-2015"). (See [Proposal Deadlines](#))
3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu)
4. A data-informed rationale for the new program to include an evaluation of the program demand
5. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
6. The Degree Plan/Plan of Study (See links to [Degree Plan Template](#) for undergraduate plans; the [Plan of Study Template](#) for Graduate plans; the [Certificate Template](#); and the [Minor Template](#))
7. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
8. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
9. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships

Suspending Admission, Inactivating or Deleting Degree Programs, Emphasis Areas, Certificates, or Minors

Suspension of admission to a program includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission does not require Council approval, but should be submitted for inclusion on the council minutes following approval at the college level.

Deletion or Inactivation includes permanently removing an offering; removing the offering at a teaching location; or removing a mode of delivery. Permanently removing an offering requires IHL approval. SACSCOC notification may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation should include:

1. The official program name. (See [IR Active Program Inventory](#))
2. The teaching site(s) where the program is currently offered.

3. For suspending admission, the date admission to the emphasis area will be suspended and an estimate of the date admission will resume.
4. For inactivating or deleting a degree program, a copy of the materials to be submitted to IHL. (Link to [IHL Delete/Suspend Program form](#). The departments should also contact the Office of the Provost.)
5. A rationale including use of assessment results.
6. A teach-out plan to include the time-frame, the process for notifying students and faculty, for providing courses to allow current students to complete their degrees, and advising students as to their options.
7. [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)

Modification of Degree Programs, Emphasis Areas, Certificates, or Minors

RELOCATION/EXPANSION OF AN EXISTING PROGRAM

Examples of relocating or expanding an existing program include expanding a program to include both campuses; moving a Gulf Coast-only program to the Hattiesburg campus or a Hattiesburg-only program to the Gulf Park campus; and expanding a Gulf Park-only program to the Keesler teaching site.

Important Note: The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation for relocating/expanding an existing program includes:

1. the [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
2. A data-informed rationale for the new program to include an evaluation of the program demand and current assessment results
3. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
4. A discussion on proposed timing, frequency, and mode of curriculum offerings at the new site

OFFERING AN EXISTING PROGRAM BY DISTANCE LEARNING

If the modification of an existing program includes moving at least 50% of the program online, the [Online Program Proposal form](#) is submitted. Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

In addition to the forms required for the Academic and/or Graduate Councils, the IHL form [Declaration of Intent to Offer a Degree Program by Distance Learning](#) must also be prepared and accompany the proposal.

PROGRAM REQUIREMENTS AND PROGRESSION POLICY MODIFICATIONS

Modification of program requirements (including admission requirements) and progression policy require Council approval. These types of policies are typically found in the department's narrative section of the bulletin.

RENAMING OR CONSOLIDATING

Proposals to rename or consolidate degree programs require Council and IHL approval. Proposals to rename or consolidate emphasis areas, certificates, or minors require Council approval.

DEGREE PLAN/PLAN OF STUDY MODIFICATIONS

The Academic Council and/or Graduate Council must approve modifications to any Degree Plans/Plans of Study.

1. Supporting documentation must include:
 - a. A memo which states a rationale for the changes
 - b. The revised Degree Plan/Plan of Study (current Degree Plan/Plan of Study presented with red font markup edits clearly illustrating the proposed changes); include a confirmation of the total number of hours and indicate any changes in total degree hour requirements.
 - i. Undergraduate Degree Plans are found in the current online Undergraduate Bulletin on the Registrar's website. Click the "Print Friendly Page" icon at the top of the degree plan.
 - ii. Graduate Plans of Study are found on the Graduate School website.
 - c. Corresponding edits to the Undergraduate Semester Guide found in the Undergraduate Bulletin and the program's Articulation Plan found on the IE Info Center
 - d. Effective date (Undergraduate Degree Plan changes occur once a year to coincide with bulletin publication; normally, Graduate Plan of Study changes occur once a year to coincide with bulletin publication.) For changes to be reflected in the next year's Undergraduate Bulletin, a proposal must be approved prior to or during the February meeting. For changes to be reflected in the next year's Graduate Bulletin, a proposal must be approved prior to or during the April meeting.
2. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing/ decreasing enrollment). For any Degree Plan/Plan of Study change that affects another department or college:
 - a. The chairs/directors and deans of the affected program must be notified of the proposal (submit email or other correspondence)
 - b. A substantive, definitive response from the chairs/directors and/or deans of the program is required as supporting documentation, stating whether the proposed change will have a significant negative effect (submit email or other correspondence).

Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposal is being discussed.

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PROPOSALS FOR OFFERING A PROGRAM OR COURSES AT ANY LOCATION BEYOND THOSE LISTED HERE: HATTIESBURG, GULF PARK, GULF COAST RESEARCH LABORATORY, KEESLER, STENNIS SPACE CENTER.

Narrative to be entered here

a. Link to SACSCOC Policy entered here

b. Link to Substantive Change Policy entered here

(Checklist to be developed)

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ESTABLISHING A COLLABORATIVE, DUAL, JOINT, OR ARTICULATION AGREEMENT/PARTNERSHIP WITH AN OUTSIDE INSTITUTION

Narrative to be entered here

c. Link to SACSCOC Policy entered here

THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES

d. Link to Substantive Change Policy entered here

(Checklist to be developed)

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PROPOSALS FOR ACADEMIC UNITS

Modifications to units include renaming, reorganizing, deleting, and adding new degree-granting units. Council and IHL approval is required for renaming, reorganizing, and deleting degree-granting units. Proposals to add a new unit are presented to Councils for information and response; Provost, President and IHL approval are necessary. The addition, deletion, renaming, or consolidation of academic units should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action.

Academic Unit proposals should include:

- a. The official unit name
- b. A rationale to include use of assessment results and, if applicable, discussion between colleges and campuses/teaching sites
- c. The effective date (See Proposal Deadlines)
- d. The appropriate IHL form:
 - o [New Academic Unit Proposal](#)
 - o [Modifications to Existing Academic Unit Proposal \(Renaming\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Reorganization\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Deletion\)](#)

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AWARENESS

Advertising, Student Recruitment, and Representation of Accredited Status - All publications should represent the official degree names and approved offerings of the university. Official degree names and offerings are posted in the Active Program Inventory found on the Institutional Research webpage.

Homemade Degree Plans and Articulation Agreements – department web sites should link to the official degree plan and semester guide in the bulletin and the official articulation plan. Homemade degree plans and articulation plans are not to be posted. Note the verbiage “2+2” is outdated and should not be used.

Major Revisions to Degree Plans – departments planning major revisions to degree plans should first contact the Council Chairs and Institutional Effectiveness if an undergraduate degree and the Dean of Graduate School if a graduate degree. Proposals for major revisions to undergraduate degrees should be submitted in the fall semester to allow for sufficient time for council evaluation.

ADD A NEW COURSE CHECKLIST

1. Review [Guidelines for Proposals](#); specifically [Instructions for New Course Proposals](#)
2. Contact Registrar's Office for available courses numbers
3. Complete [Add a Course Form](#) (See [Instructions for Using the Course Proposal Forms](#))
4. Include a Draft Syllabus
5. If course addition affects a Degree Plan/Plan of Study, the proposer should:
 - a. Attach revised Degree Plan/Plan of Study (See [Instructions for Degree Plan/Plan of Study Modification](#) and [Degree Plan Template](#) or [Plan of Study Template](#) or [Certificate Template](#) or [Minor Template](#))
6. If any duplicate, or very similar course, already exists, the proposer should:
 - a. Provide clear and substantive reasons why the proposed course is needed
 - b. Provide a rationale differentiating the proposed course from existing similar courses
 - c. Contact the chairs/directors with similar course(s)
 - d. Attach all correspondence (i.e., e-mails), to and from affected departments, to show collaboration between departments.
 - e. (AC only) Invite the chairs/directors from the affected programs to attend the meetings on the date the proposed course is being discussed.
7. Proposals for new courses that require special facilities or additional faculty (or other special requirements) must address each of these issues in enough detail to allow council members to make an informed decision.
8. (AC only) If this course addition affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
9. Check proposal carefully for completeness and accuracy
10. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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COURSE DELETION CHECKLIST

1. Review [Guidelines for Proposals](#)
2. Complete [Delete a Course Form](#) (See [Instructions for Using the Course Proposal Forms](#))
3. If course deletion affects a Degree Plan/Plan of Study, the proposer should:
 - a. Attach revised Degree Plan/Plan of Study (See [Instructions for Degree Plan/Plan of Study Modification](#) and [Degree Plan Template](#) or [Plan of Study Template](#) or [Certificate Template](#) or [Minor Template](#))
4. If this course deletion affects another department, the proposer should:
 - a. Contact the chairs/directors of the affected program
 - b. Attach all correspondence (i.e. e-mails), to and from affected departments, to show collaboration between departments.
5. (AC only) If this course deletion affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
6. Check proposal carefully for completeness and accuracy
7. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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COURSE MODIFICATION CHECKLIST: USE THIS FOR CHANGES TO CIP CODE; COURSE NUMBER; COURSE PREFIX; COURSE TITLE; CREDIT HOURS; OR GRADING METHOD

1. Review [Guidelines for Proposals](#)
2. If the modification includes a course number change or a course prefix change, the proposer should:
 - a. Contact the Registrar's Office to receive a list of available numbers or prefixes
3. If the modification includes a credit hour change, the proposer should:
 - Provide a rationale for the change based on the [U.S. Department of Education definition of a Credit Hour](#).
4. Complete [Modify Course Form](#) (See [Instructions for Using the Course Proposal Forms](#))
5. If this course modification affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments
6. If this course change affects a Degree Plan/Plan of Study, the proposer should:
 - a. Attach revised Degree Plan/Plan of Study (See [Instructions for Degree Plan/Plan of Study Modification](#))
7. (AC only) If this course modification affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
8. Check proposal carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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COURSE MODIFICATION CHECKLIST: COURSE DESCRIPTION

If only prerequisites within a college are being changed, then College Council approval is required and only Academic Council notification is required. (See [Course Description Modifications](#) in the guidelines.)

1. Review [Guidelines for Proposals](#)
2. Complete [Modify a Course form](#) (See [Instructions for Using the Course Proposal Forms](#))
3. If this course description modification affects another department (within or outside the college), the proposer should:
 - a. Contact the chairs/directors and deans of the affected program(s)
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments
4. If this course change affects Degree Plans/Plans of Study, the proposer should:
 - a. Attach revised Degree Plans/Plans of Study (See [Instructions for Degree Plan/Plan of Study Modification](#))
5. (AC only) If this course modification affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
6. Check proposal carefully for completeness and accuracy
7. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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COURSE MODIFICATION CHECKLIST: METHOD/MODE OF INSTRUCTION

1. Review [Guidelines for Proposals](#)
2. Complete the [Modify a Course form](#) to modify or add a Method/Mode of Instruction Code (MIC) for a course
3. To request the option that an established course have online sections, a department must:
 - a. Indicate the appropriate [Method of Instruction Code](#)
 - b. Fill out the [Online Course Information Approval form](#)
 - c. Give the number of program credit hours (for undergraduate programs, give the number of Major Area of Study (DEG 01) hours). Enter total credit hours here: _____
 - d. Give the number of program credit hours that can be completed by Distance Education (for undergraduate programs, give the number of Major Area of Study (DEG 01) hours). Enter the current number of hours on the degree plan that have been approved for online + the proposed number here: _____
 - e. Give the number of program credit hours that require a campus visit (for undergraduate programs, give the Major Area of Study (DEG 01) hours that require a campus visit). Enter total credit hours here: _____
4. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments
5. Check proposal carefully for completeness and accuracy
6. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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ADD A COURSE TO THE GENERAL EDUCATION CURRICULUM 01-05 CHECKLIST

1. Review [Guidelines for Proposals](#); specifically [Instructions for GEC 01-05 Proposals](#)
2. Review both the rationale and the structure of the GEC ([GEC Narrative](#) and [GEC Handbook](#))
3. Ensure proposal is submitted in the appropriate [submission window](#) for the category.
4. All proposals to add a course to GEC 01-05 should include a memo which states:
 - a. The proposed GEC 01-05 Category
 - b. A brief rationale for including this course in the GEC category
 - c. Findings from the Periodic Assessment Review of the GEC Category (contact gec@usm.edu)
 - d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes. (See [Student Learning Outcomes by Category Chart](#) and the [GEC Assessment Template](#); contact gec@usm.edu for guidelines.)
 - e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (See specific GEC requirements for the category in the GEC narrative)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
 - f. The equivalent [Junior College/Community College course](#) for articulation agreements
5. If a new course,
 - a. Follow [Add a New Course checklist](#)
6. Check proposal carefully for completeness and accuracy
7. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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GENERAL EDUCATION CURRICULUM 06-09 PROPOSALS CHECKLIST

GEC 06-09 proposals include adding a new course, removing an existing course, and identifying an existing, approved GEC course to satisfy the requirement.

1. Review [Guidelines for Proposals](#); specifically [Instructions for GEC 06-09 Proposals](#)
2. Review both the rationale and the structure of the GEC ([GEC Narrative](#) and [GEC Handbook](#))
3. All proposals to add a course to GEC 06-09 should include:
 - a. The proposed GEC 06-09 Category
 - b. A brief rationale for including this course in the GEC category
 - c. Findings from the Annual and/or Periodic Assessment Review of the GEC Category.
 - d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes. (See [Student Learning Outcomes by Category Chart](#) and the [GEC Assessment Template](#); contact gec@usm.edu for guidelines.)
 - e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (See specific GEC requirements for the category in the GEC narrative)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
 - f. If the new course is to replace an existing course,
 - i. Teach Out Plan for existing GEC 06-09 courses in current and previous bulletins
 - ii. [Modify a Course form](#) for the existing course
 - g. If the course is a new course,
 - i. [Add a Course form](#) for new GEC course
 - h. If the course is an existing course,
 - i. [Modify a Course form](#) for the newly identified GEC course
4. All proposals to remove or identify a new, approved GEC course to the program's GEC 06-09 should include:
 - a. The proposed GEC 06-09 Category
 - b. A brief rationale for removing or including this course
 - c. Findings from the Annual and/or Periodic Assessment Review of the GEC Category.
 - d. Teach Out Plan for existing GEC 06-09 courses in current and previous bulletins
5. If applicable,
 - a. The equivalent [Junior College/Community College course](#) for articulation agreements
6. Attach revised Degree Plan/Plan of Study (See [Instructions for Degree Plan/Plan of Study Modification](#))
7. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments
8. If this course modification affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
9. Check proposal carefully for completeness and accuracy
10. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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ADDITION OF A NEW DEGREE PROGRAM CHECKLIST

SACSCOC notification or approval may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>)

1. Contact the Office of the Provost for the "IHL Intent to Offer a New Degree Program Form."
2. Receive Provost and IHL approval to offer a new degree program
3. Review [Guidelines for Proposals](#)

Submit the following documentation to the Councils:

4. A copy of the [IHL New Degree Program Form](#). (Note emphasis name should not be included as part of the program name on any IHL form.)
5. The official name of the program. Please note emphasis areas do not require IHL approval. However, new degree program proposals that include emphasis areas should observe the naming convention for emphasis areas: Program (Emphasis) Degree
6. The program assessment plan including proposed student learning outcomes and assessment measures (contact je@usm.edu)
7. A data-informed rationale for the new degree to include an evaluation of program demand
8. The Degree Plan/Plan of Study (See [Degree Plan Template](#) or [Plan of Study Template](#) or [Certificate Template](#) or [Minor Template](#))
9. A copy of the [IR Programs, Emphasis Areas, Minors, or Certificates Processing Form](#)
10. A statement from the University Librarian regarding the impact such a program would have on library acquisitions
11. A statement related to personnel requirements, including faculty lines and graduate assistantships
12. The teaching site(s) where the program will be offered
13. If the new degree program includes online delivery of 50% or more of the courses, complete the following:
 - a. Review [Eagle Learning Online Policies and Procedures](#)
 - b. The [Online Program Proposal Information](#) form
 - c. The IHL [Declaration of Intent to Offer an Existing Degree Program by Distance Learning](#) form
 - d. Number of program credit hours completed by Distance Learning
 - e. Number of program credit hours requiring campus visit
14. If the new program is an undergraduate program, include the following:
 - a. Articulation Agreement (contact je@usm.edu)
13. Check all proposals carefully for completeness and accuracy
14. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

ADDITION OF A NEW EMPHASIS AREA, CERTIFICATE, OR MINOR CHECKLIST

SACSCOC notification or approval may be necessary

1. Review [Guidelines for Proposals](#)
2. The addition of an emphasis area, certificate, or minor should be handled through a memorandum and supporting documentation includes:
 - a. The official name of the program with no abbreviations, using the following naming convention for emphasis areas: Program (Emphasis) Degree
 - b. The effective date (See [Proposal Deadlines](#))
 - c. A data informed rationale for the new emphasis area or certificate
 - d. The teaching site(s) where the program will be offered
 - e. A statement identifying personnel and resource requirements, including faculty lines and graduate assistantships
 - f. Credit hour requirement
 - f. Degree Plan/Plan of Study (See [Degree Plan Template](#) or [Plan of Study Template](#) or [Certificate Template](#) or [Minor Template](#))
 - g. The Program Assessment Plan including proposed student learning outcomes and assessment measures (Contact ie@usm.edu for guidelines and template)
 - h. A statement from the University Librarian regarding the impact such a program would have on library acquisitions
3. If the new emphasis area or certificate includes online delivery of at least 50% of the program, complete the following:
 - a. Review the [Eagle Learning Online Policies and Procedures](#)
 - b. The [Online Program Proposal Information](#) form
 - c. The IHL [Declaration of Intent to Offer an Existing Degree by Distance Learning](#) form
 - d. Number of program credit hours completed by Distance Learning
 - e. Number of program credit hours requiring campus visit
4. (AC only) If the new emphasis area or certificate is an undergraduate program, include the following:
 - a. Articulation Agreement (Contact ie@usm.edu for template and guidelines)
5. Check all proposals carefully for completeness and accuracy
6. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

DELETION OR SUSPENSION OF A DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE OR MINOR CHECKLIST

SACSCOC notification or approval may be necessary. Deletion or Suspension includes permanently removing an offering, removing the offering at a teaching location, or removing a mode of delivery. Permanently removing a degree program requires IHL approval.

1. Review [Guidelines for Proposals](#)
2. The deletion or suspension of a program should be handled through a memorandum and supporting documentation includes:
 - a. The official program name (See [IR Active Program Inventory](#))
 - b. A rationale for deleting the program including use of assessment results
 - c. The teaching site(s) where the program is currently offered
 - d. The date admission to the program will be suspended (See [Proposal Deadlines](#))
 - e. A teach-out plan to include the time-frame, the process for notifying students and faculty, for providing courses to allow current students to complete their degrees, and advising students as to their options.
 - f. The [Programs, Emphasis Area, Minors or Certificates Processing Form](#)
3. If suspending or deleting a degree program,
 - g. Contact the Office of the Provost
 - h. Submit a copy of the IHL [Delete/Suspend Program](#) form. (Note emphasis name should not be included as part of the program name on any IHL form.)
4. Check all proposals carefully for completeness and accuracy
5. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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SUSPENSION OF ADMISSION TO A DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, OR MINOR CHECKLIST

Suspension of Admission is a temporary circumstance. Suspension of Admission includes temporary removing the offering at a teaching location or removing a mode of delivery.

The Suspension of Admission to an emphasis area, certificate, or minor is an information-only item for the Councils.

1. Review [Guidelines for Proposals](#)
2. The suspension of admission should be handled through a memorandum that is processed through college councils and supporting documentation includes:
 - a. A rationale for suspending admission
 - b. The official program, emphasis, or certificate name (See [IR Active Program Inventory](#))
 - c. The current teaching site(s)
 - d. The date admission will be suspended (See [Proposal Deadlines](#))
 - e. An estimate of the date admission will resume
 - f. Teach-out Plan, if necessary
 - g. The [Programs, Emphasis Area, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
3. Check all proposals carefully for completeness and accuracy
4. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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RELOCATION OF A DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, OR MINOR CHECKLIST

SACSCOC notification or approval may be necessary. Relocation includes expanding the offering to a new teaching location.

1. Review [Guidelines for Proposals](#)
2. The relocation of a program should be handled through a memorandum and supporting documentation includes:
 - a. The official program name (See [IR Active Program Inventory](#))
 - b. The current and new teaching site(s)
 - c. A rationale for relocating the emphasis area to include discussion between campuses/teaching sites and use of assessment results
 - d. The date admission to the emphasis area at the new teaching site will be effective (See [Proposal Deadlines](#))
 - e. The [Programs, Emphasis Area, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
3. Check all proposals carefully for completeness and accuracy
4. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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MODIFICATION OF DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, AND MINOR CHECKLIST

Program Modifications include renaming or consolidating programs and changes in Degree Plan/Plan of Study requirements, CIP Code, GPA requirements, admission restrictions, progression policies, etc. Note renaming or consolidating degree programs require IHL approval and changes in CIP Code require IHL notification.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for the modification, including use of assessment results
 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
3. If the modification includes renaming or consolidating degree programs, include the following:
 - a. IHL [Modifications to Existing Degree Program Proposal \(Renaming\)](#) form or the [Modifications to Existing Degree Program Proposal \(Consolidation\)](#) form. (Note emphasis name should not be included as part of the program name on any IHL form.)
4. If the modification includes changes in Degree Plan/Plan of Study requirements, include the following:
 - a. Revised Degree Plan/Plan of Study; include the total number of hours and indicate any changes in total degree hour requirements. (See [Instructions for Degree Plan/Plan of Study Modification](#))
5. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments (See [Instructions for Degree Plan/Plan of Study Modification](#))
6. If the modification includes changes in GPA, admission, or progression requirements, include the following:
 - a. Revised Bulletin Narrative
7. (AC only) If this modification affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
8. Check all proposals carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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OFFERING AN EXISTING PROGRAM BY DISTANCE LEARNING

If a degree program, emphasis area, certificate, or minor includes online delivery of at least 50% of the program, it is considered an "online" program.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for modifying the program, emphasis area, or certificate including use of assessment results
 - b. The official program, emphasis, or certificate name
 - c. The current teaching site(s)
 - d. Give the appropriate campus(es) (See [Eagle Learning Online Policies and Procedures](#))
 - i. Online – fully online or hybrid only – one pathway to degree completion (link to ELO definitions)
 - ii. Face-to-Face Hattiesburg/Gulf Coast and Online – two pathways to degree completion
 - iii. Face-to-Face Hattiesburg and Face-to-Face Gulf Coast and Online – three pathways to degree completion
 - e. The effective date of the modification (See [Proposal Deadlines](#))
3. If an existing program now includes or is on the path to including online delivery of at least 50% of the program, include the following:
 - a. The [Online Program Proposal Information](#) form
 - b. The IHL [Declaration of Intent to Offer an Existing Degree by Distance Learning](#) form
 - c. Number of program credit hours completed by Distance Learning
 - d. Number of program credit hours requiring campus visit
4. Check all proposals carefully for completeness and accuracy
5. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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MODIFICATIONS TO ACADEMIC UNITS CHECKLIST

Modifications to units include renaming, reorganizing, deleting, and adding new degree-granting units. Council and IHL approval is required for renaming, reorganizing, and deleting degree-granting units. Addition of new units proposals are presented to Councils for information and response.

SACSCOC notification or approval may be necessary.

1. Review [Guidelines for Proposals](#)
2. Academic Unit proposals should be handled through a memorandum and supporting documentation includes:
 - a. The official unit name
 - b. A rationale to include use of assessment results and, if applicable, discussion between colleges and campuses/teaching sites
 - c. The effective date (See Proposal Deadlines)
 - d. The appropriate IHL form:
 - o [New Academic Unit Proposal](#)
 - o [Modifications to Existing Academic Unit Proposal \(Renaming\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Reorganization\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Deletion\)](#)
3. Check all proposals carefully for completeness and accuracy
4. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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Academic Council Minutes
The University of Southern Mississippi
October 5, 2015

The Academic Council met at 3:00 p.m. on October 5, 2015, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Mac Alford, Dr. Jon Beedle, Dr. Sam Bruton, Dr. Sabrina Bryant, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Dr. Tom Lansford, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Georgianna Martin, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Ken Zantow for Dr. Lin-Miao Agler, Dr. Stephen Oshrin for Dr. Rick Green, Dr. Sandeep Langar for Ms. Claire Hamilton, Dr. Mary Coyne for Dr. Kathleen Masters.

The following non-voting members were present: Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Diane Fisher for Dr. Ann Blackwell, Dr. Kathy Yadrick for Dr. Mike Forster, and Dr. Douglas Masterson for Dr. David Hayhurst and Ms. McKenzie Irish

The following guests were present: Ms. LeAnne Cadigan, Ms. Kaycee Everidge, Dr. Julie Howdeshell, Dr. Ann Marie Kinnell, Dr. Gary Krebs, Ms. Kathryn Lowery, and Ms. Dawn Porter.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda for approval. Dr. Bruton moved and Dr. Yowell seconded a motion to approve the agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the September 8, 2015 minutes for approval. Dr. Oshrin moved and Ms. Lester seconded a motion to approve the September 8, 2015 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

No business.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of Anthropology and Sociology

Dr. Steedman presented the request to add ANT 322. Dr. Yowell moved and Dr. Alford seconded a motion to approve the addition of ANT 322. The motion passed.

Dr. Steedman presented the request to add SOC 365. Dr. Alford moved and Dr. Smith seconded a motion to approve the addition of SOC 365. The motion passed.

Department of Philosophy and Religion

Dr. Steedman presented the request to add PHI 319. Dr. Alford moved and Dr. Weisenburg seconded a motion to approve the addition of PHI 319. The motion passed.

Dr. Steedman presented the request to add PHI 435. Dr. Weisenburg moved and Dr. Hayden seconded a motion to approve the addition of PHI 435. The motion passed.

Dr. Steedman presented the request to modify THE 482L, THE 483L, THE 484L, THE 485L, THE 486L, THE 487L, THE 488L, and THE 489L. Dr. Bruton moved and Dr. Hayden seconded a motion to accept these courses as a group. The motion passed. Dr. Smith moved and Dr. Alford seconded a motion to approve the modifications of THE 482L, THE 483L, THE 484L, THE 485L, THE 486L, THE 487L, THE 488L, and THE 489L. The motion passed.

4.2.2 College of Business

Department of Marketing and Merchandising

Dr. Steedman presented the request to add MER 498CA. Dr. Hayden moved and Dr. Weisenburg seconded a motion to approve the addition of MER 498CA. The motion passed.

Dr. Steedman presented the request to add MER 499CA. Dr. Alford moved and Dr. Bruton seconded a motion to approve the addition of MER 499CA. The motion passed.

4.2.3 College of Education and Psychology

No proposals.

4.2.4 College of Health

School of Kinesiology

Dr. Steedman presented the request to modify KIN 219. Dr. Bruton moved and Dr. Yowell seconded a motion to approve the modification of KIN 219. The motion passed.

Dr. Steedman presented the request to add the Kinesiology Strength and Conditioning minor. Dr. Iglesias moved and Dr. Beedle seconded a motion to approve the modification of the Kinesiology Strength and Conditioning minor. The motion passed.

Department of Nutrition & Food Systems

Dr. Steedman presented the request to modify the Nutrition and Dietetics (Community Nutrition) B.S. degree plan, the Nutrition and Dietetics (Didactic Program in Dietetics) B.S. degree plan, the Nutrition and Dietetics (Nutrition and Food Systems Management) B.S. degree plan and the Nutrition and Dietetics (Nutrition Science) B.S. degree plan. Dr. Alford moved and Dr. Hayden seconded a motion to accept these degree programs as a group. The motion passed. Dr. Smith moved and Dr. Alford seconded a motion to approve the modifications of Nutrition and Dietetics (Community Nutrition) B.S. degree plan, the Nutrition and Dietetics (Didactic Program in Dietetics) B.S. degree plan, the Nutrition and Dietetics (Nutrition and Food Systems Management) B.S. degree plan and the Nutrition and Dietetics (Nutrition Science) B.S. degree plan. The motion passed.

4.2.5 College of Nursing

No proposals.

4.2.6 College of Science and Technology

Dr. Steedman presented the request to modify the policy statement on online labs for the College of Science and Technology. Dr. Alford moved and Dr. Yowell seconded a motion to table the modification of the policy statement on online labs for the College of Science and Technology. The motion passed. Council needs more information on how the policy affects the University's Articulation Agreement

5.0 Old Business

5.1 Presenting revisions of proposal guidelines

Dr. Steedman presented to Council a document of changes made to the proposal guidelines. Ms. Lester moved and Dr. Alford seconded a motion to accept the changes made to the proposal guidelines. The motion passed.

6.0 New Business

No new business.

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported the Department of Interdisciplinary Studies in the College of Arts and Letters submitted two items as informational items to the Academic Council. First, the prerequisites to IDS 201 and 301 were changed, affecting only the sequence of courses in the Bachelor of Interdisciplinary Studies. IDS 301 was removed as a prerequisite for IDS 201, and IDS 201 and IDS 350 were added as prerequisites to IDS 301. Second, the Department was merged with Undergraduate Studies in March 2015, and as part of its subsequent reorganization is breaking the two parts of Undergraduate Studies, programming for undecided students, and orientation and learning skills classes, into two units: Exploratory Studies, and University Foundations. The aim is to clarify the purpose of these programs and improve assessment efforts.

7.2 Chair-Elect Report – Ms. Kelly Lester

No report.

7.3 Secretary Report-Ms. Linda Ginn

No report.

7.4 Standing Committees

7.4.1 Academic Standards – Dr. Bridget Hayden

Dr. Hayden reported the Academic Standards Committee met to discuss the undergraduate Administrative Withdrawal Policy as requested by Dr. Moser. We agreed that while the policy is fine in substance, it could be edited for clarity. The proposed new language has been sent to Dr. Steedman and the chair of the Graduate Council's Policies and Procedures Committee, which is reviewing the graduate student policy.

7.4.2 Bylaws – Dr. Georgianna Martin

No report.

7.4.3 Elections – Dr. Mac Alford

No report.

- 7.4.4 General Education – Dr. Emily Yowell
Dr. Yowell’s report is attached.
- 7.4.5 Intercollegiate – Dr. Heath Grames
No report.
- 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
Dr. Howdeshell reported the University submitted the Compliance Certification Report to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in mid-September as part of the decennial reaffirmation of accreditation process. Dr. Powell asked me to share our collective appreciation for the responsiveness of everyone during the development of the Compliance Certification Report. The University community was impressive in terms of its promptness for requests for materials and we are grateful for the participation of so many in this process.
- The University will receive its feedback from the SACSCOC off-site team around Thanksgiving. Given the timeframe of the holidays and the due date of the follow-up report in mid-January, please be aware that there may be requests for additional information from late November to early January. Continued promptness is greatly appreciated.
- The follow-up report will be submitted in January along with the University’s Quality Enhancement Plan (QEP), *Eagles Engaged*. On Wednesday, Oct. 7 at 1:00, the QEP will be partnering with Dr. Amy Miller’s office to celebrate new student success efforts at Southern Miss, including the QEP and the Barnes and Noble textbook scholarship fund. There will be refreshments, and Barnes and Noble will be giving a discount shopping afternoon to faculty and staff as a gesture of their appreciation to the campus community for their support.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
Dr. Masters reported the GECAC met on September 30, 2105. Committee members have begun the process of reviewing periodic reports submitted in the following GEC categories: 02 (natural science and mathematics), 05 (social and behavioral sciences), and 08 (speaking intensive). The reviews will be completed by October 30, 2015 and at that time an executive summary of the reviews for each course will be prepared and sent to department chairs.
- 8.0 Adjourn
Dr. Steedman adjourned the meeting at 3:30 p.m.

ACADEMIC COUNCIL MINUTES SUMMARY

October 5, 2015

College of Arts and Letters

Department of Anthropology and Sociology

Add: ANT 322 Race and Racialization.
3 hours. Effective spring 2016.

Add: SOC 365 Sociology of Latin America.
3 hours. Effective spring 2016.

Add: PHI 319 Philosophy of Race.
3 hours. Effective spring 2016.

Add: PHI 435 Research Ethics.
1 hour. Effective spring 2016.

Department of Interdisciplinary Studies

Modify: IDS 201 Interdisciplinary Studies Seminar.

To: IDS 201 Interdisciplinary Studies Seminar.
Course description. (remove prerequisite)
Effective fall 2016.

Modify: IDS 301 Foundations of Interdisciplinary Inquiry.

To: IDS 301 Foundations of Interdisciplinary Inquiry.
Course description. (add prerequisite)
Effective fall 2016.

Department of Theatre

Modify: THE 482L Practicum in Production Administration.
(9 repeats).

To: THE 482L Practicum in Production Administration.
Course description. (99 repeats).
Effective fall 2016.

Modify: THE 483L Practicum in Scenic Production/Technology.
(9 repeats).

To: THE 483L Practicum in Scenic Production/Technology.
Course description. (99 repeats).
Effective fall 2016.

Modify:	THE 484L	<u>Practicum in Lighting and Sound Technology.</u> (9 repeats).
To:	THE 484L	<u>Practicum in Lighting and Sound Technology.</u> Course description. (99 repeats). Effective fall 2016.
Modify:	THE 485L	<u>Practicum in Properties Production/Technology.</u> (9 repeats).
To:	THE 485L	<u>Practicum in Properties Production/Technology.</u> Course description. (99 repeats). Effective fall 2016.
Modify:	THE 486L	<u>Practicum in Artistic Production.</u> (9 repeats).
To:	THE 486L	<u>Practicum in Artistic Production.</u> Course description. (99 repeats). Effective fall 2016.
Modify:	THE 487L	<u>Practicum in Technical Management.</u> (9 repeats).
To:	THE 487L	<u>Practicum in Technical Management.</u> Course description. (99 repeats). Effective fall 2016.
Modify:	THE 488L	<u>Practicum in Performance.</u> (9 repeats).
To:	THE 488L	<u>Practicum in Performance.</u> Course description. (99 repeats). Effective fall 2016.
Modify:	THE 489L	<u>Practicum in Costume and Makeup Technology.</u> (9 repeats).
To:	THE 489L	<u>Practicum in Costume and Makeup Technology.</u> Course description. (99 repeats). Effective fall 2016.

College of Business

Department of Marketing and Merchandising

Add:	MER 498CA	<u>International Merchandising Seminar Abroad.</u> 3 hours. Effective summer 2016.
Add:	MER 499CA	<u>International Merchandising Research Abroad.</u> 3 hours. Effective summer 2016.

College of Health
School of Kinesiology

Modify: KIN 219 Introduction to Athletic Training.

To: KIN 219 Introduction to Athletic Training.
Course description (prerequisites).
Effective fall 2016.

Add: Strength and Conditioning minor. (see attached)
Effective spring 2016.

Department of Nutrition and Food Systems

Modify: Nutrition and Dietetics (Community Nutrition) BS degree plan.
(see attached). Effective fall 2016.

Modify: Nutrition and Dietetics (Didactic Program in Dietetics) BS degree plan.
(see attached). Effective fall 2016.

Modify: Nutrition and Dietetics (Nutrition and Food System Management)
BS degree plan. (see attached). Effective fall 2016.

Modify: Nutrition and Dietetics (Nutrition Science) BS degree plan.
(see attached). Effective fall 2016.

College of Science and Technology

Tabled: Policy statement for online laboratories.

GEC Committee Report

October 4, 2015 Academic Council Meeting

- GEC Committee will distribute an online survey on GEC 06 to faculty and administration. The survey poses a few options for the future of GEC 06.
- The GEC Committee assists with recommendations on GEC Course substitution issues from time to time. At the November 2014 meeting, the GEC Committee approved a standard substitution of a community college computer course for GEC 06 requirement but this recommendation and vote never made its way into the AC minutes. At this time we would like the AC to vote on the following recommendation from the GEC Committee.
 - Similarly to how substitutions for the community college course, CSC 1123 are handled, the GEC Committee recommends that the automatic substitution of BOT 1133 Microcomputer Applications from the community colleges for our GEC06 requirement be regularly allowed. BOT 1133 is a *technical* vs an academic course. Transfer students with more technical associate's degrees (medical coding, business technology, paralegal studies, etc) often come to USM having taken this course. Given its similarity to the more standard CSC 1123 at the community colleges and to CSC100 at USM, making BOT 1133 immediately applicable to GEC06 would facilitate student programs of study and reduce paperwork.
 - The above statement was modified in the meeting to include a course coded at some community colleges as BOA 1133.
 - The motion passed with a unanimous vote of the Academic Council.

ACADEMIC COUNCIL/GRADUATE COUNCIL PROPOSAL MEMORANDUM

College of Health

To: Academic Council

From: Nancy Speed, Assistant Director, School of Kinesiology

Date: February 2, 2015

Re: Addition of Strength and Conditioning Minor

The committee responsible for curriculum in this college has approved the following in accordance with all curriculum approval processes established in this college

Teaching Site:

To be administered out of the School of Kinesiology on the Hattiesburg campus. There have been several requests and inquiries for a minor in Strength and Conditioning (S&C). The Sport Coaching Education degree requires a minor and this minor is a logical choice for students who do not aspire to teach in the education areas of a Junior High/High School setting. The addition of this minor allows for students in several other areas of the School (Exercise Science, Kinesiotherapy, and Dual degree) to declare this minor as well. With the addition of a few courses for the above mentioned programs, students can have a minor in S&C. This minor will allow our students to be fully prepared to sit for the Certified Strength and Conditioning Specialist (CSCS) certification exam. USM is already a member of the National Strength and Conditioning Association as an Education Recognition Program (ERP), it makes sense to fully prepare our students in order to pass the certification to become a recognized CSCS.

From the twenty-four hours listed that will be required, the minor is composed of courses already offered at USM, requiring NO additional expenditures or faculty.

*Each program area may have pre-requisites not listed in the major/minor that MUST be met in order for the student to take courses in the minor.

Minor in Strength & Conditioning: (24 hours total)

KIN 101 – Weight Training

KIN 302- Exercise Testing and Prescription

KIN 304 – Nutrition and Human Performance

KIN 308/L – Exercise Physiology/ Exercise Physiology Lab

KIN 370 – Care and Prevention of Athletic Injuries

KIN 423/L – Biomechanics/Biomechanics Lab

KIN 470 – Development of Strength and Conditioning Programs

KIN 471 –Physiological Principles of Resistance Training

Assessment: (learning outcomes)

The S&C minor will be housed under Sport Coaching Education. The usual assessment of student success such as number of students passing these courses and obtaining the minor in S&C will be tracked. Some of the following learning outcomes are:

1. Students enrolled in the Strength & Conditioning minor will demonstrate an understanding of the basic components of physical conditioning to include strength, endurance, flexibility, power, speed and agility.

2. Students enrolled in the Strength & Conditioning minor will demonstrate the necessary skills for injury prevention by planning, coordinating, and implementing appropriate injury prevention.

Standard course evaluations. Quality of work produced during the classes, and outcomes from the CSCS certification exam will guide the assessment of this minor. Changes may be made when deemed necessary to strengthen the minor.

Effective Date of the new minor: Spring 2016

Catalog Description:

Minor in Strength & Conditioning consists of 24 credit hours. Upon completion, a student is prepared to sit for the Certified Strength and Conditioning Specialist (CSCS) examination. The S&C minor required courses include: KIN 101, KIN 302, KIN 304, KIN 308/L, KIN 370, KIN 423/L, KIN 470, KIN 471

Comments:

Dean's Signature: _____

Send signed hard copy of this cover memo plus one hardcopy set of all proposal materials to:

Academic Council Box #5172
Phone number: 266-4479
Fritzsche-Gibbs Hall 210A
(Electronic Copy also required)

Graduate Council Box #5024
Phone number: 266-4369
211 McCain Libraries
(Electronic Copy also required)

Minor in Strength & Conditioning

Sport Coaching Education	Dual Degree	Physical Education	Exercise Science	Kinesiotherapy	Athletic Training
KIN 101	KIN 101	KIN 101	KIN 370	KIN 101	KIN 101
KIN 302	KIN 302	KIN 302	KIN 470	KIN 302	KIN 302
KIN 304	KIN 304	KIN 304		KIN 304	KIN 304
KIN 308/L	KIN 471	KIN 471		KIN 370	KIN 370
KIN 471				KIN 470	KIN 470

*Each program area may have pre-requisites not listed in the minor that MUST be met in order for the student to take courses in the minor.
 Example: SCE must take NFS 362 prior to taking KIN 304

Exercise Science must take KIN 204, KIN 306

Kinesiotherapy must take NFS 362, KIN 204, and KIN 306

WEAVE ASSESMENT
Strength & Conditioning Minor

KIN 470

Outcome/Objective: Students enrolled in the Strength & Conditioning minor will demonstrate an understanding of the basic components of physical conditioning to include strength, endurance, flexibility, power, speed and agility.

Measure: Students enrolled in HPR 470: Developing Strength and Conditioning Programs will demonstrate the ability to design and implement conditioning regimens that are sport specific.

Target: 80% of students will score at least 105 out of 150 on their strength and conditioning program project.

KIN 370

Outcome/Objective: Students enrolled in the Strength & Conditioning minor will demonstrate the necessary skills for injury prevention by planning, coordinating, and implementing appropriate injury prevention

Measure: Students enrolled in HPR 370: Prevention & Care of Athletic Injuries will be able to demonstrate through a prevention and care emergency plan the appropriate skill in the prevention, recognition and evaluation of injuries and the ability to assist athletes with the recovery/rehabilitation from injuries that are generally associated with participation in athletics in accordance with guidelines provided by qualified medical personnel.

Target: 80% of students will be able to demonstrate mastery by receiving at least 70 out of 100 on the rubric for the practical tests and written exams

Student ID: _____ Student Name: _____ Adviser Name: _____	Bulletin: 2015-2016 Undergraduate Bulletin Program: Nutrition and Dietetics (Community Nutrition), B.S. Degree Requirements Minimum Credits Required: _____
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Nutrition and Dietetics (Community Nutrition), B.S. Degree Requirements

Degree Plan (NTRDCNBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I ◊AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory ◊	1 hr.
BSC 111 - Principles of Biological Science II ◊AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory ◊	1 hr.
BSC 250 - Human Anatomy and Physiology I *AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory	1 hr.
BSC 251 - Human Anatomy and Physiology II *AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.

GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.
GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology AND	3 hrs.
GLY 101L - Physical Geology Laboratory	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World AND	3 hrs.
PSC 190L - Lab for Living in a Material World	1 hr.
Mathematics Requirement (3 hours)	
Select 1 course:	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra *	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.

MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.
GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity *	3 hrs.
COH 100 - Concepts of Wellness *	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology *	3 hrs.
GEC 06. Computer Competency Requirement (Major Area)	
Course Name	Hours
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.
GEC 07. Writing-Intensive Requirement (Major Area)	
Course Name	Hours
NFS 463 - Community Nutrition (WI)	3 hrs.
<i>ENG 101 & ENG 102 prerequisites</i>	
GEC 08. Speaking-Intensive Requirement (Major Area)	
Course Name	Hours
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory (SI)	1 hr.
GEC 09. Capstone Requirement (Major Area)	
Course Name	Hours
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	
Note:	
*This course satisfies both the GEC requirement and a program requirement for this major.	
**This particular GEC course is recommended by this major.	
***This course does not satisfy prerequisites for any other math course.	
◇ GEC restrictions apply; see here.	
GEC 06 - GEC 09 courses are specific to this major.	
For full description of the GEC, see here.	
Program Curriculum	
DEG 01. Major Area of Study Requirements (38 hours)	
Course Name	Hours
NFS 272 - Principles of Food Preparation	2 hrs.
NFS 272L - Principles of Food Preparation Laboratory	1 hr.
NFS 330 - Communication Techniques in Nutrition	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory	1 hr.
NFS 362 - Nutrition	3 hrs.

NFS 365 - Dietetic Professions: Practice and Research	2 hrs.
NFS 385 - Medical Nutrition Therapy I	3 hrs.
NFS 420 - Lifecycle Nutrition	3 hrs.
NFS 420L - Lifecycle Nutrition Lab	1 hr.
NFS 430 - Experimental Foods	3 hrs.
NFS 430L - Experimental Foods Lab	1 hr.
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.
NFS 455 - Nutrition and Weight Control	3 hrs.
NFS 463 - Community Nutrition (WI)	3 hrs.
NFS 465 - Seminar	1 hr.
NFS 475 - Food Production Management	3 hrs.
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.

DEG 02. Additional Requirements (49-56 hours)

Course Name	Hours
ACC 200 - Introduction to Financial Accounting	3 hrs.
BSC 250 - Human Anatomy and Physiology I *	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II *	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
BSC 380 - General Microbiology	3 hrs.
CHE 110 - Fundamentals of General, Organic and Biochemistry	3 hrs.
CHE 110L - Fundamentals of General, Organic and Biochem Lab	1 hr.
COH 100 - Concepts of Wellness *	3 hrs.
MGT 300 - Management for Organizations	3 hrs.
MAT 101 - College Algebra *	3 hrs.
PSY 110 - General Psychology *	3 hrs.
MLS 201 - Medical Terminology	2 hr.

Select 1 course:

Course Name	Hours
DPH 440 - Introduction to Biostatistics or	3 hrs.
PSY 360 - Introduction to Statistics for the Behavioral Sciences	3 hrs.

Select 1 course:

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity or	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.

Choose 18 additional hours for DPH minor

18 hours of DPH electives required for a Public Health minor

DEG 03. Electives

Choose electives as needed with adviser's approval.

Note:

Students majoring in Nutrition and Dietetics (Community Nutrition) emphasis must meet the following criteria:

- Students must have completed NFS 362 with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.
- Students must have a degree GPA of 2.5 or higher to enroll each semester.
- Students must have a grade of "C" or better in all courses in DEG 01, DEG 02 and DEG 03.

See next page for edits

Hours to Degree

121 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Community Nutrition. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

- Earn a minimum grade of B in NFS 362, and
- Earn a minimum grade of C in all courses and maintain a minimum GPA of 2.5 within the Program Curriculum (DEG 01 and DEG 02).
- ~~• Students who do not meet minimum requirements~~

Student ID: _____
 Student Name: _____
 Adviser Name: _____

Bulletin: 2015-2016 Undergraduate Bulletin
Program: Nutrition and Dietetics (Didactic Program in Dietetics), B.S. Degree Requirements
Minimum Credits Required: _____

Nutrition and Dietetics (Didactic Program in Dietetics), B.S. Degree Requirements

Degree Plan (NTRDTDPDBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I ◊AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory ◊	1 hr.
BSC 111 - Principles of Biological Science II ◊AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory ◊	1 hr.
BSC 250 - Human Anatomy and Physiology I * AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II * AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I *AND	3 hrs.
CHE 106L - General Chemistry I Laboratory *	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.

GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.
GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology AND	3 hrs.
GLY 101L - Physical Geology Laboratory	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World	3 hrs.
PSC 190L - Lab for Living in a Material World	1 hr.
Mathematics Requirement (3 hours)	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra *	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.

MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.
GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity *	3 hrs.
COH 100 - Concepts of Wellness *	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology *	3 hrs.
GEC 06. Computer Competency Requirement (Major Area)	
Course Name	Hours
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.
GEC 07. Writing-Intensive Requirement (Major Area)	
Course Name	Hours
NFS 463 - Community Nutrition (WI) AND	3 hrs.
NFS 463L - Community Nutrition Laboratory (WI)	1 hr.
<i>ENG 101 & ENG 102 prerequisites</i>	
GEC 08. Speaking Intensive Requirement (Major Area)	
Course Name	Hours
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
GEC 09. Capstone Requirement (Major Area)	
Course Name	Hours
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	
Note:	
*This course satisfies both the GEC requirement and a program requirement for this major.	
**This particular GEC course is recommended by this major.	
***This course does not satisfy prerequisites for any other math course.	
◇ GEC restrictions apply; see here.	
GEC 06 - GEC 09 courses are specific to this major.	
For full description of the GEC, see here.	
Program Curriculum	
DEG 01. Major Area of Study Requirements (58 hours)	
Course Name	Hours
NFS 272 - Principles of Food Preparation	2 hrs.
NFS 272L - Principles of Food Preparation Laboratory	1 hr.
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory (SI)	1 hr.
NFS 362 - Nutrition	3 hrs.
NFS 365 - Dietetic Professions: Practice and Research	2 hrs.

NFS 385 - Medical Nutrition Therapy I	3 hrs.
NFS 410 - Macronutrient Metabolism	3 hrs.
NFS 411 - Micronutrient Metabolism	3 hrs.
NFS 420 - Lifecycle Nutrition	3 hrs.
NFS 420L - Lifecycle Nutrition Lab	1 hr.
NFS 430 - Experimental Foods	3 hrs.
NFS 430L - Experimental Foods Lab	1 hr.
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.
NFS 455 - Nutrition and Weight Control	3 hrs.
NFS 463 - Community Nutrition (WI)	3 hrs.
NFS 465 - Seminar	1 hr.
NFS 475 - Food Production Management	3 hrs.
NFS 476 - Food Production Management II	1 hr.
NFS 476L - Food Production Management II Laboratory	2 hrs.
NFS 477 - Administrative Dietetics	1 hr.
NFS 477L - Administrative Dietetics Laboratory	2 hrs.
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.
NFS 485 - Medical Nutrition Therapy II	2 hrs.
NFS 485L - Medical Nutrition Therapy II Laboratory	1 hr.
NFS 486 - Medical Nutrition Therapy III	2 hrs.
NFS 486L - Medical Nutrition Therapy III Laboratory	1 hr.
DEG 02. Additional Requirements (26-45 hours)	
Course Name	Hours
ACC 200 - Introduction to Financial Accounting	3 hrs.
BSC 250 - Human Anatomy and Physiology I *AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II *AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
BSC 381 - Microorganisms in Health and Disease	3 hrs.
CHE 106 - General Chemistry I *AND	3 hrs.
CHE 106L - General Chemistry I Laboratory *	1 hr.
CHE 251 - Elementary Organic Chemistry AND	3 hrs.
CHE 251L - Elementary Organic Chemistry Laboratory	1 hr.
CHE 420 - Principles of Biochemistry	3 hrs.
DPH 440 - Introduction to Biostatistics	3 hrs.
COH 100 - Concepts of Wellness *	3 hrs.
MGT 300 - Management for Organizations	3 hrs.
MLS 201 - Medical Terminology	2 hr.
MAT 101 - College Algebra *	3 hrs.
PSY 110 - General Psychology *	3 hrs.
Select 1 course:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology *	3 hrs.
DEG 03. Electives	

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- ~~Students must have completed NFS 362 with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.~~
- ~~Students must have a GPA of 2.5 or higher on required science courses (CHE 106/CHE 106L, CHE 251/CHE 251L, CHE 420, BSC 250/BSC 250L, BSC 251/BSC 251L, and BSC 381) prior to enrolling in NFS 410 with no grade lower than a "C" in any of those courses.~~
- ~~Students must have a grade of "C" or better in all courses in DEG 01, DEG 02, and DEG 03.~~

Hours to Degree

124 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Didactic Program in Dietetics. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

- Earn a minimum grade of B in NFS 362, and
- Earn a minimum grade of C in all courses and maintain a minimum GPA of 2.5 within the Program Curriculum (DEG 01 and DEG 02), and
- Earn a minimum GPA of 2.5 on all required science courses (DEG 02) prior to enrolling in NFS 410, and
- Program Curriculum courses (DEG 01 and DEG 02) may not be repeated more than once.
- ~~Students who do not meet minimum requirements.~~

Student ID: _____ Student Name: _____ Adviser Name: _____	Bulletin: 2015-2016 Undergraduate Bulletin Program: Nutrition and Dietetics (Nutrition and Food Systems Management), B.S. Degree Requirements Minimum Credits Required: _____
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Nutrition and Dietetics (Nutrition and Food Systems Management), B.S. Degree Requirements

Degree Plan (NTRDFSMBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)
 Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I ◊AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory ◊	1 hr.
BSC 111 - Principles of Biological Science II ◊AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory ◊	1 hr.
BSC 250 - Human Anatomy and Physiology I *AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II *AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.

GHY 104L - Weather and Climate Laboratory	1 hr.
GHY 105 - Landforms, Hydrology and Biogeography AND GHY 105L - Landforms, Hydrology and Biogeography Laboratory	3 hrs. 1 hr.
GLY 101 - Physical Geology AND GLY 101L - Physical Geology Laboratory	3 hrs. 1 hr.
GLY 103 - Historical Geology AND GLY 103L - Historical Geology Laboratory	3 hrs. 1 hr.
MAR 151 - Introduction to Ocean Science AND MAR 151L - Introduction to Ocean Science Laboratory	3 hrs. 1 hr.
PHY 103 - Introductory Physics AND PHY 103L - Introductory Physics Laboratory	3 hrs. 1 hr.
PHY 111 - General Physics I AND PHY 111L - General Physics I Laboratory	3 hrs. 1 hr.
PHY 112 - General Physics II AND PHY 112L - General Physics II Laboratory	3 hrs. 1 hr.
PHY 201 - General Physics I with Calculus AND PHY 201L - General Physics I with Calculus Laboratory	4 hrs. 1 hr.
PHY 202 - General Physics II with Calculus AND PHY 202L - General Physics II with Calculus Laboratory	4 hrs. 1 hr.
PSC 190 - Living in a Material World AND PSC 190L - Lab for Living in a Material World	3 hrs. 1 hr.
Mathematics Requirement (3 hours)	
Select 1 course:	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra *	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.

DAN 130 - Dance Appreciation	3 hrs.
MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity *	3 hrs.
COH 100 - Concepts of Wellness *	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology *	3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

Course Name	Hours
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

Course Name	Hours
NFS 463 - Community Nutrition (WI)	3 hrs.
<i>ENG 101 & ENG 102 prerequisites</i>	

GEC 08. Speaking Intensive Requirement (Major Area)

Course Name	Hours
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory (SI)	1 hr.

GEC 09. Capstone Requirement (Major Area)

Course Name	Hours
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum

DEG 01. Major Area of Study Requirements (44 hours)

Course Name	Hours
NFS 272 - Principles of Food Preparation	2 hrs.
NFS 272L - Principles of Food Preparation Laboratory	1 hr.
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory (SI)	1 hr.

NFS 362 - Nutrition	3 hrs.
NFS 365 - Dietetic Professions: Practice and Research	2 hrs.
NFS 385 - Medical Nutrition Therapy I	3 hrs.
NFS 420 - Lifecycle Nutrition	3 hrs.
NFS 420L - Lifecycle Nutrition Lab	1 hr.
NFS 430 - Experimental Foods	3 hrs.
NFS 430L - Experimental Foods Lab	1 hr.
NFS 445 - Financial Management in Nutrition and Food Systems	3 hrs.
NFS 455 - Nutrition and Weight Control	3 hrs.
NFS 463 - Community Nutrition (WI)	3 hrs.
NFS 465 - Seminar	1 hr.
NFS 475 - Food Production Management	3 hrs.
NFS 476 - Food Production Management II	1 hr.
NFS 476L - Food Production Management II Laboratory	2 hrs.
NFS 477 - Administrative Dietetics	1 hr.
NFS 477L - Administrative Dietetics Laboratory	2 hrs.
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.

DEG 02. Additional Requirements (44 hours)

Course Name	Hours
ACC 200 - Introduction to Financial Accounting	3 hrs.
BSC 250 - Human Anatomy and Physiology I *	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II *	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
BSC 381 - Microorganisms in Health and Disease	3 hrs.
CHE 110 - Fundamentals of General, Organic and Biochemistry	3 hrs.
CHE 110L - Fundamentals of General, Organic and Biochem Lab	1 hr.
COH 100 - Concepts of Wellness *	3 hrs.
ECO 101 - Basic Economics	3 hrs.
MAT 101 - College Algebra	3 hrs.
MGT 300 - Management for Organizations	3 hrs.
MGT 325 - Operations Management	3 hrs.
MLS 201 - Medical Terminology	2 hr.
PSY 110 - General Psychology *	3 hrs.

Select 1 course:

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity *or	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology *	3 hrs.

Select 1 course:

Course Name	Hours
DPH 440 - Introduction to Biostatistics or	3 hrs.
PSY 360 - Introduction to Statistics for the Behavioral Sciences	3 hrs.

Select 3 courses from the following:

Course Name	Hours
ACC 200 - Introduction to Financial Accounting	3 hrs.
MGT 364 - Human Resource Management	3 hrs.
MGT 375 - Introduction to Entrepreneurship	3 hrs.

MGT 472 - Advanced Human Resource Management	3 hrs.
MGT 480 - Leadership	3 hrs.
NFS 425 - Child Nutrition	3 hrs.
NFS 473 - Child Nutrition Program Management	3 hrs.
NFS 490 - Current Topics in Child Nutrition Programs	3 hrs.

DEG 03. Electives

Choose electives as needed with adviser's approval.

Note:

Students majoring in Nutrition and Dietetics (Nutrition and Food Systems Management) emphasis must meet the following criteria:

- ~~Students must have completed NFS 362 with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.~~
- ~~Students must have a degree GPA of 2.5 or higher to enroll each semester.~~
- ~~Students must have a grade of "C" or better in all courses in DEG 01, DEG 02 and DEG 03.~~
- Students who complete NFS 425, NFS 473 & NFS 490 as part of DEG 02.15 are eligible to receive an undergraduate certificate in Child Nutrition Program Management.

Hours to Degree

121 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Nutrition and Food Systems Management. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

- Earn a minimum ~~of~~ grade of B in NFS 362, and
- Earn a minimum grade of C in all courses and maintain a minimum GPA of 2.5 within the Program Curriculum (DEG 01 and DEG 02).

~~Students who do not meet minimum requirements~~

Student ID: _____ Student Name: _____ Adviser Name: _____	Bulletin: 2015-2016 Undergraduate Bulletin Program: Nutrition and Dietetics (Nutrition Science), B.S. Degree Requirements Minimum Credits Required: _____
--	--

Nutrition and Dietetics (Nutrition Science), B.S. Degree Requirements

Degree Plan (NTRDNSBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I *◊AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory *◊	1 hr.
BSC 111 - Principles of Biological Science II *◊AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory *◊	1 hr.
BSC 250 - Human Anatomy and Physiology I * AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II * AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I *AND	3 hrs.
CHE 106L - General Chemistry I Laboratory *	1 hr.
CHE 107 - General Chemistry II *AND	3 hrs.
CHE 107L - General Chemistry II Laboratory *	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.

GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.
GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology AND	3 hrs.
GLY 101L - Physical Geology Laboratory	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World AND	3 hrs.
PSC 190L - Lab for Living in a Material World	1 hr.
Mathematics Requirement (3 hours)	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra	3 hrs.
Higher-level MAT course*	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.
MUS 165 - The Enjoyment of Music	3 hrs.

THE 100 - Theatrical Expressions	3 hrs.
GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
COH 100 - Concepts of Wellness *	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.
GEC 06. Computer Competency Requirement (Major Area)	
Course Name	Hours
CSC 100 - Introduction to Computing	3 hrs.
IT 201 - Introduction to Educational Technology	3 hrs.
LIS 201 - Introduction to Information Literacy	3 hrs.
GEC 07. Writing-Intensive Requirement (Major Area)	
Course Name	Hours
NFS 463 - Community Nutrition (WI)	3 hrs.
<i>ENG 101 & ENG 102 prerequisites</i>	
GEC 08. Speaking Intensive Requirement (Major Area)	
Course Name	Hours
NFS 330 - Communication Techniques in Nutrition (SI)	2 hrs.
GEC 09. Capstone Requirement (Major Area)	
Course Name	Hours
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	
Note:	
*This course satisfies both the GEC requirement and a program requirement for this major.	
**This particular GEC course is recommended by this major.	
***This course does not satisfy prerequisites for any other math course.	
◇ GEC restrictions apply; see here.	
GEC 06 - GEC 09 courses are specific to this major.	
For full description of the GEC, see here.	
Program Curriculum	
DEG 01. Major Area of Study Requirements (35 hours)	
Course Name	Hours
NFS 272 - Principles of Food Preparation AND	2 hrs.
NFS 272L - Principles of Food Preparation Laboratory	1 hr.
NFS 330 - Communication Techniques in Nutrition (SI) AND	2 hrs.
NFS 330L - Communication Techniques in Nutrition Laboratory (SI)	1 hr.

NFS 362 - Nutrition	3 hrs.
NFS 365 - Dietetic Professions: Practice and Research	2 hrs.
NFS 385 - Medical Nutrition Therapy I	3 hrs.
NFS 410 - Macronutrient Metabolism	3 hrs.
NFS 411 - Micronutrient Metabolism	3 hrs.
NFS 420 - Lifecycle Nutrition AND	3 hrs.
NFS 420L - Lifecycle Nutrition Lab	1 hr.
NFS 430 - Experimental Foods AND	3 hrs.
NFS 430L - Experimental Foods Lab	1 hr.
NFS 463 - Community Nutrition (WI)	3 hrs.
NFS 465 - Seminar	1 hr.
NFS 480 - Current Issues in Nutrition and Food Systems (Capstone)	3 hrs.

DEG 02. Additional Requirements (57-63 hours)

Course Name	Hours
BSC 110 - Principles of Biological Science I AND *	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory *	1 hr.
BSC 111 - Principles of Biological Science II AND *	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory *	1 hr.
BSC 250 - Human Anatomy and Physiology I *AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory *	1 hr.
BSC 251 - Human Anatomy and Physiology II *AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory *	1 hr.
BSC 381 - Microorganisms in Health and Disease AND	3 hrs.
BSC 381L - Microorganisms in Health and Disease Lab	1 hr.
CHE 106 - General Chemistry I AND *	3 hrs.
CHE 106L - General Chemistry I Laboratory *	1 hr.
CHE 107 - General Chemistry II AND *	3 hrs.
CHE 107L - General Chemistry II Laboratory *	1 hr.
CHE 255 - Organic Chemistry I AND	3 hrs.
CHE 255L - Organic Chemistry I Laboratory	1 hr.
CHE 256 - Organic Chemistry II AND	3 hrs.
CHE 256L - Organic Chemistry II Laboratory	1 hr.
CHE 420 - Principles of Biochemistry AND	3 hrs.
CHE 420L - Principles of Biochemistry Laboratory	1 hr.
COH 100 - Concepts of Wellness *	3 hrs.
DPH 440 - Introduction to Biostatistics	3 hrs.
MAT 167 - Calculus I with Analytic Geometry ◆*	3 hrs.
MLS 201 - Medical Terminology	2 hr.

Select no less than 12 hours from the following:

Course Name	Hours
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
BSC 360 - Cell Biology	3 hrs.
BSC 476 - Molecular Biology	3 hrs.
NFS 475 - Food Production Management	3 hrs.
NFS 485 - Medical Nutrition Therapy II AND	2 hrs.
NFS 485L - Medical Nutrition Therapy II Laboratory	1 hr.
NFS 486 - Medical Nutrition Therapy III AND	2 hrs.
NFS 486L - Medical Nutrition Therapy III Laboratory	1 hr.

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 or MAT 128 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 or MAT 128 must be completed.

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- Students must have completed NFS 362 with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.
- Students must have a GPA of 2.5 or higher on required science courses (CHE 106/CHE 106L, CHE 107/CHE 107L, CHE 255/CHE 255L, CHE 256/CHE 256L, CHE 420/CHE 420L, BSC 250/BSC 250L, BSC 251/BSC 251L, BSC 110/BSC 110L, BSC 111/BSC 111L, and BSC 381) to enroll in NFS 410 with no grade lower than a "C" in any of those courses.
- Students must have a grade of "C" or better in all courses in DEG 01, DEG 02 and DEG 03.

Hours to Degree

122 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Nutrition Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

- Earn a minimum grade of B in NFS 362, and
- Earn a minimum grade of C in all courses and maintain a minimum GPA of 2.5 within the Program Curriculum (DEG 01 and DEG 02), and
- Earn a minimum GPA of 2.5 on all required science courses (DEG 02) ~~and~~ prior to enrolling in NFS 410, and
- Program Curriculum courses (DEG 01 and DEG 02) may not be repeated more than once.
- ~~Students who do not meet minimum requirements~~

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

20154-20165

GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

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MEETING DATES

The Academic Council meets at 3:00 p.m. on the scheduled Monday of each month during the academic year except holidays. The Graduate Council will meet at 3:00 p.m. on the third Monday of each month during the academic year except for holidays. The location of the meetings will be announced at the beginning of each academic year.

[Graduate Council Calendar](#)

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PROPOSAL DEADLINES

See the [Academic Council Calendar](#) and the [Graduate Council Calendar](#) for the dates proposals are due from colleges in advance of a specific council meeting.

A. COURSE PROPOSALS

The effective date of course proposals submitted to the Academic or Graduate Council shall occur **before students have had a chance to register** for the semester during which the course is to be offered.

Example:

1. Course proposals to be offered the following summer or fall semester should be approved by the Academic or Graduate Council by the end of February.
2. Courses scheduled for the spring semester should be approved by the Academic or Graduate Council by the end of September.

B. DEGREE PLAN/PLAN OF STUDY AND CERTIFICATE PROPOSALS

These proposals include Degree Plan/Plan of Study modifications, changes to admissions requirements, and course description modifications (including pre-requisites).

For changes to be reflected in the next year's **Undergraduate Bulletin**, a proposal must be approved prior to or during the **February** meeting.

For changes to be reflected in the next year's **Graduate Bulletin**, a proposal must be approved prior to or during the **April** meeting.

C. NEW DEGREE PROGRAMS, REORGANIZATIONS OF EXISTING PROGRAMS, & DEGREE PROGRAM NAME CHANGE PROPOSALS

The submission of proposals requiring IHL approval must adhere to the [IHL calendar](#). Contact the Office of the Provost for more information.

DEFINITIONS

Course Inactivation: Course is removed from bulletin and SOAR but may be reinstated in the future.

Course Deletion: Course is removed from bulletin and SOAR and is never reinstated. The course number is never used again.

Program Suspension of Admission: Suspension of Admission is a temporary circumstance. Suspension of Admission includes temporary removing the offering at a teaching location or removing a mode of delivery. The Suspension of Admission to an emphasis area, certificate, or minor is an information-only item for the Councils.

Program Deletion or Inactivation: Deletion or Inactivation includes permanently removing an offering, removing the offering at a teaching location, or removing a mode of delivery. A program is first inactivated and then deleted when all enrolled students have completed the program. Program Inactivation requires a teach-out plan.

Permanently removing a degree program requires IHL approval. SACSCOC notification or approval may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

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WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	X	X	#		
Course Modifications						
CIP Code	X	X	X	#		
Course Description****	X	X	X	#		
Course Title	X	X	X	#		
Credit Hours	X	X	X	#		
Grading Method	X	X	X	#		
General Education Curriculum Course Modifications	X	X	X	#		
Method of Instruction	X	X	X	#		
Title Abbreviation	X	X	X	#		
Addition, Deletion, Inactivation, Modification, Relocation, or Expansion of an Academic Minor or Emphasis Area [SACSCOC notification or approval may be necessary]	X	X	X	X		
Modification, Relocation, or Expansion of a Certificate	X	X	X	X		
Addition, Deletion, or Inactivation of a Certificate [SACSCOC notification or approval may be necessary]	X	X	X	X		X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions as needed)	X	X	X	X		
Offering an existing degree program by distance learning	X	X	X	X	X	X**
Changing the CIP code of an existing degree program	X	X	X	X		X**
New degree program [SACSCOC notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing degree program (renaming, consolidation, suspension, inactivation, deletion, relocation, or expansion) [SACSCOC notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing academic units (renaming, reorganization, deletion)	X	X	X	X	X	X***
<u>Offering a program or courses at any location beyond those listed here: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler, Stennis Space Center. [SACSCOC notification or approval may be necessary]</u>	X	X	X	X		
<u>Establishing a Collaborative, Dual, Joint, or Articulation Agreement/Partnership with an outside Institution [SACSCOC notification or approval may be necessary]</u>	X	X	X	X		
New Academic Unit (for information and response)	X	X	X	X	X	X***

DC/CC=department and college councils; REG=Registrar; AC/GC=Academic and/or Graduate Council; PROV=Provost; PRES=President; IHL= Institutions of Higher Learning

* The Professional Education Council must also approve proposals involving the university's professional education unit.

** IHL notification required. All IHL proposals require submission of an IHL form.

*** IHL approval required. All IHL proposals require submission of an IHL form.

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**** Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.

Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the Course Description section of the “Modify a Course” form.

Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

The Provost receives a report on all actions taken by the Academic and Graduate Councils. ([Link to See Faculty Handbook](#) – See Section 2.11.5 and Section 2.11.6) [Return to Table of Contents](#)

Field Code Changed

GENERAL SUGGESTIONS FOR PREPARING PROPOSALS

1. Proposals affecting the undergraduate curriculum are sent to the Academic Council. Graduate course proposals are sent to the Graduate Council.
2. Identify appropriate Checklist for Proposal (See [Table of Contents](#))
3. Departments should take care to check all proposals carefully for completeness and accuracy because even a minor error can delay council action on a proposal. For assistance in preparing proposals to Academic Council, contact the [AC chair](#), and for proposals to Graduate Council, contact the Graduate School at 601-266-4369.
4. Be sure to indicate (i.e., check either “yes” or “no”) whether an undergraduate proposal is part of the **General Education Curriculum (GEC)**; the GEC includes writing intensive, speaking intensive, computer competency, and capstone courses. More information of GEC-related proposals is available [below](#).
5. The Academic Council and/or Graduate Council must approve new degree, program, emphasis area, certificates, and prefix proposals. Supporting documentation must include a rationale, a degree plan/plan of study, an assessment plan, and a statement from the University Librarian related to library/personnel requirements. IHL Board approval is required for new degrees and new degree programs.
6. Proposals requiring approval by the IHL Board and/or SACSCOC will need more time to clear the system. (See [IHL calendar](#) and USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>). Once the proposal is approved by IHL, the department should work with the Office of the Provost to ensure all appropriate entities are notified of the implementation date.
 - a. Addition or Deletion of a Certificate (notification only)
 - b. Offering an Existing Degree Program by Distance Learning (notification only)
 - c. Changing the CIP Code of an Existing Degree Plan/Plan of Study (notification only)
 - d. Addition of a New Degree Program
 - e. Modification to Existing Degree Program
 - f. Modifications to Existing Academic Units

g. Addition of New Academic Unit

7. Transmittal of Proposals to the Councils

Department → College → Dean → [PEC] → Academic/Graduate Council → Provost → President → IHL

(See [Who Approves What Chart](#))

The **Professional Education Council (PEC)** must approve all proposals related to teacher education courses and programs *before* Academic Council or Graduate Council review.

8. All proposals are to be submitted in hard copy and in electronic format to the appropriate Council Chair by the deadline. College deans must attach and sign one single memorandum summarizing and approving their college council's action and are required to submit the signed proposal checklist for each proposal submitted verifying it meets the standards outlined in the Guidelines for Proposals. A [template for the cover memorandum](#) is available. A dean's signature attests that the proposals have gone through the appropriate departmental and college approval processes and are completed correctly. When submitting electronic materials, please submit each proposal as a separate file saved using a title which corresponds to that proposal as it appears on the memorandum (e.g., Add PSY 123: Proposal Development). Whenever possible, electronic proposal documents should be organized by file folders (e.g., one folder for each proposal which includes the memo, course/ program proposal forms, additional attachments, syllabi. The Academic and Graduate Councils **strongly** recommend that a spokesperson of the department be present at the council meeting when a department's proposals are being considered.

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INSTRUCTIONS FOR USING THE COURSE PROPOSAL FORMS

The new [Course Proposal Forms](#) have features extended to Adobe Reader. These features allow Adobe Professional or Adobe Reader to be used to edit and save these forms. To use with either program, simply open the file, complete all sections and click 'save.' All changes to the document will remain when it is re-opened. (Click [here](#) to download latest version of Adobe Reader.)

INSTRUCTIONS FOR EACH COURSE FORM FIELD

To: Choose either the Academic Council or the Graduate Council.

- For 400/500 level courses, use two separate forms, one for the undergraduate number (Academic Council) and another for the graduate (Graduate Council).

Through: Choose the name of the college curricular council or committee that approved the proposal.

From: Choose the appropriate unit type and specify the department from which the proposal originated.

Effective Date: The semester the proposal is to take effect.

- The summer semester is considered to be at the end of the academic year (e.g., "Summer 2010-2011" meets June through August 2011).
- Departments cannot modify, [inactivate](#), -or delete a course for an upcoming semester for which registration has already begun.

Semester Credit Hours: Semester credit hours are based on contact hours.

- One credit hour = 12.5 hours (750 minutes) in the classroom
- Three credit hour = 37.5 hours (2,250 minutes) of face-to-face contact with the student, which may include exam time.

- Laboratory contact minutes are at least twice those of lecture courses per credit hour.
- Activity Course contact minutes are at least twice those of lecture courses per credit hour.
- A one-semester hour of lab is at least 25 hours in most departments.
- In the rationale section, address how the credit hour weighting for the course meets the [U.S. Department of Education definition of a Credit Hour](#). See [USM Credit Hour Policy](#).
 - Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

Course Prefix: Council(s) must first approve any new prefix. A rationale must be included in the comments section of the form to explain the need for the new prefix.

Grading Method: Select the appropriate grading method.

- 1= grades A through F (the usual method)
- 2= pass/fail
- 3= grades A through F or pass/fail

Graduate courses use the +/- grading system. Please note the usual restrictions on pass/fail courses, especially for graduate credit. (See the [Undergraduate Bulletin](#) or [Graduate Bulletin](#))

CIP Code: This code refers to the proper section and item of the [Classification of Instructional Programs \(CIP\) manual](#), published by the National Center for Educational Statistics.

Bulletin Description: The description of the course must take up no more than 264 spaces and include all prerequisites or co-requisites.

- Pre-/co-requisites should be listed first
- Every course proposal should include the current Bulletin description, whether it is being modified or not.

Abbreviated Title:

- The course title must be limited strictly to 19 spaces.
- Do not use periods in the abbreviations.
- Since the abbreviated title is the only one given in the Class Schedule Guide and on transcripts, it must be understandable to students and the public. [The Councils reserve the right to request understandable course abbreviations.](#)
- If course title is to be modified, be sure to change the abbreviated title also.

General Education Curriculum: All forms contain a line asking if the proposal affects the GEC (pertinent to undergraduate courses only). See [GEC section of the guidelines](#) for more information.

Consent required? Indicate whether students need to obtain departmental or instructor permission to register for this course.

May Students Enroll in More Than One Section within a Single Semester? Some courses, like those numbered 492 or 692, may have different sections represent distinct courses. If students can potentially enroll in more than one section of the course in a given semester, indicate "Yes."

Recommended Section Size: Please indicate preferred section size.

Can This Course be repeated: A repeatable course can be taken more than once for credit.

- A variable topic course is one example where a course can be taken repeatedly as topics vary.
- Enter a number to limit the number of times the course can be repeated or enter a "U" if the course can be taken unlimited times.

IHL Method/Mode of Instruction Code: Designate one or more codes that describe the method of instruction for the course from the [Instruction Mode Code Definitions](#). **Important:** Selecting the most appropriate code affects how the course is presented to students in SOAR and the representation of course student credit hour weighting for reporting purposes.

- Example: A new lecture course that will be offered both on campus and as an online course needs to be coded both **CF** and **CO**.

Rationale: In this section, please include your justification to add, modify, [inactivate](#), or delete a course based upon assessment results.

- The justification must include more than a statement such as, “We studied the data and made this decision.”
- Please include numbers, statistics, and/or detail when describing the assessment results justifying course inactivation, addition or modification.
- Include a teach-out plan if inactivating courses required in active degree plans. Assessment results can include but are not limited to information generated from the following sources:
 - Program-level Assessment Reports
 - GEC Assessment Reports
 - Interviews with students, staff, and faculty about meeting a particular need
 - Curriculum committee decisions based upon overall program assessment
 - Documented poor course/program performance
 - Alumni or employer surveys stating that another course or course modification would be beneficial for the program
 - Documented inquiries (e.g. email, phone, office visit) into whether a particular course or program exists in another department
- A discussion of how the proposed changes meet the need indicated by assessment results would help council members determine the rationale for the proposed change.
- Include other information as needed, such as the rationale for a student credit hour weighting.

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NEW COURSE PROPOSALS

Proposals to add a course require additional documentation; **a draft syllabus is required**. If this course is to be required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. The second page of the [Add a Course form](#) includes text fields for the following:

1. A brief statement of the course objectives.
2. The nature of the intended student audience (e.g. major-only course, elective course, required course). Please provide justification for course level and include any prerequisites and/or level of preparation required for the course.
3. Titles and publication dates of suggested texts or required reading materials.
4. A list of the major topics and assignments.
5. Methods of testing or evaluation, including the manner of grade determination (e.g., weights attached to specific graded components).
6. If the instructional format differs from the traditional meeting schedule, please include in the rationale a statement on how this course will meet the required contact minutes. (Non-traditional format includes

but is not limited to Mini Sessions, Executive Format, and Study Abroad). Provide a rationale for number of credit hours indicated on the course form based on U.S. Department of Education definition of a Credit Hour. Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

7. Graduate courses are to provide additional information related to research and literature. New course forms include the following question: If a graduate course, does this course provide an overview of the literature (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2) AND does this course include a research component (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2). Please see [SACSCOC Comprehensive Standard 3.6.2](#) for reference.
8. The responses to the items above must include narrative information on the course (such information can be copied from the accompanying syllabus.)

Note: For Graduate Council consideration, a 500-level course for which a co-listed 400-level course is available, the proposal must also include a copy of the 400-level syllabus.

Note: Curriculum should reflect differences in rigor across degree programs within the same major.

If the instructional format is to be an online format, please complete the [Online Course Approval Information form](#).

Proposals for new courses that require special facilities or additional faculty (or that have other special requirements, such as restricted enrollment, off-campus components, or special laboratory needs) must address each of these issues in enough detail to allow council members to make an informed decision.

Any course overlap must be justified, and evidence of cooperation between the departments, schools, or colleges in which the overlap occurs must be provided.

Academic Council New Course Intercollegiate Requirement

The Academic Council Intercollegiate Committee ensures that new courses being proposed do not duplicate existing courses, and that adequate communication occurs between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing enrollment and decreasing enrollment). To that end, the following are required for proposed course additions presented to AC if any duplicate or similar courses already exist:

- For any course change that affects another college, the chairs/directors and deans of the affected program must be notified of the proposal before the proposal is discussed in AC. A substantive, definitive response from the chairs/directors and/or deans of the programs to the AC chair and the chair of the Academic Council Intercollegiate Committee is required, stating whether the proposed change will have a significant negative effect. Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposed course is being discussed if they have concerns about course duplication. Their presence will allow time and opportunity for discussion and planning before proposed courses are approved by the AC.
- The proposer of courses similar to an existing course shall provide:
 1. Clear and substantive reasons why the proposed course is needed
 2. A rationale differentiating the proposed course from existing similar courses

3. Response from the chairs/directors and deans (typically an email exchange)

COURSE INACTIVATION OR DELETION PROPOSALS

Proposals to delete or inactivate a course require the submission of a Course Deletion or Inactivation form. Note if this course is required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

COURSE MODIFICATION PROPOSALS

Proposals to modify a course require the submission of a Course Modification form. If the modification affects any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

1. COURSE DESCRIPTIONS

Changes in course descriptions for existing courses in the *Bulletin* must be brought before the Academic Council and/or Graduate Council.

Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the appropriate section of the Modify a Course form.

Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.

Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. The Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

2. COURSE NUMBER CHANGES

Before submitting a course number change proposal, programs should first contact the Registrar's Office to receive a list of available course numbers. Inactive courses are not listed in the bulletin, but the numbers are not available for new courses.

3. COURSE PREFIX CHANGES

When changing a course prefix, a memorandum must be attached to explain the need for the new prefix. The appropriate council must first approve new prefixes. If prefix changes are occurring on a large scale (i.e., departmental name change), attach a list of all courses.

4. METHOD/MODE OF INSTRUCTION MODIFICATION

Use the Modify a Course form to modify or add a Method/Mode of Instruction Code (MIC) for a course.

Note: Online delivery of existing courses must be approved by the Councils. To request the option that an

established course have online sections, a department must indicate the appropriate MIC code and use the [Online Course Information Approval form](#).

5. CREDIT HOUR CHANGES

When changing the credit hour weight for a course, provide a rationale for the change based on [U.S. Department of Education definition of a Credit Hour](#). Include both in-class time and out-of-class activities/study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

6. ADDITIONAL COURSE MODIFICATIONS

Additional Course Modifications include changes to CIP Code, Course Title, and Grading Method.

GENERAL EDUCATION CURRICULUM PROPOSALS (UNDERGRADUATE COURSES ONLY)

All requests for changes in the General Education Curriculum (GEC), including computer competency, writing intensive, speaking intensive, and capstone, should be addressed to the membership of the Academic Council after the college curriculum committee, the dean, and if necessary, the PEC, approve the proposals. The council chair will refer these items to the General Education Committee for review before their presentation to the full Council.

Departments should review both the rationale and the structure of the GEC ([GEC narrative](#) and [GEC Handbook](#)) before submitting a GEC course proposal.

GEC 01-05 GUIDELINES

The General Education Curriculum (GEC) of The University of Southern Mississippi is the result of a major revision that came after an intensive three-year study by the faculty. The General Education Curriculum was adopted in spring 2002 and went into effect fall 2003. The curriculum is designed to equip graduates with a broad range of knowledge and skills. Thus, while the degree program provides students depth in a given discipline, the general education curriculum should provide students with breadth among many disciplines. Another important component of the courses that comprise GEC 01-05 is that of a common experience. All students take ENG 101 and 102 (the first- year composition sequence), ENG 203 (World Literature), and HIS 101 or 102 (World Civilization) and choose from a focused list of options in science and mathematics, humanities, [aesthetics](#), and social and behavioral sciences. In addition, courses in GEC 01-05 do not narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession. In submitting a proposal for a course within GEC 01-05, proposers should be mindful of this philosophy.

In addition to philosophical considerations, assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category) should be included in the proposal. The proposer should contact the [Chair of the General Education Curriculum Assessment Committee](#) to review the most recent Periodic Assessment Review of the category.

The GEC committee accepts submission for new courses into GEC 01-05 on a rotating schedule. New course proposals are accepted in the fall semester following completion of the periodic assessment review of the category.

GEC SCHEDULE OF ACCEPTANCE OF PROPOSALS

GEC Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
GEC 01 – Written Communication	X			X		
GEC 02 - Natural Science and Mathematics		X			X	
GEC 03 - Humanities			X			X
GEC 04 - Aesthetic Values	X			X		
GEC 05 - Social and Behavioral Sciences		X			X	

All proposals to add a course to GEC 01-05 should include a memo which states:

- a. The proposed GEC 01-05 Category
- b. A brief rationale for including this course in the GEC category

- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes
- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent Mississippi Junior College/Community College course for articulation agreements

New Courses

A department wishing to submit a new course for the GEC must complete the New Course Proposal Form and submit a memorandum and supporting documentation that addresses a-f above.

Existing Courses

A department wishing to add a course already in existence to the GEC should submit a memorandum and supporting documentation that addresses a-f above.

GEC 06-09 GUIDELINES

The University of Southern Mississippi employs a vertical, integrated general education model, in that the general education curriculum extends into upper-division courses and into a student's degree program. Specifically, students complete courses designated by their degree programs in the areas of computer competency (GEC 06), writing-intensive (GEC 07), speaking-intensive (GEC 08), and capstone (GEC 09). Proposers should include findings from the last periodic assessment review and/or the last annual review of the category in their proposal.

The GEC committee annually accepts new course submission into GEC 06-09. (See Proposal Deadlines.)

All proposals to add a course to GEC 06-09 should include a memo which states:

- a. The proposed GEC 06-09 category
- b. A brief rationale for including this course in the GEC category
- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Annual or Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes

- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent [Mississippi Junior College/Community College course](#) for articulation agreements
- g. If this course is to replace an existing GEC 06-09 course, the teach-out plan for students following previous and current bulletins

New Courses

A department wishing to submit a new course for GEC 06-09 should complete the [Add a Course form](#) and submit a memorandum and supporting documentation that addresses a-g above.

Existing Courses

A department wishing to add to GEC 06-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-g above.

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PROPOSALS FOR DEGREE PROGRAMS, EMPHASIS AREAS, CERTIFICATES, AND MINORS

The addition, deletion, suspension, and modification of degree programs, emphasis areas, certificates, and minors should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action. Any addition, deletion, suspension, or modification of a Teacher Education Program must be approved by the [Professional Educational Council \(PEC\)](#) prior to submission to Academic Council or Graduate Council. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

New Degree Programs

The approval process for developing new programs requires three steps:

1. Contact the Office of the Provost for the "IHL Intent to Offer a New Degree Program Form."
2. After receiving Provost and IHL approval to offer a new degree program, then supporting documentation listed below should be submitted to Academic or Graduate Council, and Professional Education Council, if required.
3. After receiving Council approvals, the proposal is sent to the Provost and President to be submitted to IHL for final approval.

Supporting documentation for new degree programs must include:

1. A copy of the [IHL New Degree Program Proposal form](#). (Note the emphasis name should not be included as part of the program name on any IHL form.)
2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree
3. The effective date (e.g., "Fall Semester 20xx+4-20xx+5"). (See Proposal Deadlines)
4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.
5. A data-informed rationale for the new degree program to include an evaluation of the program demand
6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
7. The Degree Plan/Plan of Study (Please use the [Degree Plan Template](#) for undergraduate courses and the [Plan of Study Template](#) for graduate courses.)
8. A copy of the [IR Programs, Emphasis Areas, Minors, or Certificates Processing Form](#)
9. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
11. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, ~~Gulf Coast Student Service Center~~, Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
12. If the new degree program includes online delivery of 50% or more of the courses, submit the [Online Program Proposal form](#). Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

Field Code Changed

13. If the new degree program includes online delivery of 50% or more of the courses, the IHL form [Declaration of Intent to Offer an Existing Degree Program by Distance Learning](#) must also accompany the proposal.

New Emphasis Areas, Certificates, or Minors

New emphasis areas, certificates, or minors do not require IHL approval, but do require approval of the Councils. Supporting documentation includes:

1. The official name of the program with no abbreviations. Please note the naming convention: Program (Emphasis) Degree
2. The effective date (e.g., "Fall Semester 2014-2015"). (See [Proposal Deadlines](#))
3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu)
4. A data-informed rationale for the new program to include an evaluation of the program demand
5. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
6. The Degree Plan/Plan of Study (See links to [Degree Plan Template](#) for undergraduate plans; the [Plan of Study Template](#) for Graduate plans; the [Certificate Template](#); and the [Minor Template](#))
7. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
8. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
9. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships

Suspending Admission, Inactivating or Deleting Degree Programs, Emphasis Areas, Certificates, or Minors

Suspension of admission to a program includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission does not require Council approval, but should be submitted for inclusion on the council minutes following approval at the college level.

Deletion or Inactivation includes permanently removing an offering; removing the offering at a teaching location; or removing a mode of delivery. Permanently removing an offering requires IHL approval. SACSCOC notification may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation should include:

1. The official program name. (See [IR Active Program Inventory](#))
2. The teaching site(s) where the program is currently offered.

3. For suspending admission, the date admission to the emphasis area will be suspended and an estimate of the date admission will resume.
4. For inactivating or deleting a degree program, a copy of the materials to be submitted to IHL. (Link to [IHL Delete/Suspend Program form](#). The departments should also contact the Office of the Provost.)
5. A rationale including use of assessment results.
6. A teach-out plan to include the time-frame, the process for notifying students and faculty, for providing courses to allow current students to complete their degrees, and advising students as to their options.
7. [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)

Modification of Degree Programs, Emphasis Areas, Certificates, or Minors

RELOCATION/EXPANSION OF AN EXISTING PROGRAM

Examples of relocating or expanding an existing program include expanding a program to include both campuses; moving a Gulf Coast-only program to the Hattiesburg campus or a Hattiesburg-only program to the Gulf Park campus; and expanding a Gulf Park-only program to the Keesler teaching site.

Important Note: The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation for relocating/expanding an existing program includes:

1. the [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
2. A data-informed rationale for the new program to include an evaluation of the program demand and current assessment results
3. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
4. A discussion on proposed timing, frequency, and mode of curriculum offerings at the new site

OFFERING AN EXISTING PROGRAM BY DISTANCE LEARNING

If the modification of an existing program includes moving at least 50% of the program online, the [Online Program Proposal form](#) is submitted. Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

In addition to the forms required for the Academic and/or Graduate Councils, the IHL form [Declaration of Intent to Offer a Degree Program by Distance Learning](#) must also be prepared and accompany the proposal.

PROGRAM REQUIREMENTS AND PROGRESSION POLICY MODIFICATIONS

Modification of program requirements (including admission requirements) and progression policy require Council approval. These types of policies are typically found in the department's narrative section of the bulletin.

RENAMING OR CONSOLIDATING

Proposals to rename or consolidate degree programs require Council and IHL approval. Proposals to rename or consolidate emphasis areas, certificates, or minors require Council approval.

DEGREE PLAN/PLAN OF STUDY MODIFICATIONS

The Academic Council and/or Graduate Council must approve modifications to any Degree Plans/Plans of Study.

1. Supporting documentation must include:
 - a. A memo which states a rationale for the changes
 - b. The revised Degree Plan/Plan of Study (current Degree Plan/Plan of Study presented with red font markup edits clearly illustrating the proposed changes); include a confirmation of the total number of hours and indicate any changes in total degree hour requirements.
 - i. Undergraduate Degree Plans are found in the current online Undergraduate Bulletin on the Registrar's website. Click the "Print Friendly Page" icon at the top of the degree plan.
 - ii. Graduate Plans of Study are found on the Graduate School website.
 - c. Corresponding edits to the Undergraduate Semester Guide found in the Undergraduate Bulletin and the program's Articulation Plan found on the IE Info Center
 - d. Effective date (Undergraduate Degree Plan changes occur once a year to coincide with bulletin publication; normally, Graduate Plan of Study changes occur once a year to coincide with bulletin publication.) For changes to be reflected in the next year's Undergraduate Bulletin, a proposal must be approved prior to or during the February meeting. For changes to be reflected in the next year's Graduate Bulletin, a proposal must be approved prior to or during the April meeting.
2. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing/ decreasing enrollment). For any Degree Plan/Plan of Study change that affects another department or college:
 - a. The chairs/directors and deans of the affected program must be notified of the proposal (submit email or other correspondence)
 - b. A substantive, definitive response from the chairs/directors and/or deans of the program is required as supporting documentation, stating whether the proposed change will have a significant negative effect (submit email or other correspondence).

Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposal is being discussed.

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PROPOSALS FOR OFFERING A PROGRAM OR COURSES AT ANY LOCATION BEYOND THOSE LISTED HERE: HATTIESBURG, GULF PARK, GULF COAST RESEARCH LABORATORY, KEESLER, STENNIS SPACE CENTER.

SACSCOC defines a substantive change as “a significant modification or expansion of the nature and scope of an accredited institution.” The most common Substantive Changes at USM include:

- Initiating an off-campus (additional) site (site-based/classroom group instruction)
- Moving an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students.

[Link to USM Substantive Change Policy](#)

(Checklist to be developed)

ESTABLISHING A COLLABORATIVE, DUAL, JOINT, OR ARTICULATION AGREEMENT/PARTNERSHIP WITH AN OUTSIDE INSTITUTION

The national priority to sharply increase the percentage of Americans holding undergraduate degrees has resulted in a number of creative educational pathways to facilitate accomplishment of that goal. Examples of educational pathways include two-plus-two arrangements, dual admissions, consortia arrangements, degree completion arrangements, state-wide articulation arrangements, credit for work experience arrangements, diploma and certificate credits being converted into degree credits, and the like. Additionally, various “applied” undergraduate degrees are proliferating to meet the needs of career-minded students wishing to enter the work force directly after graduation. These educational pathways must be reviewed and approved by council to ensure quality and integrity and compliance with SACSCOC policy.

[Link to SACSCOC Policy: THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES](#)

(Checklist to be developed)

PROPOSALS FOR ACADEMIC UNITS

Modifications to units include renaming, reorganizing, deleting, and adding new degree-granting units. Council and IHL approval is required for renaming, reorganizing, and deleting degree-granting units. Proposals to add a new unit are presented to Councils for information and response; Provost, President and IHL approval are necessary. The addition, deletion, renaming, or consolidation of academic units should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action.

Academic Unit proposals should include:

- a. The official unit name
- b. A rationale to include use of assessment results and, if applicable, discussion between colleges and campuses/teaching sites
- c. The effective date (See Proposal Deadlines)
- d. The appropriate IHL form:
 - o [New Academic Unit Proposal](#)
 - o [Modifications to Existing Academic Unit Proposal \(Renaming\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Reorganization\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Deletion\)](#)

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AWARENESS

Advertising, Student Recruitment, and Representation of Accredited Status - All publications should represent the official degree names and approved offerings of the university. Official degree names and offerings are posted in the Active Program Inventory found on the Institutional Research webpage. Accredited programs must accurately portray their accreditation status. Programs are not accredited by SACSCOC.

Homemade Degree Plans and Articulation Agreements – department web sites should link to the official degree plan and semester guide in the bulletin and the official articulation plan. Homemade degree plans and articulation plans are not to be posted. Note the verbiage “2+2” is outdated and should not be used.

Major Revisions to Degree Plans – departments planning major revisions to degree plans should first contact the Council Chairs and Institutional Effectiveness if an undergraduate degree and the Dean of Graduate School if a graduate degree. Proposals for major revisions to undergraduate degrees should be submitted in the fall semester to allow for sufficient time for council evaluation.

COURSE MODIFICATION CHECKLIST: METHOD/MODE OF INSTRUCTION

1. Review [Guidelines for Proposals](#)
2. Complete the [Modify a Course form](#) to modify or add a Method/Mode of Instruction Code (MIC) for a course
3. To request the option that an established course have online sections, a department must:
 - a. Indicate the appropriate [Method of Instruction Code](#)
 - b. Fill out the [Online Course Information Approval form](#)
 - c. Give the number of program credit hours (for undergraduate programs, give the number of Major Area of Study (DEG 01) hours). Enter total credit hours here: _____
 - d. Give the number of program credit hours that can be completed by Distance Education (for undergraduate programs, give the number of Major Area of Study (DEG 01) hours). Enter the current number of hours on the degree plan that have been approved for online + the proposed number here: _____
 - e. Give the number of program credit hours that require a campus visit (for undergraduate programs, give the Major Area of Study (DEG 01) hours that require a campus visit). Enter total credit hours here: _____
4. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments
5. Check proposal carefully for completeness and accuracy
6. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

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Academic Council Minutes
The University of Southern Mississippi
November 2, 2015

The Academic Council met at 3:00 p.m. on November 2, 2015, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Mac Alford, Dr. Jon Beedle, Dr. Sam Bruton, Dr. Sabrina Bryant, Dr. Heath Grames, Dr. Rick Green, Ms. Claire Hamilton, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Dr. Tom Lansford, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Georgianna Martin, Dr. Kathleen Masters, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: No proxies.

The following non-voting members were present: Dr. William Powell, Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Diane Fisher for Dr. Ann Blackwell, Dr. Kathy Yadrick for Dr. Mike Forster, and Dr. Douglas Masterson for Dr. David Hayhurst and Ms. Courtney Day.

The following guests were present: Ms. Linda Bass, Ms. LeAnne Cadigan, Dr. Susan Hart, Dr. Angel Herring, Dr. Julie Howdeshell, Ms. Kathryn Lowery, Ms. Dawn Porter and Dr. Edward Sayre, Ms. Cindy Sheffield and Dr. Pat Sims.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda with the following amendments for approval:

- Update item 4.2.6.2.12 to include CHE 256L
- Update items 4.2.6.1.19 and 4.2.6.1.20 to remove “L” from the courses

Dr. Hayden moved and Dr. Alford seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the October 5, 2015 minutes for approval. Dr. Masters moved and Dr. Yowell seconded a motion to approve the October 5, 2015 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

No business.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of Anthropology and Sociology

Dr. Steedman presented the request to modify ANT 221. Dr. Alford moved and Dr. Masters seconded a motion to approve the modification of ANT 221. The motion passed.

Department of Political Science, International Development and International Affairs
Dr. Steedman presented the request to modify PS 492H. Dr. Bruton moved and Dr. Smith seconded a motion to approve the modification of PS 492H. The motion passed.

Dr. Steedman presented the request to modify ECO 440. The GEC Committee recommended Council approve the modification of ECO 440. The motion passed.

Dr. Steedman presented the request to modify ECO 444. The GEC Committee recommended Council approve the modification of ECO 444. The motion passed.

Dr. Steedman presented the request to add ECO 225. Dr. Masters moved and Dr. Smith seconded a motion to approve the addition of ECO 225. The motion passed.

Dr. Steedman presented the request to add ECO 446. Dr. Oshrin moved and Dr. Hayden seconded a motion to approve the addition of ECO 446. The motion passed.

Dr. Steedman presented the request to add ECO 491. Dr. Bruton moved and Dr. Smith seconded a motion to approve the addition of ECO 491. The motion passed.

Dr. Steedman presented the request to modify the Economics (Mathematics) B.A. degree plan. The GEC Committee recommended Council approve the modification of the Economics (Mathematics) B.A. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Economics (Social Science) B.A. degree plan. The GEC Committee recommended Council approve the modification of the Economics (Social Science) B.A. degree plan. The motion passed.

4.2.2 College of Business

Department of Marketing and Merchandising

Dr. Steedman presented the request to modify the Marketing minor. Dr. Alford moved and Dr. Weisenburg seconded a motion to approve the modification of the Marketing minor. The motion passed.

4.2.3 College of Education and Psychology

Department of Child and Family Studies

Dr. Steedman presented the request to modify FAM 401. Dr. Yowell moved and Dr. Masters seconded a motion to approve the modification of FAM 401. The motion passed.

Dr. Steedman presented the request to modify CD 455. Dr. Oshrin moved and Dr. Bruton seconded a motion to approve the modification of CD 455. The motion passed.

Dr. Steedman presented the request to modify the Child and Family Studies (Child Development) B.S. degree plan. Dr. Beedle moved and Dr. Weisenburg seconded a motion to approve the modification of the Child and Family Studies (Child Development) B.S. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Child and Family Studies (Family Studies) B.S. degree plan. Dr. Bruton moved and Dr. Hayden seconded a motion to approve the modification of the Child and Family Studies (Family Studies) B.S. degree plan. The motion passed.

4.2.4 College of Health
No proposals.

4.2.5 College of Nursing
Department of Collaborative Nursing Care

Dr. Steedman presented the request to delete the Nursing (RN-BSN) B.S.N. degree plan. Dr. Oshrin moved and Dr. Beedle seconded a motion to approve the deletion of the Nursing (RN-BSN) B.S.N. degree plan. The motion did not pass. Council had concerns about deletion of a program that appeared to have robust enrollment and graduation rates, and where questions remained about internal approval for the proposals and the nature of the resource issues the proposals were responding to.

Dr. Steedman presented the request to delete the Nursing (Concurrent Enrollment) B.S.N. degree plan. Dr. Oshrin moved and Dr. Alford seconded a motion to approve the deletion of the Nursing (Concurrent Enrollment) B.S.N. degree plan. The motion did not pass. Council had concerns about deletion of a program that appeared to have robust enrollment and graduation rates, and where questions remained about internal approval for the proposals and the nature of the resource issues the proposals were responding to.

4.2.6 College of Science and Technology
Department of Chemistry and Biochemistry

Dr. Steedman presented the request to inactivate CHE 422L, CHE 423, CHE 322 and CHE 300. Dr. Hayden moved and Dr. Alford seconded a motion to accept these courses as a group. The motion passed.

Dr. Beedle moved and Dr. Weisenburg seconded a motion to approve the inactivation of CHE 422L, CHE 423, CHE 322 and CHE 300. The motion passed.

Dr. Steedman presented the request to modify CHE 104 and CHE 104L. The GEC Committee recommended Council approve the modifications of CHE 104 and CHE 104L. The motion passed.

Dr. Steedman presented the request to modify CHE 106, CHE 106L, CHE 107, CHE 107L, CHE 461, CHE 461L and CHE 496. Dr. Yowell moved and Dr. Masters seconded a motion to accept these courses as a group. The motion passed. The GEC Committee recommended Council approve the modifications of CHE 106, CHE 106L, CHE 107, CHE 107L, CHE 461, CHE 461L and CHE 496. The motion passed.

Dr. Steedman presented the request to modify CHE 100, CHE 110, CHE 110L, CHE 251, CHE 251L, CHE 255, CHE 255L, CHE 256, CHE 256L, CHE 311, CHE 311L, CHE 404, CHE 411, CHE 411L, CHE 420, CHE 420L, CHE 421, CHE 421L, CHE 422, CHE 424, CHE 451, CHE 460, CHE 461, CHE 461L, CHE 462, CHE 462L, CHE 470 and CHE 494. Dr. Smith moved and Dr. Bruton seconded a motion to accept these courses as a group. The motion passed.

Dr. Masters moved and Dr. Alford seconded a motion to approve the modifications of CHE 100, CHE 110, CHE 110L, CHE 251, CHE 251L, CHE 255, CHE 255L, CHE 256, CHE 256L, CHE 311, CHE 311L, CHE 404, CHE 411, CHE 411L, CHE 420, CHE 420L, CHE 421, CHE 421L, CHE 422, CHE 424, CHE 451, CHE 460, CHE 461, CHE 461L, CHE 462, CHE 462L, CHE 470 and CHE 494. The motion passed.

Dr. Steedman presented the request to modify CHE 400. Dr. Oshrin moved and Ms. Lester seconded a motion to approve the modification of CHE 400. The motion passed.

Department of Mathematics

Dr. Steedman presented the request to modify MAT 492. Dr. Alford moved and Dr. Weisenburg seconded a motion to approve the modification of MAT 492. The motion passed.

5.0 Old Business
No old business.

6.0 New Business
No new business.

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported the College of Arts and Letters wishes to inform Academic Council that it has established a new policy on minimum requirements for BA and BS degrees offered through the College. The policy reflects a year and a half of internal discussion, and will affect new degree programs as well as those who initiate changes in the DEG 02 section of their degree plans in the future. The standards set minimum requirements for foreign language, humanities, and social science courses in all BA and BS degrees.

The Department of Interdisciplinary Studies wishes to inform Academic Council that it has created a new 36-hour concentration in the BIS in Environmental Studies. This offers a second 'set-menu' option for students selecting the '36 hour concentration' option listed for the degree in the Bulletin. The concentration was created through dialogue with faculty and chairs in Biology, Chemistry, Geography and Geology, as well as in the College of Arts and Letters.

7.2 Chair-Elect Report – Ms. Kelly Lester
No report.

7.3 Secretary Report-Ms. Linda Ginn
No report.

7.4 Standing Committees

7.4.1 Academic Standards – Dr. Bridget Hayden
Dr. Hayden's report is attached.

7.4.2 Bylaws – Dr. Georgianna Martin
No report.

7.4.3 Elections – Dr. Mac Alford
No report.

7.4.4 General Education – Dr. Emily Yowell

Dr. Yowell reported the GEC Committee proposed to end GEC 06: Computer Competency and implementation of a university technology requirement outside of the GEC that is managed and reported at the program level. Details of the proposal can be found in the attached document. This proposal was informed by a recent GEC 06 online survey distributed to faculty. A summary of these survey results are also attached.

7.4.5 Intercollegiate – Dr. Heath Games
No report.

- 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
Dr. Julie Howdeshell thanked Academic Council members for their support of the QEP process over the last two years, provided a summary and update of the QEP, *Eagles Engaged*, and requested that Academic Council consider a formal endorsement of the Quality Enhancement Plan which will be submitted to SACSCOC in January.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
The University Assessment Committee held its initial meeting October 7th. The committee now meets separately, for academic assessment training and administrative assessment training. Phase I of review has begun on the academic assessment side, with reviews to be completed by November 9th. Phase II will then begin, and the process of reviewing program assessment plans will be completed by December 4th.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
No report.
- 8.0 Adjourn
Dr. Steedman adjourned the meeting at 3:30 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY

November 2, 2015

College of Arts and Letters

Department of Anthropology and Sociology

Modify: ANT 221 Introduction to Cultural & Linguistic Anthropology.
Face to face format.

To: ANT 221 Introduction to Cultural & Linguistic Anthropology.
Face to face and online correspondence format.
Effective summer 2016.

Department of Political Science, International Development and International Affairs

Modify: PS 492H Special Problems.
(1 repeat).

To: PS 492H Special Problems.
(4 repeats). Effective spring 2016.

Modify: ECO 440 Development Economics.
Senior Capstone.

To: ECO 440 Development Economics.
Course Description. Effective fall 2016.

Modify: ECO 444 Health Economics.
Writing Intensive.

To: ECO 444 Health Economics.
Effective fall 2016.

Add: ECO 225 Environmental and Natural Resource Economics.
3 hours. Effective fall 2016.

Add: ECO 446 Labor Economics.
3 hours. Effective fall 2016.

Add: ECO 491 Economics Internship.
1-6 hours. Effective fall 2016.

Modify: Economics (Mathematics) BA degree plan.
(see attached). Effective fall 2016.

Modify: Economics (Social Science) BA degree plan.
(see attached). Effective fall 2016.

College of Business

Department of Marketing and Merchandising

Modify: Marketing minor. (see attached)
Add MKT 400, MKT 424 and MKT 495.
Effective fall 2016.

College of Education and Psychology

Department of Child and Family Studies

Modify: FAM 401 Family Life Education.
Face to face format.

To: FAM 401 Family Life Education.
Face to face and online correspondence format.
Effective spring 2016.

Modify: CD 455 Supervised Practicum.
Face to face format.

To: CD 455 Supervised Practicum.
Face to face and online correspondence format.
Effective spring 2016.

Modify: Child and Family Studies (Child Development) BS degree plan.
(online delivery) Effective fall 2016.

Modify: Child and Family Studies (Family Relations) BS degree plan.
(online delivery) Effective fall 2016.

College of Science and Technology

Department of Chemistry and Biochemistry

Inactivate: CHE 422L Biochemistry II Laboratory.
Effective fall 2016.

Inactivate: CHE 423 Analytical Biochemistry.
Effective fall 2016.

Inactivate: CHE 332 Natural Products Chemistry in the Caribbean.
Effective fall 2016.

Inactivate: CHE 300 Chemical Safety.
Effective fall 2016.

Modify: CHE 100 Introductory Chemistry.

To: CHE 100 Introductory Chemistry.
Course description.
Effective fall 2016.

Modify:	CHE 104	<u>Chemistry and Our Environment.</u> Face to face format.
To:	CHE 104	<u>Chemistry and Our Environment.</u> Face to face and online correspondence format. Course description. Effective spring 2016.
Modify:	CHE 104L	<u>Chemistry and Our Environment Laboratory.</u> Face to face format.
To:	CHE 104L	<u>Chemistry and Our Environment Laboratory.</u> Face to face and online correspondence format. Course description. Effective spring 2016.
Modify:	CHE 106	<u>General Chemistry I.</u>
To:	CHE 106	<u>General Chemistry I.</u> Course description. Effective fall 2016.
Modify:	CHE 106L	<u>General Chemistry I Laboratory.</u>
To:	CHE 106L	<u>General Chemistry I Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 107	<u>General Chemistry II.</u>
To:	CHE 107	<u>General Chemistry II.</u> Course description. Effective fall 2016.
Modify:	CHE 107L	<u>General Chemistry II Laboratory.</u>
To:	CHE 107L	<u>General Chemistry II Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 110	<u>Fundamentals of General, Organic and Biochemistry.</u>
To:	CHE 110	<u>Fundamentals of General, Organic and Biochemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 110L	<u>Fundamentals of General, Organic and Biochemistry Laboratory.</u>
To:	CHE 110L	<u>Fundamentals of General, Organic and Biochemistry Laboratory.</u> Course description. Effective fall 2016.

Modify:	CHE 251	<u>Elementary Organic Chemistry.</u>
To:	CHE 251	<u>Elementary Organic Chemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 251L	<u>Elementary Organic Chemistry Laboratory.</u>
To:	CHE 251L	<u>Elementary Organic Chemistry Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 255	<u>Organic Chemistry I.</u>
To:	CHE 255	<u>Organic Chemistry I.</u> Course description. Effective fall 2016.
Modify:	CHE 255L	<u>Organic Chemistry I Laboratory.</u>
To:	CHE 255L	<u>Organic Chemistry I Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 256	<u>Organic Chemistry II.</u>
To:	CHE 256	<u>Organic Chemistry II.</u> Course description. Effective fall 2016.
Modify:	CHE 256L	<u>Organic Chemistry II Laboratory.</u>
To:	CHE 256L	<u>Organic Chemistry II Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 311	<u>Analytical Chemistry.</u>
To:	CHE 311	<u>Analytical Chemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 311L	<u>Analytical Chemistry Laboratory.</u>
To:	CHE 311L	<u>Analytical Chemistry Laboratory.</u> Course description. Effective fall 2016.

Modify:	CHE 400	<u>Chemical Literature.</u> 2 hours.
To:	CHE 400	<u>Chemical Literature.</u> 3 hours. Course description. Effective fall 2016.
Modify:	CHE 404	<u>Spectral Elucidation of Structure.</u>
To:	CHE 404	<u>Spectral Elucidation of Structure.</u> Course description. Effective fall 2016.
Modify:	CHE 411	<u>Instrumental Analysis.</u>
To:	CHE 411	<u>Instrumental Analysis.</u> Course description. Effective fall 2016.
Modify:	CHE 411L	<u>Instrumental Analysis Laboratory.</u>
To:	CHE 411L	<u>Instrumental Analysis Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 420	<u>Principles of Biochemistry.</u>
To:	CHE 420	<u>Principles of Biochemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 420L	<u>Principles of Biochemistry Laboratory.</u>
To:	CHE 420L	<u>Principles of Biochemistry Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 421	<u>Biochemistry I.</u>
To:	CHE 421	<u>Biochemistry I.</u> Course description. Effective fall 2016.
Modify:	CHE 421L	<u>Biochemistry I Laboratory.</u>
To:	CHE 421L	<u>Biochemistry I Laboratory.</u> Course description. Effective fall 2016.

Modify:	CHE 422	<u>Biochemistry II.</u>
To:	CHE 422	<u>Biochemistry II.</u> Course description. Effective fall 2016.
Modify:	CHE 424	<u>Biochemistry III.</u>
To:	CHE 424	<u>Biochemistry III.</u> Course description. Effective fall 2016.
Modify:	CHE 460	<u>Pharmacology.</u>
To:	CHE 460	<u>Pharmacology.</u> Course description. Effective fall 2016.
Modify:	CHE 451	<u>Medicinal Chemistry.</u>
To:	CHE 451	<u>Medicinal Chemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 461	<u>Physical Chemistry.</u>
To:	CHE 461	<u>Physical Chemistry: Thermodynamic and Kinetics.</u> Course description. Effective fall 2016.
Modify:	CHE 461L	<u>Physical Chemistry Laboratory.</u>
To:	CHE 461L	<u>Physical Chemistry Laboratory.</u> Course description. Effective fall 2016.
Modify:	CHE 462	<u>Physical Chemistry.</u>
To:	CHE 462	<u>Physical Chemistry: Quantum Chemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 462L	<u>Physical Chemistry Laboratory.</u>
To:	CHE 462L	<u>Physical Chemistry Laboratory.</u> Course description. Effective fall 2016.

Modify:	CHE 470	<u>Survey of Toxicology.</u>
To:	CHE 470	<u>Survey of Toxicology.</u> Course description. Effective fall 2016.
Modify:	CHE 494	<u>Industrial Internship in Chemistry.</u>
To:	CHE 494	<u>Industrial Internship in Chemistry.</u> Course description. Effective fall 2016.
Modify:	CHE 496	<u>Research.</u>
To:	CHE 496	<u>Research.</u> Course description. Effective fall 2016.

Department of Mathematics

Modify:	MAT 492	<u>Special Problems I, II.</u>
To:	MAT 492	<u>Special Problems I, II.</u> (2 repeats). Effective spring 2016.

Student ID: _____
 Student Name: _____
 Adviser Name: _____

Bulletin: 2015-2016 Undergraduate Bulletin
Program: Economics (Mathematics), B.A. Degree
Requirements
 Minimum Credits Required: _____

Economics (Mathematics), B.A. Degree Requirements

Degree Plan (ECONLAMTBA)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊ AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory	1 hr.
BSC 111 - Principles of Biological Science II AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory	1 hr.
BSC 250 - Human Anatomy and Physiology I AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory	1 hr.
BSC 251 - Human Anatomy and Physiology II AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.
GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.

GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology AND	3 hrs.
GLY 101L - Physical Geology Laboratory	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World AND	3 hrs.
PSC 190L - Lab for Living in a Material World	1 hr.
Mathematics Requirement (3 hours)	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
MUS 165 - The Enjoyment of Music *	3 hrs.
GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
COH 100 - Concepts of Wellness	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Course Name	Hours
CSC 101 - Computer Science I	3 hrs.
LIS 201 - Introduction to Information Literacy	3 hrs.
MIS 300 - Management Information Systems	3 hrs.

GEC 07. Writing-Intensive Requirement (3 hours)

Course Name	Hours
ECO 305 - Economic Issues (WI)	3 hrs.
ECO 444 - Economics of Health Care (WI)	3 hrs.
ENG 101 & ENG 102 prerequisites	

MAJOR AREA
Remove WI designation from Eco 444

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

Course Name	Hours
CMS 111 - Oral Communication (SI)	3 hrs.
CMS 305 - Interpersonal Communication (SI)	3 hrs.
CMS 330 - Small-Group Communication (SI)	3 hrs.

GEC 09. Capstone Requirement (Major Area)

Course Name	Hours
ECO 493 - Contemporary Economic Problems (Capstone)	3 hrs.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum

DEG 01. Major Area of Study Requirements (30-33 hours)

Course Name	Hours
ECO 101 - Basic Economics *	3 hrs.
ECO 201 - Principles of Macroeconomics	3 hrs.
ECO 202 - Principles of Microeconomics	3 hrs.
ECO 336 - Survey of International Economics	3 hrs.
ECO 340 - Intermediate Microeconomic Theory	3 hrs.
ECO 345 - Intermediate Macroeconomic Theory	3 hrs.
ECO 493 - Contemporary Economic Problems (Capstone)	3 hrs.

PS 212 - Political Analysis	3 hrs.
Select 1 course:	
Course Name	Hours
ECO 305 - Economic Issues (WI)	3 hrs.
ECO 444 - Economics of Health Care (WI)	3 hrs.
Select 6 additional hours of 300 or 400 level ECO	
DEG 02. Additional Requirements (33-45 hours minimum)	
<i>Bachelor of Arts Requirements</i>	
Course Name	Hours
MAT 167 - Calculus I with Analytic Geometry ♦*	3 hrs.
MAT 168 - Calculus II with Analytic Geometry	3 hrs.
MAT 169 - Calculus III with Analytic Geometry	3 hrs.
MAT 280 - Calculus IV with Analytic Geometry	3 hrs.
MAT 326 - Introduction to Linear Algebra	3 hrs.
MAT 340 - Discrete Mathematics	3 hrs.
Select 1 course not selected in GEC 05:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 201 - Great Issues of Politics	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.
Select 1 course	
Course Name	Hours
ENG 200 - Introduction to Drama	3 hrs.
ENG 201 - Introduction to Fiction	3 hrs.
ENG 202 - Introduction to Poetry	3 hrs.
HIS 201 - Survey of United States History to 1877	3 hrs.
HIS 202 - Survey of United States History since 1877	3 hrs.
FLM 170 - Introduction to Film Studies	3 hrs.
WS 301 - Introduction to Women's Studies	3 hrs.
Foreign Language Requirement:	
12 hours in a single foreign language; fewer hours may suffice, but course level 202 must be completed.	
Select 6 hours or an approved minor:	
Course Name	Hours
MAT 320 - Probability and Mathematical Statistics I AND	3 hrs.
MAT 420 - Probability and Mathematical Statistics II (Recommended)	3 hrs.
PS 375 - Government and Economics AND	3 hrs.
PS 474 - The Politics of Taxing and Spending (Recommended)	3 hrs.
ANT 423 - Economic Anthropology	3 hrs.
GHY 341 - Geography and World Political Affairs	3 hrs.
GHY 350 - Economic Geography	3 hrs.
GHY 440 - Population and Human Resources	3 hrs.
GHY 451 - Theory of Economic Location	3 hrs.
PHI 253 - Logic	3 hrs.
PHI 351 - Critical Thinking	3 hrs.

PS 473 - Public Policy	3 hrs.
PS 480 - United States Constitutional Law AND	3 hrs.
SOC 301 - Wealth, Status and Power	3 hrs.
SOC 360 - Globalization	3 hrs.
Study Abroad courses approved by advisor	

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly in Math ACT sub score is 26 or higher. If Math ACT sub score is less, MAT 101 and MAT 103 must be completed.

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Hours to Degree

120 hours are needed to graduate with a BA in Economics with an emphasis in Mathematics. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

Student ID: _____
 Student Name: _____
 Adviser Name: _____

Bulletin: 2015-2016 Undergraduate Bulletin
Program: Economics (Social Science), B.A. Degree
Requirements
Minimum Credits Required: _____

Economics (Social Science), B.A. Degree Requirements

Degree Plan (ECONLASSBA)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I AND	3 hrs.
AST 111L - General Astronomy I Laboratory	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◊ AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◊	1 hr.
BSC 110 - Principles of Biological Science I AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory	1 hr.
BSC 111 - Principles of Biological Science II AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory	1 hr.
BSC 250 - Human Anatomy and Physiology I AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory	1 hr.
BSC 251 - Human Anatomy and Physiology II AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory	1 hr.
CHE 104 - Chemistry and Our Environment AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.
GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.

GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology AND	3 hrs.
GLY 101L - Physical Geology Laboratory	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.
PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World AND	3 hrs.
PSC 190L - Lab for Living in a Material World	1 hr.
Mathematics Requirement (3 hours)	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.
MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
COH 100 - Concepts of Wellness	3 hrs.
ECO 101 - Basic Economics *	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Select 1 course:

Course Name	Hours
CSC 101 - Computer Science I	3 hrs.
LIS 201 - Introduction to Information Literacy	3 hrs.
MIS 300 - Management Information Systems	3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

Select 1 course:

Course Name	Hours
ECO 305 - Economic Issues (WI)	3 hrs.
ECO 444 - Economics of Health Care (WI)	3 hrs.
ENG 101 & ENG 102 prerequisites	

Remove WI designation from Eco 444

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

Course Name	Hours
CMS 111 - Oral Communication (SI)	3 hrs.
CMS 305 - Interpersonal Communication (SI)	3 hrs.
CMS 330 - Small-Group Communication (SI)	3 hrs.

GEC 09. Capstone Requirement (Major Area)

Course Name	Hours
ECO 493 - Contemporary Economic Problems (Capstone)	3 hrs.
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites	

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum**DEG 01. Major Area of Study Requirements (36-39 hours)**

Course Name	Hours
ECO 101 - Basic Economics *	3 hrs.
ECO 201 - Principles of Macroeconomics	3 hrs.

ECO 202 - Principles of Microeconomics	3 hrs.
ECO 336 - Survey of International Economics	3 hrs.
ECO 340 - Intermediate Microeconomic Theory	3 hrs.
ECO 345 - Intermediate Macroeconomic Theory	3 hrs.
ECO 493 - Contemporary Economic Problems (Capstone)	3 hrs.
PS 212 - Political Analysis	3 hrs.

Select 1 course:

Course Name	Hours
ECO 305 - Economic Issues (WI) or	3 hrs.
ECO 444 - Economics of Health Care (WI) or	3 hrs.
PS 331 - World Politics (WI)	3 hrs.

Select 12 additional hours from any 300 or 400 level ECO courses or :

Course Name	Hours
PS 331 - World Politics or	3 hrs.
PS 370 - Introduction to Public Administration or	3 hrs.
PS 375 - Government and Economics or	3 hrs.
PS 474 - The Politics of Taxing and Spending	3 hrs.

DEG 02. Additional Requirements (27-39 hours)*Bachelor of Arts Requirements***Select 1 course not selected in GEC 05:**

Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 201 - Great Issues of Politics	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.

Select 1 course:

Course Name	Hours
ENG 200 - Introduction to Drama	3 hrs.
ENG 201 - Introduction to Fiction	3 hrs.
ENG 202 - Introduction to Poetry	3 hrs.
HIS 201 - Survey of United States History to 1877	3 hrs.
HIS 202 - Survey of United States History since 1877	3 hrs.
FLM 170 - Introduction to Film Studies	3 hrs.
WS 301 - Introduction to Women's Studies	3 hrs.

Foreign Language Requirement:

12 hours in a single foreign language; fewer hours may suffice, but course level 202 must be completed.

Additional Requirements

Select 15 hours or an approved minor:

Course Name	Hours
ANT 423 - Economic Anthropology	3 hrs.
BA 200 - The Legal Environment of Business	3 hrs.
CJ 470 - Political Economy of Criminal Justice	3 hrs.
GHY 341 - Geography and World Political Affairs	3 hrs.
GHY 350 - Economic Geography	3 hrs.
GHY 440 - Population and Human Resources	3 hrs.
GHY 451 - Theory of Economic Location	3 hrs.
PS 473 - Public Policy	3 hrs.
SOC 301 - Wealth, Status and Power	3 hrs.

SOC 360 - Globalization	3 hrs.
PHI 253 - Logic	3 hrs.
PHI 351 - Critical Thinking	3 hrs.
Study Abroad courses approved by advisor	

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Hours to Degree

120 hours are needed to graduate with a BA in Economics with an emphasis in Social Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

Memorandum

Wednesday, October 07, 2015

TO: UPAC

FROM: William Smith, Interim Chair Department of Marketing and Merchandising



RE: Modifications to Marketing Minor Requirements

EFFECTIVE DATE: Fall 2016

REQUEST SUMMARY:

1. Modify minor course requirements to include additional 3 more marketing courses

Since the proposed changes will reflect what is currently in place no additional faculty or resources will be required.

Marketing faculty proposed to include 3 additional Marketing courses into the list for MKT minor students to take. MKT faculty believe that these three course will offer more variety for MKT minor courses list. This change is effective fall 2016. A summary of the current and proposed modifications is included in the table below. Currently all minors are required to complete two courses (MKT 300 and Eco 201) totaling six hours. The remaining 12 hours are selected from a list of approved courses. MKT 400, 424 and 495 will be added in the list of courses from which minors can select.

Summary of Current and Proposed Modification for MKT Minor

Current	Proposed
MKT 322. Creative Marketing	MKT 322. Creative Marketing
MKT 330. Professional Selling	MKT 330. Professional Selling
MKT 355. Integrated Marketing Communication	MKT 355. Integrated Marketing Communication
MKT 365. Consumer Behavior	MKT 365. Consumer Behavior
MKT 370. Supply Chain Management	MKT 370. Supply Chain Management
MKT 380. Business-to-Business Marketing	MKT 380. Business-to-Business Marketing
MKT 430. Sales Management	MKT 400 Advance Professional Selling
MKT 444. Retail Management and Strategy	MKT 424 Marketing Research
MKT 458. Services Marketing	MKT 430. Sales Management
	MKT 444. Retail Management and Strategy
	MKT 458. Services Marketing
	MKT 495 International Marketing

PROPOSED REVISION:

Undergraduate Administrative Withdrawal

A university transcript is a legal document that provides an accurate account of academic performance. Therefore, transcripts should only be altered if there is a compelling rationale for doing so.

On rare occasions, academic performance is severely affected by an adverse emotional or personal situation beyond the control of the student. If a timely withdrawal was impossible or overlooked, a procedure known as **administrative withdrawal (AW)** may be an option. Administrative withdrawal is specifically intended for students who were affected by extenuating circumstances beyond their control (e.g. the death of an immediate family member, a severe illness or incapacitation, a debilitating accident). This policy does not apply to other situations when a student simply took on more work than he or she could handle or performed below expectations.

A student who wishes to petition for an administrative withdrawal (AW) should be aware of the following criteria:

- a. The problem encountered by the student was debilitating and beyond his or her control. The student must provide documentation of the nature and extent of the problem.
- b. The student must have been in good academic standing (GPA of 2.0 or better) the semesters before and after the semester under review (with a minimum of nine credit hours if fall or spring or a minimum of six credit hours if summer). Final grades from the subsequent semester must be posted before an administrative withdrawal can be approved.
- c. The student must be enrolled at the time of the petition. Petitions for administrative withdrawal must be filed prior to graduation.
- d. Administrative withdrawal can be used only once during a student's academic career.
- e. The designation of AW is assigned to all courses taken during the semester in question.

In order for a petition for administrative withdrawal to be considered, the following process must be followed:

- a. The student requesting an Administrative Withdrawal should consult with the chair or director of his or her current department prior to initiating a petition.
- b. The student prepares the petition and submits it to the chair or director of his or her current department.
- a.c. The chair or director of the student's current department reviews the application and forwards it to the Dean with a recommendation for approval or denial. If the student was a major in a different department during the semester for which administrative withdrawal is requested, the chair or director of that department must also make a recommendation. In that case, the current chair or director will forward the petition and recommendation to the chair or director of the student's previous department for review and that chair or director will send it to the dean of that college accompanied by the

recommendations of both chairs/directors. The dean of the college in which the student was a major during the semester for which academic withdrawal is requested must approve the petition for administrative withdrawal. If the student is currently a major in a different college, then the previous dean will forward it to the dean of that college who must also approve the request.

b.d. A petition approved by the dean(s) will be forwarded to the provost for a final determination.

e.e. The provost will communicate the decision to the student, the chair/director of the student's current major and, if applicable, the chair or director of the student's former major, the appropriate dean(s), and the registrar.

f.f. The petition for administrative withdrawal will be acted upon within 10 working days from receipt by each of the following: the chair(s) or director(s), the dean(s), and the provost.

The petition for administrative withdrawal must contain the following documents:

- a. A concise, but thorough, statement written by the student that details the circumstances responsible for the poor academic performance
- b. Evidence (e.g., a physician's statement) supporting the claims made in the petition
- c. A written statement from the campus Office of the Vice President for Student Affairs verifying that the information in the student's statement is accurate.
- d. A complete set of official transcripts for all college-level course work

[http://catalog.usm.edu/content.php?catoid=10&navoid=638&hl=withdrawal&returnto=search#Administrative Withdrawal](http://catalog.usm.edu/content.php?catoid=10&navoid=638&hl=withdrawal&returnto=search#Administrative%20Withdrawal)

CURRENT BULLETIN LANGUAGE:

Administrative Withdrawal

A university transcript is a legal document that provides a true and accurate account of academic performance. An alteration to a student's history of academic performance as reflected by a university transcript should be done only if there is a compelling rationale for doing so.

On rare occasions, academic performance is severely affected by some emotional or personal tragedy beyond the control of the student. If a timely withdrawal was impossible or overlooked, a procedure known as **administrative withdrawal (AW)** may be an option. This policy does **not** apply to situations where students stopped going to classes, simply performed poorly after transferring to Southern Miss from another academic institution or wanted to make "minor adjustments" to their transcripts. Administrative withdrawal is specifically intended for students who were negatively affected by some extenuating circumstance that was beyond their control (e.g. the death of an immediate family member, a severe illness or incapacitation, a debilitating accident).

A student who wishes to petition for an administrative withdrawal (AW) should be aware of the following **criteria**:

- a. The academic record under review indicates that the student was consistently in good academic standing (GPA \geq 2.0) prior to and subsequent to the semester in question. In other words, the student must have completed at least one additional semester (at least nine hours in fall or spring or at least six hours in summer) beyond the semester for which administrative withdrawal is being requested.
- b. The student is currently enrolled, and the petition for administrative withdrawal is filed prior to his or her graduation.
- c. The student cannot use AW for the semester in which he or she is currently enrolled.
- d. The problem encountered by the student was debilitating and beyond his or her control.
- e. The student is able to document the nature and extent of the problem.
- f. Administrative withdrawal can be used only **once** during a student's academic career.
- g. The designation of AW is assigned to **all** courses taken during the semester in question.

In order for a petition for administrative withdrawal to be considered, the following protocol must be followed:

- a. The request for administrative withdrawal must be initiated and approved by the chair or director of the student's current department. If the student was a major in a different department during the semester for which administrative withdrawal is requested, then the chair or director of that department must also approve the request.
- b. The Office of the Vice President for Student Affairs must provide a statement verifying that the information in the student's statement is accurate and correct.
- c. The dean of the college in which the student was a major during the semester for which academic withdrawal is requested must approve the petition for administrative withdrawal. If the student is currently a major in a different college, then the dean of that college must also approve the request.
- d. A petition approved by the dean(s) will be forwarded to the provost for final approval.
- e. The provost shall communicate the decision to the student, the chair or director of the student's current major and, if applicable, the chair of the student's former major, the appropriate dean/s and the registrar.
- f. The petition for administrative withdrawal shall be acted upon within 10 working days from the receipt by each of the following: the chair(s) or director(s), the dean(s) and the provost.
- g. Southern Miss Gulf Coast students should contact the Department of Student Services to initiate this protocol.

The **petition** for administrative withdrawal must contain the following documents:

- a. A concise but thorough statement written by the student that details the circumstances responsible for the poor academic performance
- b. Written approval from the current department supporting the student's petition for administrative withdrawal. If the student was a major in a different department during the semester in question, then additional approval must be obtained from the chair or director of that department.
- c. Written approval from the dean of the college in which the student was a major during the semester in question that supports the student's petition for administrative withdrawal. If the student is currently a major in a different college, then an additional statement of approval must be obtained from the dean of that college.

- d. Evidence (e.g., a physician's statement) supporting the claims made in the petition and the written statement from the Office of Student Affairs
- e. A complete set of official transcripts exhibiting all college-level course work

Academic Council Minutes
The University of Southern Mississippi
November 30, 2015

The Academic Council met at 3:00 p.m. on November 30, 2015, in Thad Cochran Center room 216 with Ms. Kelly Lester, Chair-elect of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Sam Bruton, Dr. Heath Grames, Dr. Rick Green, Ms. Claire Hamilton, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Ms. Kelly Lester, Dr. Georgianna Martin, Dr. Kathleen Masters, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Bill Smith for Dr. Mac Alford, Dr. Rick Green for Dr. Stephen Oshrin and Dr. Emily Yowell for Dr. Jon Beedle.

The following non-voting members were present: Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Kathy Yadrick for Dr. Mike Forester, and Dr. Douglas Masterson for Dr. David Hayhurst and Ms. Courtney Day.

The following guests were present: Ms. LeAnne Cadigan, Dr. Jennifer Courts, Dr. Andrew Haley, Dr. Stacy Hall, Dr. Julie Howdeshell, Dr. Sherita Johnson, Dr. Gary Krebs, Ms. Kathryn Lowery, Dr. Douglas Manning, Ms. Petra Marlin, Dr. Dennis Phillips, Ms. Dawn Porter, Dr. Julie Reid, Dr. Edward Sayre, Dr. Charles Tardy, Ms. Delores Williams and Dr. Gallayanee Yaoyuneyong.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Ms. Kelly Lester presiding.

2.0 Adoption of the Agenda

Ms. Lester presented the agenda for approval. Dr. Wiesenburg moved and Ms. Hamilton seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of the minutes

Ms. Lester presented the November 2, 2015 minutes for approval. Dr. Masters moved and Dr. Smith seconded a motion to approve the November 2, 2015 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

No business.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of Art and Design

Ms. Lester presented the request to modify ART 334. Dr. Hayden moved and Dr. Wiesenburg seconded a motion to approve the modification of ART 334. The motion passed.

Department of Communication Studies

Ms. Lester presented the request to modify CMS 111. Dr. Masters moved and Dr. Iglesias seconded a motion to approve the modification of CMS 111. The motion passed.

Department of Interdisciplinary Studies

Ms. Lester presented the request to add the BLKS course prefix. Dr. Iglesias moved and Dr. Wiesenburg seconded a motion to approve the addition of the BLKS course prefix. The motion passed.

Ms. Lester presented the request to add BLKS 301. Dr. Wiesenburg moved and Dr. Green seconded a motion to approve the addition of BLKS 301. The motion passed.

Ms. Lester presented the request to add BLKS 491. Dr. Masters moved and Dr. Iglesias seconded a motion to table the addition of BLKS 491. The motion passed. Council wanted the director of the Black Studies program to clarify how the service learning aspects of the course will be met.

Ms. Lester presented the request to modify the Black Studies minor. Dr. Masters moved and Dr. Yowell seconded a motion to table the modification of the Black Studies minor. The motion passed. Item was tabled pending approval of BLKS 491.

Ms. Lester presented the request to add the WGS course prefix. Dr. Hayden moved and Dr. Grames seconded a motion to table the addition of the WGS course prefix. The motion passed.

Ms. Lester presented the request to modify WS 301. Dr. Masters moved and Ms. Hamilton seconded a motion to approve the modification of WS 301. The motion passed.

Ms. Lester presented the request to modify WS 450. Dr. Masters moved and Dr. Wiesenburg seconded a motion to approve the modification of WS 450. The motion passed.

Ms. Lester presented the request to modify WS 490. Dr. Masters moved and Dr. Smith seconded a motion to approve the modification of WS 490. The motion passed.

Ms. Lester presented the request to modify WS 310, WS 329, WS 401, WS 402, WS 403, WS 410, WS 420, WS 425, WS 427 and WS 428. Dr. Smith moved and Dr. Wiesenburg seconded a motion to accept these courses as a group. The motion passed. Dr. Wiesenburg moved and Dr. Hayden seconded a motion to approve the modifications of WS 310, WS 329, WS 401, WS 402, WS 403, WS 410, WS 420, WS 425, WS 427 and WS 428. The motion passed.

Department of Philosophy and Religion

Ms. Lester presented the request to add PHI 375. Dr. Masters moved and Dr. Smith seconded a motion to approve the addition of PHI 375. The motion passed.

Department of Political Science, International Development and International Affairs

Ms. Lester presented the request to modify the American Studies B.A. degree plan. Dr. Iglesias moved and Dr. Masters seconded a motion to approve the modification of the American Studies B.A. degree plan. The motion passed.

4.2.2 College of Business

Department of Economic Development, Tourism and Sport Management

Ms. Lester presented the request to add SM 498CA and SM 499CA. Dr. Masters moved and Dr. Yowell seconded a motion to accept these courses as a group. The motion passed. Dr. Masters moved and Dr. Wiesenburg seconded a motion to approve the addition of SM 498CA. The motion passed.

Ms. Lester presented the request to add SM 400. Dr. Iglesias moved and Dr. Wiesenburg seconded a motion to approve the addition of SM 400. The motion passed.

Ms. Lester presented the request to modify SM 307. Dr. Smith moved and Dr. Hayden seconded a motion to approve the modification of SM 307. The motion passed.

Ms. Lester presented the request to modify the Sport Management B.S. degree plan. Dr. Wiesenburg moved and Dr. Iglesias seconded a motion to approve the modification of the Sport Management B.S. degree plan. The motion passed.

4.2.3 College of Education and Psychology

Department of Child and Family Studies

Ms. Lester presented the request to modify FAM 333. Dr. Iglesias moved and Dr. Smith seconded a motion to approve the modification of FAM 333. The motion passed.

Ms. Lester presented the request to modify the Child and Family Studies (Child Development) B.S. degree plan. Dr. Masters moved and Dr. Wiesenburg seconded a motion to approve the modification of the Child and Family Studies (Child Development) B.S. degree plan. The motion passed.

Ms. Lester presented the request to modify the Child and Family Studies (Family Studies) B.S. degree plan. Dr. Hayden moved and Dr. Wiesenburg seconded a motion to approve the modification of the Child and Family Studies (Family Studies) B.S. degree plan. The motion passed.

School of Library and Information Science

Ms. Lester presented the request to modify LIS 457 and LIS 458. Dr. Smith moved and Dr. Wiesenburg seconded a motion to accept these courses as a group. The motion passed. Dr. Masters moved and Dr. Bruton seconded a motion to approve the modifications of LIS 457 and LIS 458. The motion passed.

4.2.4 College of Health

School of Kinesiology

Ms. Lester presented the request to add a student group designation in SOAR as a prerequisite for the Kinesiology program. Dr. Iglesias moved and Dr. Hayden seconded a motion to approve the request to add a student group designation in SOAR as a prerequisite for the Kinesiology program. The motion passed.

School of Social Work

Ms. Lester presented the request to add SWK 310. Dr. Iglesias moved and Dr. Hayden seconded a motion to approve the addition of SWK 310. The motion passed.

Ms. Lester presented the request to add SWK 499. Dr. Masters moved and Dr. Wiesenburg seconded a motion to approve the addition of SWK 499. The motion passed.

4.2.5 College of Nursing
No proposals.

4.2.6 College of Science and Technology
Department of Marine Science and Department of Coastal Sciences
Ms. Lester presented the request to form the School of Ocean Science and Technology. Dr. Iglesias moved and Dr. Masters seconded a motion to approve the request to form the School of Ocean Science and Technology. The motion passed.

4.2.7 Honors College
Ms. Lester presented the request to modify HON 321 and HON 321CA. Dr. Masters moved and Dr. Wiesenburg seconded a motion to approve the modifications of HON 321 and HON 321CA. The motion passed.

Ms. Lester presented the request to inactivate HON 322. Dr. Smith moved and Dr. Yowell seconded a motion to approve the inactivation of HON 322. The motion passed.

5.0 Old Business

5.1 GEC 06 Dissolution and Program Level Technology
Dr. Yowell, GEC Committee chair, submitted a proposal to Council end GEC 06: Computer Competency and implementation of a university technology requirement outside of the GEC that is managed and reported at the program level. Dr. Masters moved and Dr. Iglesias seconded a motion to approve the dissolution of GEC 06 and implementation of a university technology requirement outside of the GEC that is managed and reported at the program level. The motion passed. (See attached).

5.2 Academic Council endorsement of the QEP, *Eagles Engaged*
Dr. Julie Howdeshell presented Academic Council a summary and update of the QEP, *Eagles Engaged*, for their endorsement of the Quality Enhancement Plan. Dr. Weisenburg moved and Dr. Grames seconded a motion for Council to formally endorse the QEP, *Eagles Engaged*. The motion passed. (See attached).

6.0 New Business

6.1 Presenting revisions of proposal guidelines
Ms. Lester presented to Council a document of changes made to the proposal guidelines. Dr. Yowell moved and Dr. Masters seconded a motion to accept the changes made to the proposal guidelines. The motion passed. (See attached).

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman
Ms. Lester reported the College of Education and Psychology wishes to inform Academic Council that the Department of Curriculum, Instruction and Special Education were changing the requisites for courses SPE 401/401L, SPE 411L, SPE 431/431L, SPE 422L, SPE 451, SPE 470 and SPE 478. These requisites are being added back to help guide their students into the correct courses in the correct sequence through advising. (See attached).

The Department of Interdisciplinary Studies wishes to inform Academic Council that it affirms that the Women's and Gender Studies Program, the American Indian Studies Program, and the Black Studies Program, along with their associated Centers, are housed in the Department of Interdisciplinary Studies. The Department also emphasizes that the Center for Human Rights and Civil Liberties, and the Non-profit Studies Program, are not housed in, or administered by, the Department and should not be listed in the Bulletin as associated with the Department.

7.2 Chair-Elect Report – Ms. Kelly Lester
No report.

7.3 Secretary Report-Ms. Linda Ginn
No report.

7.4 Standing Committees

7.4.1 Academic Standards – Dr. Bridget Hayden

Dr. Hayden reported the members of the Academic Standards Committee recommended approval of the Office of International Admissions' request to add bulletin language allowing recognition of the AICE and CAPE exams as exams eligible for transfer credit evaluation. The request was approved. (See attached).

We were asked by Dr. Amy Miller to provide input on how the NA grade should be defined and the possibility of two F grades, one for academic performance and one for attendance. The committee, after receiving input from the Office of Financial Aid and the Registrar's Office, came to the following consensus:

1. NA should mean never attended: perhaps "never attended or initiated class work"
 - After faculty give students an NA in the NA roster in the first week, someone with access to all the data should drop students who are not attending any classes at all and contact those who are attending some classes but not others
 - Students who receive an NA as an interim grade in the sixth week should be dropped from the course roster. It still means Never Attended and a student who showed up the first day, but not subsequently, should be responsible for following the procedure to withdraw.
 - Therefore NA would not be relevant at the end of the semester when faculty enter final grades
 - Students should not be charged for classes they never attend
2. F should be for students who fail for any reason (i.e. other than the failure ever to show up at all). Asking faculty to untangle performance and attendance reasons for an F is likely to be unduly burdensome and confusing for faculty.
3. It is worth considering whether policies for entering NA and interim grades should take 8 week classes into consideration.

7.4.2 Bylaws – Dr. Georgianna Martin
No report.

7.4.3 Elections – Dr. Mac Alford
No report.

7.4.4 General Education – Dr. Emily Yowell
See 5.1 Old Business.

- 7.4.5 Intercollegiate – Dr. Heath Grames
No report.
- 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
See 5.2 Old Business.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
Dr. Masters reported GECAC members have completed the process of reviewing periodic reports submitted in the following GEC categories: 02 (natural science and mathematics), 05 (social and behavioral sciences), and 08 (speaking intensive). Executive summaries of the reviews for each course have been sent to department chairs (N=46). This year the periodic reports were better in quality with more reports earning ratings in the range of three to four (good to excellent) as compared to the review ratings from last year. No courses were placed on remediation for not submitting a periodic report this year as compared to thirteen courses requiring placement on remediation status for not submitting periodic reports last year.
- 8.0 Adjourn
Ms. Lester adjourned the meeting at 4:30 p.m.

Greg Pierce, Recording Secretary

Kelly Lester, Chair-Elect

ACADEMIC COUNCIL MINUTES SUMMARY

November 30, 2015

College of Arts and Letters

Department of Art and Design

Modify: ART 334 History of Art II.
Face to face format.

To: ART 334 History of Art II.
Face to face and online correspondence format.
Effective fall 2016.

Department of Communication Studies

Modify: CMS 111 Oral Communication.
Face to face format.

To: CMS 111 Oral Communication.
Face to face and online correspondence format.
Effective fall 2016.

Department of Interdisciplinary Studies

Add: BLKS course prefix.
Effective fall 2016.

Add: BLKS 301 Introduction to Black Studies.
3 hours. Effective fall 2016.

Tabled: BLKS 491 Service Learning in Black Studies.

Tabled: Black Studies minor.

Add: WGS course prefix.
Effective fall 2016.

Modify: WS 301 Introduction to Women's Studies.

To: WGS 301 Introduction to Women's and Gender Studies.
Effective fall 2016.

Modify: WS 450 Seminar in Women's Studies.

To: WGS 450 Seminar in Women's and Gender Studies.
Effective fall 2016.

Modify: WS 490 Directed Research in Women's Studies.

To: WGS 490 Directed Research in Women's and Gender Studies.
Effective fall 2016.

Modify: WS 310 Ancient and Medieval Women.

To: WGS 310 Ancient and Medieval Women.
Effective fall 2016.

Modify: WS 329 Women in Modern European History.

To: WGS 329 Women in Modern European History.
Effective fall 2016.

Modify: WS 401 African Women Writers.

To: WGS 401 African Women Writers.
Effective fall 2016.

Modify: WS 402 American Women Writers.

To: WGS 402 American Women Writers.
Effective fall 2016.

Modify: WS 403 British Women Writers.

To: WGS 403 British Women Writers.
Effective fall 2016.

Modify: WS 410 Women in American Society.

To: WGS 410 Women in American Society.
Effective fall 2016.

Modify: WS 420 Women and Politics.

To: WGS 420 Women and Politics.
Effective fall 2016.

Modify: WS 425 Sociology of Gender.

To: WGS 425 Sociology of Gender.
Effective fall 2016.

Modify: WS 427 Family Law.

To: WGS 427 Family Law.
Effective fall 2016.

Modify: WS 428 Family Violence, Investigation and Deterrence.

To: WGS 428 Family Violence, Investigation and Deterrence.
Effective fall 2016.

Department of Philosophy and Religion

Add: PHI 375 Theory of Knowledge.
3 hours. Effective fall 2016.

Department of Political Science, International Development and International Affairs

Modify: American Studies BA degree plan.
(see attached). Effective fall 2016.

College of Business

Department of Economic Development, Tourism and Sport Management

Add: SM 498CA International Sport Management Seminar Abroad.
3 hours. Effective summer 2016.

Add: SM 499CA International Sport Management Research
Abroad.
3 hours. Effective summer 2016.

Add: SM 400 Security and Risk Management of Sport.
3 hours. Effective fall 2016.

Modify: SM 307 Organization & Administration of Sport
Programs.

To: SM 307 Organization & Administration of International
Sport Programs.
Course description.
Effective fall 2016.

Modify: Sport Management B.S. degree program

To: Sport Management B.S.B.A. degree program
Effective fall 2016.

College of Education and Psychology

Department of Child and Family Studies

Add: FAM 333 Children, Families, and Technology.
3 hours. Effective summer 2016.

Modify: Child and Family Studies (Child Development) BS degree plan.
Add FAM 333 to DEG 01. Delete KIN 109 from DEG 02.
Effective fall 2016.

Modify: Child and Family Studies (Family Relations) BS degree plan.
Add FAM 333 to DEG 01. Add PSY 440 to DEG 02. Move CD 450
from DEG 01 to DEG 02.
Effective fall 2016.

Department of Curriculum, Instruction and Special Education

Modify: SPE 401 Systematic Interventions for Challenging Behaviors.

To: SPE 401 Systematic Interventions for Challenging Behaviors.
Course description (prerequisites).
Effective fall 2016.

Modify: SPE 401L Practicum: Interventions for Challenging Behavior.

To: SPE 401L Practicum: Interventions for Challenging Behavior.
Course description (prerequisites).
Effective fall 2016.

Modify: SPE 411L Practicum: Math for Students with Disabilities.

To: SPE 411L Practicum: Math for Students with Disabilities.
Course description (prerequisites).
Effective fall 2016.

Modify: SPE 431 Teaching Academics to Students with Disabilities.

To: SPE 431 Teaching Academics to Students with Disabilities.
Course description (prerequisites).
Effective fall 2016.

Modify: SPE 431L Practicum: Teaching Academics.

To: SPE 431L Practicum: Teaching Academics.
Course description (prerequisites).
Effective fall 2016.

Modify: SPE 442L Practicum: Transition/Life Skills.

To: SPE 442L Practicum: Transition/Life Skills.
Course description (prerequisites).
Effective fall 2016.

Modify:	SPE 451	<u>Classroom and School Management Systems/Strategies.</u>
To:	SPE 451	<u>Classroom and School Management Systems/Strategies.</u> Course description (prerequisites). Effective fall 2016.
Modify:	SPE 470	<u>Legal Aspects of Special Education.</u>
To:	SPE 470	<u>Legal Aspects of Special Education.</u> Course description (prerequisites). Effective fall 2016.
Modify:	SPE 478	<u>Teaching Academics to Students with Disabilities.</u>
To:	SPE 478	<u>Teaching Academics to Students with Disabilities.</u> Course description (prerequisites). Effective fall 2016.

School of Library and Information Science

Modify:	LIS 457	<u>Computer Applications in Libraries.</u>
To:	LIS 457	<u>Information Technology and Libraries.</u> Course description. Effective fall 2016.
Modify:	LIS 458	<u>Internet Resources and Applications.</u>
To:	LIS 458	<u>Web Design and Evaluation.</u> Course description. Effective fall 2016.

College of Health
School of Kinesiology

Add:	Physical Education: Student Group designation in SOAR as prerequisite for coursework. Effective fall 2016.
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School of Social Work

Add:	SWK 310	<u>Licensure Seminar.</u> 1 hour. Effective fall 2016.
Add:	SWK 499	<u>Forensic Social Work.</u> 3 hours. Effective fall 2016.

College of Science and Technology

Department of Marine Science and Department of Coastal Sciences

Add: School of Ocean Science and Technology.
Effective fall 2016.

Honors College

Modify: HON 321 University Forum.

To: HON 321 Honors Forum.
Course description.
Effective fall 2016.

Modify: HON 321CA University Forum.

To: HON 321CA Honors Forum.
Course description.
Effective fall 2016.

Inactivate: HON 322 University Forum.
Effective fall 2016.

Approved Council Reports

1. GEC 06 Dissolution and Program Level Technology Competency Implementation Proposal (see attached)
2. Academic Council endorsement of the QEP, Eagles Engaged (see attached)
3. Revision to Academic and Graduate Councils Guidelines (see attached)
4. International Admissions: Modify Bulletin (Recognition of International Advanced credit) (see attached)

GEC 06 Dissolution and Program Level Technology Competency Implementation Proposal
The GEC Committee--Fall 2015
Amended and Approved by the GEC Committee 11/23/15

An October 2015 online survey of the university faculty and administration regarding the GEC 06: Computer Competency requirement revealed that the majority of respondents preferred a change to the current GEC 06 requirement. Additionally, the majority preferred a program-level implementation of a technology requirement that removed adherence out of the university's GEC. While recognizing the role of technology as an important part of students' educational experience and the need to meet regional and discipline specific accreditation technology standards which require access to and training in the use of technology but not necessarily within the general education curriculum, the GEC Committee recommends the following changes to the university's technology requirement.

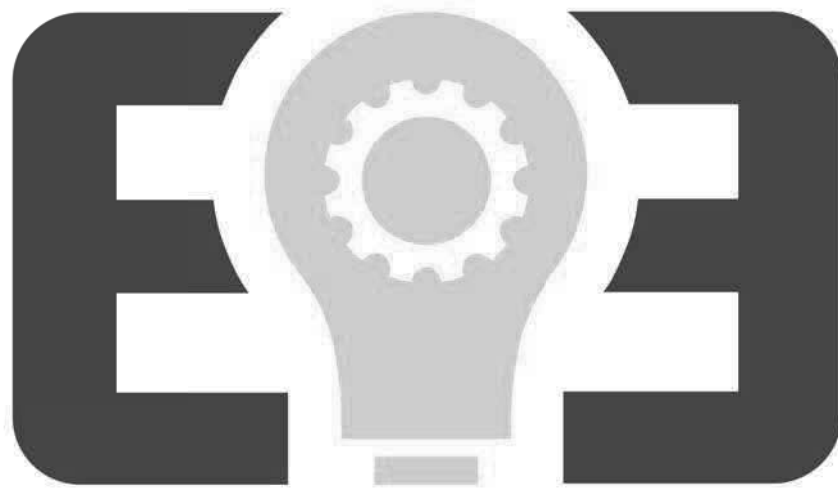
Currently, the GEC 06 requirement is satisfied in two ways: 1) An outsourced course (a course outside the department) or 2) A Major Area of Study course. The GEC committee proposes to take the computer competency requirement out of the GEC and address the need through program-level implementation. To implement this **new university technology requirement**, degree programs should articulate the methods by which they train students in and provide access to the technology necessary for up-to-date knowledge specific to their field. The GEC Committee has evidence that many degree programs are currently providing appropriate technology training and access. At times, the GEC 06: Computer Competency course(s) required by degree programs aids in this training. Degree programs may continue to require outsourced GEC 06 courses and move them into their degree plan DEG 02 requirements or may continue to require their GEC 06 Major Area of Study course which is already listed in DEG 01. Yet, a specific course is not required to meet this technology requirement. Programs may identify areas throughout their curriculum within and outside of specific coursework in which they provide training in and access to technology relevant to their field. This could occur mostly in one course but ideally would demonstrate how the degree program provides some initial basic training in technology that is applied later in the program of study and enhanced through further training and application late in degree progress.

Next Steps for Departments and Degree Plans

1. Departments should begin developing coherent statements addressing this requirement in Spring 2016 to plan for reorganization of their degree plans in compliance with this change to the GEC.
2. All updated degree plans should be submitted to Academic Council by October 2016. At a minimum these degree plans will reflect a removal of the computer competency course from the GEC. If the outsourced GEC 06 course is moved to DEG 02, the 3 hours will move to DEG 02.
3. By Summer 2017, each degree program will be required to report in WEAVE how the use of technology enhances student learning and is appropriate for meeting the objectives of the program and how their students have access to and training in the use of technology.
 - a. In addition to GEC 06-Computer Competency reports submitted to GEC-AC, in Summer 2016 all departments submit statements of how each of their undergraduate degree programs will address this new approach to the university technology requirement.

Next Steps for the Academic Council and University

1. Student Learning Outcome # 13 (Students will demonstrate basic technology literacy and apply knowledge of basic application software to the creation of structured documents and research.) will be eliminated and the GEC curriculum will no longer include a Computer Competency or any other technology requirement.
2. The GEC numbering system will be recoded to account for the elimination of the current GEC 06.
3. A narrative reporting box will be added to WEAVE to allow for reporting on program's adherence to the technology requirement.

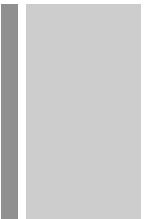


eagles engaged

ENHANCING LEARNING IN GATEWAY AND PATHWAY EXPERIENCES

+ QEP – What and Why

- A Quality Enhancement Plan (QEP) is a core requirement for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- Southern Miss is part of the 2016 SACSCOC class for reaffirmation.
- SACSCOC instituted the QEP requirement to encourage institutions to be forward-thinking and to develop and implement action plans to improve student learning or the student learning environment in a significant way.





Broad-Based Involvement & Evidence of Need



- Through a multi-phase, broad-based process facilitated by the QEP Topic Selection Task Force, strengthening student learning in historically difficult courses and enhancing active learning experiences linked with post-graduation goals emerged as the QEP topic for Southern Miss.
- During 2014-15, the QEP Research and Design Team reviewed assessment and best practices and sought additional input to develop the specific initiatives to enhance these areas. From that, the *Eagles Engaged* plan was developed.

+ Eagles Engaged Goals

- Increase the percentage of students who:
 1. Successfully meet student learning outcomes in QEP gateway courses
 2. Successfully complete QEP gateway courses
 3. Participate in pathway experiences, such as internships, research, and fieldwork

Note: Five gateway courses will be enhanced as part of the Eagles Engaged QEP. For the pathway initiatives, the focus will be on degree programs currently without pathway components.

+ Operational Definitions for the QEP

■ Gateway Experiences

- historically difficult, high-enrollment courses that are foundational for the general education curriculum or to a major.

■ Pathway Experiences

- experiences that are connected to a student's post-graduation goals and significant enough to be included on the student's resume or graduate school application, such as internships, practicums, research, service-learning projects, conference presentations, student organization projects, entry-level jobs related to field, etc.



+



How will we accomplish these goals?



Enhancing Gateway Experiences

High-enrollment, high-risk, foundational courses

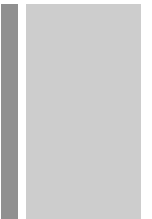
+ Gateway

- Southern Miss will enhance five gateway courses through the Gateway to Completion, or G2C[®], process.
- G2C[®] provides a structured, evidence-based approach for improving performance in gateway courses.
- G2C[®] is part of the John N. Gardner Institute for Excellence in Undergraduate Education, a non-profit organization of faculty scholars.



+ G2C Organizational Structure

- Each course will have a **course committee** comprised of faculty teaching the course, faculty teaching courses in which the gateway is a pre-requisite, and student and academic support staff.
- A **steering committee** will respond to cross-course needs identified by the gateway course committees, such as supplementary instruction, attendance monitoring, space redesign, etc.)
- The institution will have **2 liaisons** to work with G2C, the QEP Director and the Chair of the Student Success Implementation Team or Associate Provost for Academic Excellence.



+



What evidence is there that this works?

+ Outcomes to Date – Retention



	G2C Students	Non-G2C Students
Retention	83%	77%
Good Academic Standing (GPA > 2.0)	74%	65%
Resiliency	54%	41%

+ Arkansas Tech University: College Algebra

Year (2012 Baseline)	Success Rate ABC	Below Average Rate D	Fail Rate F	Withdraw Rate W
2012 N= 2009	69%	9%	6%	16%
2013 N= 1900	70%	6%	8%	16%
2014 N= 2129	76%	6%	5%	13%

Note: Southern Miss will look at student learning outcomes *and* grades.



ARKANSAS
TECH
UNIVERSITY

+ Outcomes to Date – Grades in Intro Accounting

Note: Southern Miss will look at student learning outcomes *and* grades.



Year (2012 Baseline)	Success Rate ABC	Below Average Rate D	Fail Rate F	Withdraw Rate W
2012 N=432	41%	14%	15%	29%
2013 N=425	49%	18%	15%	18%
2014 N=379	58%	13%	7%	22%

Southern Miss Gateway Conference Participants

The QEP Gateway Team invited six gateway courses to apply for travel grants from a list of high DFW courses and selected 3 to participate.

Matthew Casey, History
Jennifer Regan, Biology
Corwin Stanford, Mathematics

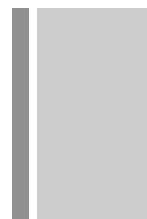
Julie Howdeshell, QEP Director
Kelly Lester, QEP Faculty Chair
Doug Masterson, SSIT Chair

Michelle Arrington, IR Director
Casey Thomas, IR Analyst





Words from Southern Miss Faculty Participants

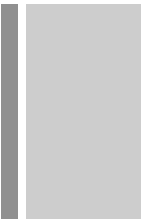


- If I ever receive a teaching award, I will credit it back to this conference.
- I will be that person in my department who knocks on my colleagues' doors and encourages their participation.
- Southern Miss should encourage faculty to participate in the gateway conference each year.
- The Gateway Conference was eye opening.
- The G2C program provides a clear process with support and accountability.
- I came away from the conference encouraged that chemistry programs throughout the country can and do have things in place that are making a real difference to student success while maintaining the necessary academic rigor required of the discipline.
- It was an extremely valuable experience.



In addition to (or as part of) G2C®...

- Each gateway course committee will identify and recommend changes.
 - Examples of these might include:
 - Course Redesign
 - Supplemental Instruction Program (or Peer Assistant Learning Tutors)
 - Attendance Card Scanners
 - Physical Space Redesign
 - Partnerships with academic support programs
 - Lab component for gateway courses
- The steering committee will address issues raised by the gateway course committees that need to be addressed at a university-level.





Enhancing Pathway Experiences

Connected to student's post-graduation goals

Significant enough to warrant inclusion on graduate school application or resume

Internships, Research, Service-Learning, Conference Presentations, etc.



Key Findings – Spring 2015 Survey

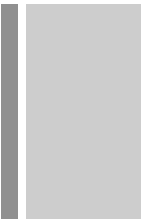


- **Degree programs responding that they do not have a requirement:**
 - Arts and Letters: 17/35 (49%)
 - Business – 9/14 (64%)
 - Education and Psychology – 1/6 (17%)
 - Health – 1/16
 - Nursing – 0/2
 - Science and Technology – 7/25 (28%); Note: 10 of the 18 reporting a requirement have a **research** requirement
- **Communication of opportunities (May mark more than one)**
 - Advisors required to discuss – 12/98 (12%)
 - Advisors encouraged but not required – 63/98 (64%)
 - Listservs, email, print, in class, or through student organizations – 67/98 (68%)
- **Does the department or program track the number of students participating?**
 - Yes – 45 (46%)
 - No – 53 (54%)
- **Does the department track the number of students placed in jobs or graduate school related to their experiential learning?**
 - Yes – 30 (31%)
 - No – 68 (69%)

+ Key Findings – Feedback on Strategies

- **Rank the following approaches in order of effectiveness (mean in parentheses – lower number = higher rank).**

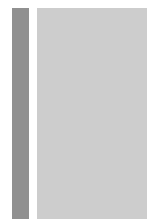
1. Scholarships for internships (2.14)
2. Dedicated center (2.85)
3. Restructuring advising so that advising sessions can focus more on mentoring, including connecting students to experiential learning (3.09)
4. Student Workshops (3.46)
5. Faculty Seminars (3.52)
6. Other (5.95)
 - Creating and sustaining an environment within the department that value/highlight create, engage, promote experiential opportunities
 - Dedicated support staff within each college and/or department (for large departments such as ours) to allow for sufficient coordination of these activities.
 - I need help securing more agencies that employ social workers. Providing some benefits for agency field instructors would be fantastic (library card, discount for campus events, etc.)





Enhancing Pathway Experiences

- Southern Miss will develop infrastructures to connect more students to pathway experiences through university-wide and departmental-level initiatives based on findings from feedback from departments and best practices nationally.
 - University-wide
 - Pathways Coordinator
 - Pathways Council
 - Pathways Scholarships
 - Elective Course(s)
 - Department-level initiatives
 - Incentives for degree programs that currently have no required internship, field experiences, etc. to develop processes that fit the unique needs of their students



+



What evidence is there that this works?



Employers: Registration for the Fall 2014 Internship and Co-op Fair is now open



International Internship Student Experiences

Students [click here](#) to learn more about what Experiential Learning can do for you.



Check out these [videos](#) and see how experience makes the difference



YouTube Video Competition recognizes excellence in internship and co-op experiences. [Click here](#) to check it out and win!



New SL Service-Learning Student Showcase [Workshop Times and Dates](#)



STUDENTS



FACULTY

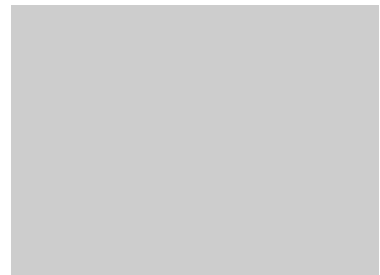


PARTNERS

UCF's mission is to anchor the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experienced-based learning.

The Office of Experiential Learning, in Undergraduate Studies, instructs and promotes applied learning, facilitates the development of quality experiential learning courses through coordination with and training for faculty campus-wide, and collaborates with employers and community partners locally, nationally and internationally to help them access talented students and assist in the educational process.

A unit of Undergraduate Studies. This site is being supported by the US Technology Group



1. INTERNSHIPS



At Furman, internships are considered a part of the academic learning process. You'll use your internship to gain experience by applying your classroom experiences and pursuing your interests.

Sixty-eight percent of our students complete an internship during their time at Furman and you'll find there are a lot of resources to support you in the internship process. In the past, students have taken advantage of faculty-led courses; advice and connections from our alumni, parents, and friends; our summer internship stipend program; and personal advice from the Internship Office.



FIND AN INTERNSHIP

Get started on your search for an internship. Find an internship.



PREPARE YOUR APPLICATION

Need help preparing your resume or cover letter for an internship opportunity? Review our resources.



APPLY FOR FUNDING

Furman Advantage is one of the few programs in the country that directly funds student internships. Apply to Furman Advantage.



EARN ACADEMIC CREDIT

Learn your department's internship course requirements. Get academic credit for an internship.

- Home
- Finding Internships
- Applying for Internships
- Furman Advantage
- Earning Academic Credit
- Faculty Resources
- Employer Resources
- Contact Internship Office

Plan a Visit

Apply Now

Give to Furman

68%

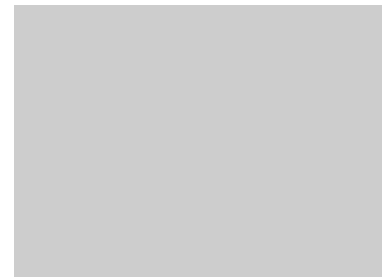
Students complete an internship before graduation

200

Local businesses offer internships to Furman students

32

Students conducted internships in Brussels and Edinburgh



INTERN LINK

Student User Name:

Password:

Login

[New Users Register Here!](#)

[Employers Register Here!](#)

CONTACT INFO:

Location:

Tivoli Student Center,
Suite 260

Phone: 303-556-6656

Fax: 303-556-4728

Office Hours:

M-F, 8am-5pm



Experiential Learning Center

UNIVERSITY OF COLORADO **DENVER**

EXPERIENTIAL LEARNING CENTER

18th Annual

RaCAS

04/17/2015

PROFESSIONAL DEVELOPMENT
WORKSHOPS
SPRING 2015

SPRING 2015
EVENTS

Experiential learning includes a variety of activities with one common goal—to immerse you in hands-on learning.

SPRING 2015
INTERNSHIP
& JOB FAIR

Internship & Job Fair



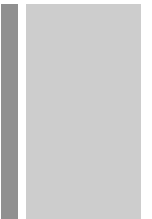
Internator

RESOURCE LINKS:

- [Internships](#)
- [Hire a Vet](#)
- [Veteran Student Services](#)
- [Career Center](#)
- [UROP](#)
- [Study Abroad](#)

+ Words from Faculty in Degree Program with Required Internship

- Our students are very different after they complete their internships. They return to USM as young professionals for their last year and have a much stronger understanding of what they are doing in their studio classes. It is so amazing to watch them morph in such a short period. They will all tell you that their internship was a valuable experience for them. Also, I've never had a student not find an internship.





Words from Faculty in Degree Program Needing Internship Support

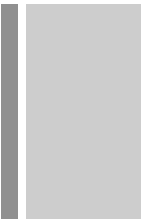


- More resources would be helpful in perhaps increasing the number of internship opportunities available. [Other institutions in the state have] a staff person in accounting dedicated to finding internship opportunities and placing students in those internships. In addition, this person helps track the students who participate in this process, both before and after their internship experience. We would love to have the same type of staff person. I think this would increase the percentage of our students who would participate in this type of experiential learning opportunity. The accounting profession is hiring from their internship pools much more frequently than 10 years ago. One thing that potential students (or their parents) ask about consistently is our job placement rates, who recruits our students and what internship opportunities are available. I would love to be able to really impress them with our answers to those questions.



Words from Faculty Regarding Overall Need

- This is USM's opportunity to dramatically improve competitiveness with other MS institutions of higher learning and enrollment. If USM becomes the leader in job training and job placement for its graduates, there could be no greater incentive (or better marketing) than for students to attend USM and directly translate their tuition as an investment toward their future (better job, higher wage, shorter time between graduation and gainful employment, you name it).





The QEP mark was designed by Cody Bass, Southern Miss graphic design student as part of *Rise Creative*, the Southern Miss student design agency led by Assistant Professor John Lawler.

eagles engaged

ENHANCING LEARNING IN GATEWAY AND PATHWAY EXPERIENCES

EXECUTIVE SUMMARY

The University of Southern Mississippi has selected *Eagles Engaged: Enhancing Learning in Gateway and Pathway Experiences* as its Quality Enhancement Plan based on an institutional process drawing from broad-based involvement and evidence of need. In keeping with the University priority to build a climate for academic success, the mission of *Eagles Engaged* is to improve student success at two critical stages: gateways and pathways. Specifically, *gateways* refer to historically difficult, high-enrollment courses foundational to the general education curriculum or to a major. *Pathways* are significant experiences connected to a student's post-graduation goals, such as internships, research, service learning, entry-level positions, and other fieldwork.

In addressing two crucial transition points, the QEP Research and Design Team recognized the need to maintain a balance between significance and scope. As a result, gateway and pathway experiences will be enhanced to have a significant impact with specific cohorts. Southern Miss will enhance *five* gateway courses through the Gateways to Completion, or G2C[®], process. G2C[®] is part of the John N. Gardner Institute for Excellence in Undergraduate Education, a non-profit organization of faculty scholars providing a structured, evidence-based approach for improving performance in gateway courses. Through faculty development and statistical analyses, Gateway Course Committees, comprised of the faculty teaching the courses, will design specific initiatives tailored to their courses and students. In addition, the Gateway Steering Committee will support Gateway Course Committees through addressing cross-course needs, such as peer assisted learning, as well as overall implementation. Pathway experience support will be available to all undergraduate students and undergraduate programs, but the primary emphasis will be on supporting students in undergraduate degree programs that do not currently have built-in pathway components. Through the direction of a Pathways Director and Pathways Council, students will have access to university-wide programs such as counseling, coursework, and scholarships. The Pathways program will also provide grants to departments to support initiatives specific to their students' needs.

The QEP Leadership Team will use a comprehensive, yet focused, set of direct and indirect measures to assess the goals and outcomes of the QEP. The goals of the QEP include:

1. Improvement in student learning outcome attainment in QEP gateway courses
2. Improvement in successful completion rates of QEP gateway courses
3. Increased participation in pathway experiences linked to students' post graduation goals.

Eagles Engaged will be supported by an experienced QEP director, faculty scholars from the Gardner Institute, Gateway Course and Steering Committees, a Pathways Director, the Pathways Council, and a budget nearing \$3,000,000 over a seven year period. As a result of *Eagles Engaged*, students will benefit from support for increased learning and success in historically, difficult courses, and from experiences that will bolster the transition to post-graduation goals.

2015-2016

GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

DRAFT

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[Instructions for Using the Course Proposal Forms](#)

[New Course Proposals](#)

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[GEC 01-05 Guidelines](#)

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[Proposals for Degree Programs, Emphasis Areas, Certificates, and Minors](#)

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[Modifications of Degree Programs, Emphasis Areas, Certificates, or Minors](#)

[Proposals for Offering a Program or Courses at any Location beyond those listed here: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler Air Force Base, Stennis Space Center.](#)

[Establishing a Collaborative, Dual, Joint, or Articulation Agreement/Partnership with an Outside Institution](#)

[Establishing or Modifying Academic Policies](#)

[Awareness Page](#)

MEETING DATES

The Academic Council meets at 3:00 p.m. on the scheduled Monday of each month during the academic year except holidays. The Graduate Council will meet at 3:00 p.m. on the third Monday of each month during the academic year except for holidays. The location of the meetings will be announced at the beginning of each academic year.

[Graduate Council Calendar](#)

[Academic Council Calendar](#)

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PROPOSAL DEADLINES

See the [Academic Council Calendar](#) and the [Graduate Council Calendar](#) for the dates proposals are due from colleges in advance of a specific council meeting.

A. COURSE PROPOSALS

The effective date of course proposals submitted to the Academic or Graduate Council shall occur **before students have had a chance to register** for the semester during which the course is to be offered.

Example:

1. Course proposals to be offered the following summer or fall semester should be approved by the Academic or Graduate Council by the end of February.
2. Courses scheduled for the spring semester should be approved by the Academic or Graduate Council by the end of September.

B. DEGREE PLAN/PLAN OF STUDY AND CERTIFICATE PROPOSALS

These proposals include Degree Plan/Plan of Study modifications, changes to admissions requirements, and course description modifications (including pre-requisites).

For changes to be reflected in the next year's **Undergraduate Bulletin**, a proposal must be approved prior to or during the **February** meeting.

For changes to be reflected in the next year's **Graduate Bulletin**, a proposal must be approved prior to or during the **April** meeting.

C. NEW DEGREE PROGRAMS, REORGANIZATIONS OF EXISTING PROGRAMS, & DEGREE PROGRAM NAME CHANGE PROPOSALS

The submission of proposals requiring IHL approval must adhere to the [IHL calendar](#). Contact the Office of the Provost for more information.

DEFINITIONS

Course Inactivation: Course is removed from bulletin and SOAR but may be reinstated in the future.

Course Deletion: Course is removed from bulletin and SOAR and is never reinstated. The course number is never used again.

Program Suspension of Admission: Suspension of Admission is a temporary circumstance. Suspension of Admission includes temporary removing the offering at a teaching location or removing a mode of delivery. The Suspension of Admission to an emphasis area, certificate, or minor is an information-only item for the Councils.

Program Deletion or Inactivation: Deletion or Inactivation includes permanently removing an offering, removing the offering at a teaching location, or removing a mode of delivery. A program is first inactivated and then deleted when all enrolled students have completed the program. Program Inactivation requires a teach-out plan. Permanently removing a degree program requires IHL approval. SACSCOC notification or approval may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

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DRAFT

WHO APPROVES WHAT CHART

	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	❖	X	#		
Course Modifications						
CIP Code	X	❖	X	#		
Course Description****	X	❖	X	#		
Course Title	X	❖	X	#		
Credit Hours	X	❖	X	#		
Grading Method	X	❖	X	#		
General Education Curriculum Course Modifications	X	❖	X	#		
Method of Instruction	X	❖	X	#		
Title Abbreviation	X	❖	X	#		
Addition, Deletion, Inactivation, Modification, Relocation, or Expansion of an Academic Minor or Emphasis Area [SACSCOC notification or approval may be necessary]	X	❖	X	X		
Modification, Relocation, or Expansion of a Certificate	X	❖	X	X		
Addition, Deletion, or Inactivation of a Certificate [SACSCOC notification or approval may be necessary]	X	❖	X	X		X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions as needed)	X	❖	X	X		
Offering an existing degree program by distance learning	X	❖	X	X	X	X**
Changing the CIP code of an existing degree program	X	❖	X	X		X**
New degree program [SACSCOC notification or approval may be necessary]	X	❖	X	X	X	X***
Modification to existing degree program (renaming, consolidation, suspension, inactivation, deletion, relocation, or expansion) [SACSCOC notification or approval may be necessary]	X	❖	X	X	X	X***
Modification to existing academic units (renaming, reorganization, deletion)	X	❖	X	X	X	X***
Offering a program or courses at any location beyond those listed here: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler Air Force Base, Stennis Space Center. [SACSCOC notification or approval may be necessary]	X	❖	X	X		
Establishing a Collaborative, Dual, Joint, or Articulation Agreement/Partnership with an outside Institution [SACSCOC notification or approval may be necessary]	X	❖	X	X		
New or Modified Academic Policies	If applicable	❖	X	X		
New Academic Unit (for information and response)	X	❖	X	X	X	X***

DC/CC=department and college councils; REG=Registrar; AC/GC=Academic and/or Graduate Council; PROV=Provost; PRES=President; IHL= Institutions of Higher Learning

❖ The Registrar reviews all proposals.

* The Professional Education Council must also approve proposals involving the university's professional education unit.

** IHL notification required. All IHL proposals require submission of an IHL form.

- *** IHL approval required. All IHL proposals require submission of an IHL form.
- **** Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.
- Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the Course Description section of the "Modify a Course" form.
- Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.
- # The Provost receives a report on all actions taken by the Academic and Graduate Councils. (See [Faculty Handbook](#) – See Section 2.11.5 and Section 2.11.6)
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GENERAL SUGGESTIONS FOR PREPARING PROPOSALS

1. Proposals affecting the undergraduate curriculum are sent to the Academic Council. Graduate course proposals are sent to the Graduate Council.
2. Identify appropriate Checklist for Proposal (See [Table of Contents](#))
3. Departments should take care to check all proposals carefully for completeness and accuracy because even a minor error can delay council action on a proposal. For assistance in preparing proposals to Academic Council, contact the [AC chair](#), and for proposals to Graduate Council, contact the Graduate School at 601-266-4369.
4. Be sure to indicate (i.e., check either "yes" or "no") whether an undergraduate proposal is part of the **General Education Curriculum (GEC)**; the GEC includes writing intensive, speaking intensive, computer competency, and capstone courses. More information of GEC-related proposals is available [below](#).
5. The Academic Council and/or Graduate Council must approve new degree, program, emphasis area, certificates, and prefix proposals. Supporting documentation must include a rationale, a degree plan/plan of study, an assessment plan, and a statement from the University Librarian related to library/personnel requirements. IHL Board approval is required for new degrees and new degree programs.
6. Proposals requiring approval by the IHL Board and/or SACSCOC will need more time to clear the system. (See [IHL calendar](#) and USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>). Once the proposal is approved by IHL, the department should work with the Office of the Provost to ensure all appropriate entities are notified of the implementation date.
 - a. Addition or Deletion of a Certificate (notification only)
 - b. Offering an Existing Degree Program by Distance Learning (notification only)
 - c. Changing the CIP Code of an Existing Degree Plan/Plan of Study (notification only)
 - d. Addition of a New Degree Program
 - e. Modification to Existing Degree Program
 - f. Modifications to Existing Academic Units

- g. Addition of New Academic Unit

7. Transmittal of Proposals to the Councils

Department → College → Dean → [PEC] → Academic/Graduate Council → Provost → President → IHL

(See [Who Approves What Chart](#))

The **Professional Education Council (PEC)** must approve all proposals related to teacher education courses and programs *before* Academic Council or Graduate Council review.

8. All proposals are to be submitted in hard copy and in electronic format to the appropriate Council Chair by the deadline. College deans must attach and sign one single memorandum summarizing and approving their college council's action and are required to submit the signed proposal checklist for each proposal submitted verifying it meets the standards outlined in the Guidelines for Proposals. A [template for the cover memorandum](#) is available. A dean's signature attests that the proposals have gone through the appropriate departmental and college approval processes and are completed correctly. When submitting electronic materials, please submit each proposal as a separate file saved using a title which corresponds to that proposal as it appears on the memorandum (e.g., Add PSY 123: Proposal Development). Whenever possible, electronic proposal documents should be organized by file folders (e.g., one folder for each proposal which includes the memo, course/ program proposal forms, additional attachments, syllabi. The Academic and Graduate Councils **strongly** recommend that a spokesperson of the department be present at the council meeting when a department's proposals are being considered.

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INSTRUCTIONS FOR USING THE COURSE PROPOSAL FORMS

The new [Course Proposal Forms](#) have features extended to Adobe Reader. These features allow Adobe Professional or Adobe Reader to be used to edit and save these forms. To use with either program, simply open the file, complete all sections and click 'save.' All changes to the document will remain when it is re-opened. (Click [here](#) to download latest version of Adobe Reader.)

INSTRUCTIONS FOR EACH COURSE FORM FIELD

To: Choose either the Academic Council or the Graduate Council.

- For 400/500 level courses, use two separate forms, one for the undergraduate number (Academic Council) and another for the graduate (Graduate Council).

Through: Choose the name of the college curricular council or committee that approved the proposal.

From: Choose the appropriate unit type and specify the department from which the proposal originated.

Effective Date: The semester the proposal is to take effect.

- The summer semester is considered to be at the end of the academic year (e.g., "Summer 2010-2011" meets June through August 2011).
- Departments cannot modify, inactivate, or delete a course for an upcoming semester for which registration has already begun.

Semester Credit Hours: Semester credit hours are based on contact hours.

- One credit hour = 12.5 hours (750 minutes) in the classroom
- Three credit hour = 37.5 hours (2,250 minutes) of face-to-face contact with the student, which may include exam time.

- Laboratory contact minutes are at least twice those of lecture courses per credit hour.
- Activity Course contact minutes are at least twice those of lecture courses per credit hour.
- A one-semester hour of lab is at least 25 hours in most departments.
- In the rationale section, address how the credit hour weighting for the course meets the [U.S. Department of Education definition of a Credit Hour](#). See [USM Credit Hour Policy](#).
 - Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

Course Prefix: Council(s) must first approve any new prefix. A rationale must be included in the comments section of the form to explain the need for the new prefix.

Grading Method: Select the appropriate grading method.

- 1= grades A through F (the usual method)
- 2= pass/fail
- 3= grades A through F or pass/fail

Graduate courses use the +/- grading system. Please note the usual restrictions on pass/fail courses, especially for graduate credit. (See the [Undergraduate Bulletin](#) or [Graduate Bulletin](#))

CIP Code: This code refers to the proper section and item of the [Classification of Instructional Programs \(CIP\) manual](#), published by the National Center for Educational Statistics.

Bulletin Description: The description of the course must take up no more than 264 spaces and include all prerequisites or co-requisites.

- Pre-/co-requisites should be listed first
- Every course proposal should include the current Bulletin description, whether it is being modified or not.

Abbreviated Title:

- The course title must be limited strictly to 19 spaces.
- Do not use periods in the abbreviations.
- Since the abbreviated title is the only one given in the Class Schedule Guide and on transcripts, it must be understandable to students and the public. The Councils reserve the right to request understandable course abbreviations.
- If course title is to be modified, be sure to change the abbreviated title also.

General Education Curriculum: All forms contain a line asking if the proposal affects the GEC (pertinent to undergraduate courses only). See [GEC section of the guidelines](#) for more information.

Consent required? Indicate whether students need to obtain departmental or instructor permission to register for this course.

May Students Enroll in More Than One Section within a Single Semester? Some courses, like those numbered 492 or 692, may have different sections represent distinct courses. If students can potentially enroll in more than one section of the course in a given semester, indicate "Yes."

Recommended Section Size: Please indicate preferred section size.

Can This Course be repeated: A repeatable course can be taken more than once for credit.

- A variable topic course is one example where a course can be taken repeatedly as topics vary.
- Enter a number to limit the number of times the course can be repeated or enter a "U" if the course can be taken unlimited times.

IHL Method/Mode of Instruction Code: Designate one or more codes that describe the method of instruction for the course from the [Instruction Mode Code Definitions](#). **Important:** Selecting the most appropriate code affects how the course is presented to students in SOAR and the representation of course student credit hour weighting for reporting purposes.

- Example: A new lecture course that will be offered both on campus and as an online course needs to be coded both **CF** and **CO**.

Rationale: In this section, please include your justification to add, modify, inactivate, or delete a course based upon assessment results.

- The justification must include more than a statement such as, “We studied the data and made this decision.”
- Please include numbers, statistics, and/or detail when describing the assessment results justifying course inactivation, addition or modification.
- Include a teach-out plan if inactivating courses required in active degree plans. Assessment results can include but are not limited to information generated from the following sources:
 - Program-level Assessment Reports
 - GEC Assessment Reports
 - Interviews with students, staff, and faculty about meeting a particular need
 - Curriculum committee decisions based upon overall program assessment
 - Documented poor course/program performance
 - Alumni or employer surveys stating that another course or course modification would be beneficial for the program
 - Documented inquiries (e.g. email, phone, office visit) into whether a particular course or program exists in another department
- A discussion of how the proposed changes meet the need indicated by assessment results would help council members determine the rationale for the proposed change.
- Include other information as needed, such as the rationale for a student credit hour weighting.

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NEW COURSE PROPOSALS

Proposals to add a course require additional documentation; **a draft syllabus is required**. If this course is to be required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. The second page of the [Add a Course form](#) includes text fields for the following:

1. A brief statement of the course objectives.
2. The nature of the intended student audience (e.g. major-only course, elective course, required course). Please provide justification for course level and include any prerequisites and/or level of preparation required for the course.
3. Titles and publication dates of suggested texts or required reading materials.
4. A list of the major topics and assignments.
5. Methods of testing or evaluation, including the manner of grade determination (e.g., weights attached to specific graded components).
6. If the instructional format differs from the traditional meeting schedule, please include in the rationale a statement on how this course will meet the required contact minutes. (Non-traditional format includes

but is not limited to Mini Sessions, Executive Format, and Study Abroad). Provide a rationale for number of credit hours indicated on the course form based on U.S. Department of Education definition of a Credit Hour. Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

7. Graduate courses are to provide additional information related to research and literature. New course forms include the following question: If a graduate course, does this course provide an overview of the literature (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2) AND does this course include a research component (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2). Please see [SACSCOC Comprehensive Standard 3.6.2](#) for reference.
8. The responses to the items above must include narrative information on the course (such information can be copied from the accompanying syllabus.)

Note: For Graduate Council consideration, a 500-level course for which a co-listed 400-level course is available, the proposal must also include a copy of the 400-level syllabus.

Note: Curriculum should reflect differences in rigor across degree programs within the same major.

If the instructional format is to be an online format, please complete the [Online Course Approval Information form](#).

Proposals for new courses that require special facilities or additional faculty (or that have other special requirements, such as restricted enrollment, off-campus components, or special laboratory needs) must address each of these issues in enough detail to allow council members to make an informed decision.

Any course overlap must be justified, and evidence of cooperation between the departments, schools, or colleges in which the overlap occurs must be provided.

Academic Council New Course Intercollegiate Requirement

The Academic Council Intercollegiate Committee ensures that new courses being proposed do not duplicate existing courses, and that adequate communication occurs between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing enrollment and decreasing enrollment). To that end, the following are required for proposed course additions presented to AC if any duplicate or similar courses already exist:

- For any course change that affects another college, the chairs/directors and deans of the affected program must be notified of the proposal before the proposal is discussed in AC. A substantive, definitive response from the chairs/directors and/or deans of the programs to the AC chair and the chair of the Academic Council Intercollegiate Committee is required, stating whether the proposed change will have a significant negative effect. Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposed course is being discussed if they have concerns about course duplication. Their presence will allow time and opportunity for discussion and planning before proposed courses are approved by the AC.
- The proposer of courses similar to an existing course shall provide:
 1. Clear and substantive reasons why the proposed course is needed
 2. A rationale differentiating the proposed course from existing similar courses

3. Response from the chairs/directors and deans (typically an email exchange)

COURSE INACTIVATION OR DELETION PROPOSALS

Proposals to delete or inactivate a course require the submission of a [Course Deletion or Inactivation form](#). Note if this course is required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

COURSE MODIFICATION PROPOSALS

Proposals to modify a course require the submission of a [Course Modification form](#). If the modification affects any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

1. COURSE DESCRIPTIONS

Changes in course descriptions for existing courses in the *Bulletin* must be brought before the Academic Council and/or Graduate Council.

Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the appropriate section of the [Modify a Course form](#).

Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.

Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. The Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

2. COURSE NUMBER CHANGES

Before submitting a course number change proposal, programs should first contact the Registrar's Office to receive a list of available course numbers. Inactive courses are not listed in the bulletin, but the numbers are not available for new courses.

3. COURSE PREFIX CHANGES

When changing a course prefix, a memorandum must be attached to explain the need for the new prefix. The appropriate council must first approve new prefixes. If prefix changes are occurring on a large scale (i.e., departmental name change), attach a list of all courses.

4. METHOD/MODE OF INSTRUCTION MODIFICATION

Use the [Modify a Course form](#) to modify or add a Method/Mode of Instruction Code (MIC) for a course.

Note: Online delivery of existing courses must be approved by the Councils. To request the option that an

established course have online sections, a department must indicate the appropriate MIC code and use the [Online Course Information Approval form](#).

5. CREDIT HOUR CHANGES

When changing the credit hour weight for a course, provide a rationale for the change based on [U.S. Department of Education definition of a Credit Hour](#). Include both in-class time and out-of-class activities/study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

6. ADDITIONAL COURSE MODIFICATIONS

Additional Course Modifications include changes to CIP Code, Course Title, and Grading Method.

DRAFT

GENERAL EDUCATION CURRICULUM PROPOSALS (UNDERGRADUATE COURSES ONLY)

All requests for changes in the General Education Curriculum (GEC), including computer competency, writing intensive, speaking intensive, and capstone, should be addressed to the membership of the Academic Council after the college curriculum committee, the dean, and if necessary, the PEC, approve the proposals. The council chair will refer these items to the General Education Committee for review before their presentation to the full Council.

Departments should review both the rationale and the structure of the GEC ([GEC narrative](#) and [GEC Handbook](#)) before submitting a GEC course proposal.

GEC 01-05 GUIDELINES

The General Education Curriculum (GEC) of The University of Southern Mississippi is the result of a major revision that came after an intensive three-year study by the faculty. The General Education Curriculum was adopted in spring 2002 and went into effect fall 2003. The curriculum is designed to equip graduates with a broad range of knowledge and skills. Thus, while the degree program provides students depth in a given discipline, the general education curriculum should provide students with breadth among many disciplines. Another important component of the courses that comprise GEC 01-05 is that of a common experience. All students take ENG 101 and 102 (the first- year composition sequence), ENG 203 (World Literature), and HIS 101 or 102 (World Civilization) and choose from a focused list of options in science and mathematics, humanities, aesthetics, and social and behavioral sciences. In addition, courses in GEC 01-05 do not narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession. In submitting a proposal for a course within GEC 01-05, proposers should be mindful of this philosophy.

In addition to philosophical considerations, assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category) should be included in the proposal. The proposer should contact the [Chair of the General Education Curriculum Assessment Committee](#) to review the most recent Periodic Assessment Review of the category.

The GEC committee accepts submission for new courses into GEC 01-05 on a rotating schedule. New course proposals are accepted in the fall semester following completion of the periodic assessment review of the category.

GEC SCHEDULE OF ACCEPTANCE OF PROPOSALS

GEC Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
GEC 01 – Written Communication	X			X		
GEC 02 - Natural Science and Mathematics		X			X	
GEC 03 - Humanities			X			X
GEC 04 - Aesthetic Values	X			X		
GEC 05 - Social and Behavioral Sciences		X			X	

All proposals to add a course to GEC 01-05 should include a memo which states:

- The proposed GEC 01-05 Category
- A brief rationale for including this course in the GEC category

- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes
- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent Mississippi Junior College/Community College course for articulation agreements

New Courses

A department wishing to submit a new course for the GEC must complete the New Course Proposal Form and submit a memorandum and supporting documentation that addresses a-f above.

Existing Courses

A department wishing to add a course already in existence to the GEC should submit a memorandum and supporting documentation that addresses a-f above.

GEC 06-09 GUIDELINES

The University of Southern Mississippi employs a vertical, integrated general education model, in that the general education curriculum extends into upper-division courses and into a student's degree program. Specifically, students complete courses designated by their degree programs in the areas of computer competency (GEC 06), writing-intensive (GEC 07), speaking-intensive (GEC 08), and capstone (GEC 09). Proposers should include findings from the last periodic assessment review and/or the last annual review of the category in their proposal.

The GEC committee annually accepts new course submission into GEC 06-09. (See Proposal Deadlines.)

All proposals to add a course to GEC 06-09 should include a memo which states:

- a. The proposed GEC 06-09 category
- b. A brief rationale for including this course in the GEC category
- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Annual or Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes

- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent Mississippi Junior College/Community College course for articulation agreements
- g. If this course is to replace an existing GEC 06-09 course, the teach-out plan for students following previous and current bulletins

New Courses

A department wishing to submit a new course for GEC 06-09 should complete the Add a Course form and submit a memorandum and supporting documentation that addresses a-g above.

Existing Courses

A department wishing to add to GEC 06-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-g above.

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PROPOSALS FOR DEGREE PROGRAMS, EMPHASIS AREAS, CERTIFICATES, AND MINORS

The addition, deletion, suspension, and modification of degree programs, emphasis areas, certificates, and minors should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action. Any addition, deletion, suspension, or modification of a Teacher Education Program must be approved by the Professional Educational Council (PEC) prior to submission to Academic Council or Graduate Council. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

New Degree Programs

The approval process for developing new programs requires three steps:

1. Contact the Office of the Provost for the “IHL Intent to Offer a New Degree Program Form.”
2. After receiving Provost and IHL approval to offer a new degree program, then supporting documentation listed below should be submitted to Academic or Graduate Council, and Professional Education Council, if required.
3. After receiving Council approvals, the proposal is sent to the Provost and President to be submitted to IHL for final approval.

Supporting documentation for new degree programs must include:

1. A copy of the IHL New Degree Program Proposal form. (Note the emphasis name should not be included as part of the program name on any IHL form.)
2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree
3. The effective date (e.g., “Fall Semester 20xx-20xx”). (See Proposal Deadlines)
4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.
5. A data-informed rationale for the new degree program to include an evaluation of the program demand
6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
7. The Degree Plan/Plan of Study (Please use the Degree Plan Template for undergraduate courses and the Plan of Study Template for graduate courses.)
8. A copy of the IR Programs, Emphasis Areas, Minors, or Certificates Processing Form
9. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
11. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
12. If the new degree program includes online delivery of 50% or more of the courses, submit the Online Program Proposal form. Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See Eagle Learning Online Policies and Procedures)

13. If the new degree program includes online delivery of 50% or more of the courses, the IHL form [Declaration of Intent to Offer an Existing Degree Program by Distance Learning](#) must also accompany the proposal.

New Emphasis Areas, Certificates, or Minors

New emphasis areas, certificates, or minors do not require IHL approval, but do require approval of the Councils. Supporting documentation includes:

1. The official name of the program with no abbreviations. Please note the naming convention: Program (Emphasis) Degree
2. The effective date (e.g., "Fall Semester 2014-2015"). (See [Proposal Deadlines](#))
3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu)
4. A data-informed rationale for the new program to include an evaluation of the program demand
5. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
6. The Degree Plan/Plan of Study (See links to [Degree Plan Template](#) for undergraduate plans; the [Plan of Study Template](#) for Graduate plans; the [Certificate Template](#); and the [Minor Template](#))
7. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
8. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
9. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships

Suspending Admission, Inactivating or Deleting Degree Programs, Emphasis Areas, Certificates, or Minors

Suspension of admission to a program includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission does not require Council approval, but should be submitted for inclusion on the council minutes following approval at the college level.

Deletion or Inactivation includes permanently removing an offering; removing the offering at a teaching location; or removing a mode of delivery. Permanently removing an offering requires IHL approval. SACSCOC notification may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation should include:

1. The official program name. (See [IR Active Program Inventory](#))
2. The teaching site(s) where the program is currently offered.

3. For suspending admission, the date admission to the emphasis area will be suspended and an estimate of the date admission will resume.
4. For inactivating or deleting a degree program, a copy of the materials to be submitted to IHL. (Link to [IHL Delete/Suspend Program form](#). The departments should also contact the Office of the Provost.)
5. A rationale including use of assessment results.
6. A teach-out plan to include the time-frame, the process for notifying students and faculty, for providing courses to allow current students to complete their degrees, and advising students as to their options.
7. [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)

Modification of Degree Programs, Emphasis Areas, Certificates, or Minors

RELOCATION/EXPANSION OF AN EXISTING PROGRAM

Examples of relocating or expanding an existing program include expanding a program to include both campuses; moving a Gulf Coast-only program to the Hattiesburg campus or a Hattiesburg-only program to the Gulf Park campus; and expanding a Gulf Park-only program to the Keesler Air Force Base teaching site.

Important Note: The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation for relocating/expanding an existing program includes:

1. the [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
2. A data-informed rationale for the new program to include an evaluation of the program demand and current assessment results
3. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
4. A discussion on proposed timing, frequency, and mode of curriculum offerings at the new site

OFFERING AN EXISTING PROGRAM BY DISTANCE LEARNING

If the modification of an existing program includes moving at least 50% of the program online, the [Online Program Proposal form](#) is submitted. Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

In addition to the forms required for the Academic and/or Graduate Councils, the IHL form [Declaration of Intent to Offer a Degree Program by Distance Learning](#) must also be prepared and accompany the proposal.

PROGRAM REQUIREMENTS AND PROGRESSION POLICY MODIFICATIONS

Modification of program requirements (including admission requirements) and progression policy require Council approval. These types of policies are typically found in the department's narrative section of the bulletin.

RENAMING OR CONSOLIDATING

Proposals to rename or consolidate degree programs require Council and IHL approval. Proposals to rename or consolidate emphasis areas, certificates, or minors require Council approval.

DEGREE PLAN/PLAN OF STUDY MODIFICATIONS

The Academic Council and/or Graduate Council must approve modifications to any Degree Plans/Plans of Study.

1. Supporting documentation must include:
 - a. A memo which states a rationale for the changes
 - b. The revised Degree Plan/Plan of Study (current Degree Plan/Plan of Study presented with red font markup edits clearly illustrating the proposed changes); include a confirmation of the total number of hours and indicate any changes in total degree hour requirements.
 - i. Undergraduate Degree Plans are found in the current online Undergraduate Bulletin on the Registrar's website. Click the "Print Friendly Page" icon at the top of the degree plan.
 - ii. Graduate Plans of Study are found on the Graduate School website.
 - c. Corresponding edits to the Undergraduate Semester Guide found in the Undergraduate Bulletin and the program's Articulation Plan found on the IE Info Center
 - d. Effective date (Undergraduate Degree Plan changes occur once a year to coincide with bulletin publication; normally, Graduate Plan of Study changes occur once a year to coincide with bulletin publication.) For changes to be reflected in the next year's Undergraduate Bulletin, a proposal must be approved prior to or during the February meeting. For changes to be reflected in the next year's Graduate Bulletin, a proposal must be approved prior to or during the April meeting.
2. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing/ decreasing enrollment). For any Degree Plan/Plan of Study change that affects another department or college:
 - a. The chairs/directors and deans of the affected program must be notified of the proposal (submit email or other correspondence)
 - b. A substantive, definitive response from the chairs/directors and/or deans of the program is required as supporting documentation, stating whether the proposed change will have a significant negative effect (submit email or other correspondence).

Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposal is being discussed.

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PROPOSALS FOR OFFERING A PROGRAM OR COURSES AT ANY LOCATION BEYOND THOSE LISTED HERE: HATTIESBURG, GULF PARK, GULF COAST RESEARCH LABORATORY, KEESLER AIR FORCE BASE, STENNIS SPACE CENTER.

SACSCOC defines a substantive change as “a significant modification or expansion of the nature and scope of an accredited institution.” The most common Substantive Changes at USM include:

- Initiating an off-campus (additional) site (site-based/classroom group instruction)
- Moving an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students.

Link to [USM Substantive Change Policy](#)

(Checklist to be developed)

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ESTABLISHING A COLLABORATIVE, DUAL, JOINT, OR ARTICULATION AGREEMENT/PARTNERSHIP WITH AN OUTSIDE INSTITUTION

The national priority to sharply increase the percentage of Americans holding undergraduate degrees has resulted in a number of creative educational pathways to facilitate accomplishment of that goal. Examples of educational pathways include two-plus-two arrangements, dual admissions, consortia arrangements, degree completion arrangements, state-wide articulation arrangements, credit for work experience arrangements, diploma and certificate credits being converted into degree credits, and the like. Additionally, various “applied” undergraduate degrees are proliferating to meet the needs of career-minded students wishing to enter the work force directly after graduation. These educational pathways must be reviewed and approved by council to ensure quality and integrity and compliance with SACSCOC policy.

Proposals to initiate a collaborative, dual, joint, or articulation agreement/partnership with an outside institution should be presented to council in the form of a memo and should include the agreement and the [Office of the Provost Contract/Consortia Agreement Review Form](#) to include the Renewal Date and signatures of the Director, Dean, and General Council if necessary. To ensure periodic evaluation of the agreement against the mission of the institution, the Provost will determine if additional council review is necessary at the time of renewal.

Link to SACSCOC Policies:

[THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES](#)

[AGREEMENTS INVOLVING JOINT AND DUAL ACADEMIC AWARDS](#)

(Checklist to be developed)

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ESTABLISHING OR MODIFYING ACADEMIC POLICIES

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through the Undergraduate and Graduate Bulletins. Any additions to or revisions of academic policies must be approved by the Academic or Graduate Councils and the Provost prior to being published in the bulletin.

Proposals for academic policies can be initiated at the following levels: departments, colleges, various standing committees, special ad-hoc committees, student government, university Organizational Chart administrative units, Office of the Provost, Graduate School, Executive Cabinet, Academic Council, or Graduate Council.

Proposals initiated at the department or college level must be approved by college council and Professional Educational Council (if applicable) prior to submission to Academic or Graduate Council. Proposals initiated at other levels may submit proposals directly to Academic or Graduate Council. The council chairs will determine if additional approvals are necessary prior to council acceptance of the proposal. The Academic Standards Committee of the Academic Council reviews and recommends approval of new or revised policies and procedures affecting undergraduate education. The Policies and Procedures Committee of the Graduate Council reviews and recommends approval of new or revised policies and procedures for graduate study.

Academic Policy Proposals should be submitted in the form of a memo with all approval levels clearly identified and signed. Proposals should include a rationale, the proposed implementation date, and documentation to support the policy adheres to good educational practice. Policy revisions should include the current bulletin wording with the proposed edits clearly marked.

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PROPOSALS FOR ACADEMIC UNITS

Modifications to units include renaming, reorganizing, deleting, and adding new degree-granting units. Council and IHL approval is required for renaming, reorganizing, and deleting degree-granting units. Proposals to add a new unit are presented to Councils for information and response; Provost, President and IHL approval are necessary. The addition, deletion, renaming, or consolidation of academic units should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action.

Academic Unit proposals should include:

- a. The official unit name
- b. A rationale to include use of assessment results and, if applicable, discussion between colleges and campuses/teaching sites
- c. The effective date (See Proposal Deadlines)
- d. The appropriate IHL form:
 - o [New Academic Unit Proposal](#)
 - o [Modifications to Existing Academic Unit Proposal \(Renaming\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Reorganization\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Deletion\)](#)

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AWARENESS

Advertising, Student Recruitment, and Representation of Accredited Status - All publications should represent the official degree names and approved offerings of the university. Official degree names and offerings are posted in the Active Program Inventory found on the Institutional Research webpage. Accredited programs must accurately portray their accreditation status. Programs are not accredited by SACSCOC.

Homemade Degree Plans and Articulation Agreements – department web sites should link to the official degree plan and semester guide in the bulletin and the official articulation plan. Homemade degree plans and articulation plans are not to be posted. Note the verbiage “2+2” is outdated and should not be used.

Major Revisions to Degree Plans – departments planning major revisions to degree plans should first contact the Council Chairs and Institutional Effectiveness if an undergraduate degree and the Dean of Graduate School if a graduate degree. Proposals for major revisions to undergraduate degrees should be submitted in the fall semester to allow for sufficient time for council evaluation.

DRAFT

ACADEMIC COUNCIL PROPOSAL MEMORANDUM

College of Education and Psychology

To: College Curriculum Committee

From: Diane Fisher

Date: November 13, 2015

Re: College Curriculum Proposals – Modify Courses (Change requisites only: SPE 401, SPE 401L, SPE 411L, SPE 431, SPE 431L, SPE 442L, SPE 451, SPE 470, SPE 478)

These changes have been approved by the Special Education Caucus, the CISE Curriculum Committee, and the CISE Corps of Instruction at the Department Levels. The committee responsible for curriculum modifications in this college has approved the following in accordance with all curriculum approval processes established in this college:

Curriculum, Instruction & Special Education:

NOTE: When the Special Education (Non-Licensure Program) was approved in 2007, Gold Card (admission to teacher education) and certain pre-requisites were removed in order to more easily allow non-licensure students to enroll in these courses. We anticipated being able to guide our students into the correct courses in the correct sequence through advising. In reality, however, students began taking courses out of sequence, and therefore did not have the pre-requisite knowledge and skills to be successful in the courses. We also had several underclassmen (especially freshmen) enrolling in these courses when they were not ready for the level of content/expectations. The non-licensure program has since been suspended, and therefore the pre-requisites should be added back to the course requisites.

Course Proposals

SPE 401 – Modify Requisites

Modify from: SPE 401: Systematic Interventions for Challenging Behaviors - This course is a specialized study in the use of behavioral approach to manage behavior, both social and academic, of students with disabilities in the classroom. (REMOVE DEPARTMENT CONSENT REQUIRED)

Modify to: SPE 401: Systematic Interventions for Challenging Behaviors - A specialized study in the use of behavioral approaches to manage behavior, both social and academic, of students with disabilities in the classroom. Prerequisite(s): Gold Card, SPE 400, SPE 402, SPE 430, SPE 451. Co-requisites: SPE 401L, SPE 442, SPE 442L

SPE 401L – Modify Requisites

Modify from: SPE 401L: Practicum: Interventions for Challenging Behavior - Prerequisites: Gold Card. In-depth clinical experiences in using the behavioral approach to manage behavior, both social and academic, of students with disabilities in the school environment. (REMOVE DEPARTMENT CONSENT)

Modify to: SPE 401L: Practicum: Interventions for Challenging Behavior - In-depth clinical experiences in using behavioral approaches to manage behavior, social and academic, of students with disabilities in the school environment. Prerequisite: Gold Card, SPE 400, SPE 402, SPE 430, SPE 451. Co-requisites: SPE 401, SPE 442, SPE 442L

SPE 411L – Modify Requisites

Modify from: SPE 411L: Practicum: Math for Students with Disabilities - Prerequisites: Gold Card. Application of mathematics strategies for students with disabilities in school settings.

Modify to: SPE 411L: Practicum: Math for Students with Disabilities - Application of mathematics strategies for students with disabilities in school settings. Prerequisite: Gold Card, SPE 400, SPE 404, SPE 402, SPE 430. Co-requisites: SPE 411

SPE 431 – Modify Requisites

Modify from: SPE 431: Teaching Academics to Students with Disabilities – This course will develop the skills and knowledge needed by beginning special education teachers to teach general curriculum content to students with high-incidence disabilities.

Modify to: SPE 431: Teaching Academics to Students with Disabilities – Development of skills and knowledge needed by beginning special education teachers to teach general curriculum content to students with high incidence disabilities. Prerequisite(s): Gold card. SPE 400, 404, 402, 430. Co-requisite(s): SPE 410, SPE 410L, SPE 431L

SPE 431L – Modify Requisites

Modify from: SPE 431L: Practicum: Teaching Academics - In-depth clinical experience to develop skills and knowledge for teaching general curriculum content to students with high-incidence

Modify to: SPE 431L: Practicum: Teaching Academics - In depth clinical experience to develop skills and knowledge for teaching general curriculum content to students with high incidence disabilities. Prerequisite(s): Gold card. SPE 400, 404, 402, 430. Co-requisite(s): SPE 410, SPE 410L, SPE 431

SPE 442L – Modify Requisites

Modify from: SPE 442L: Practicum: Transition/Life Skills - Prerequisites: SPE 121, SPE 400, SPE 402, SPE 430, Gold Card. Co-requisites for licensure majors: SPE 442. In depth clinical experience to facilitate positive transitions to adulthood including communication, self-determination, employment, daily living, and post-secondary education.(WI)

Modify to: SPE 442L: Practicum: Transition/Life Skills - In depth clinical experience to facilitate positive transitions to adulthood including communication, self-determination, employment, daily living, and post-secondary education.(WI) Prerequisites: Gold Card, SPE 400, 402, 430, 451 Co-requisites: SPE 442, 451, 451L

SPE 451 – Modify Requisites

Modify from: SPE 451: Classroom and School Management Systems/Strategies – Major theories of classroom management techniques for structuring classroom and school environments to promote beneficial learning and social behaviors. Students will be required to subscribe to Tk20. NCATE Teaching Methodology Class NCATE Class Teacher Ed

Modify to: SPE 451: Classroom and School Management Systems/Strategies – Major theories of classroom management techniques for structuring classroom and school environments to promote beneficial learning and social behaviors. Prerequisite: Gold Card, SPE 400, 402, 430 Co-requisites: SPE 451L

SPE 470 – Modify Requisites

Modify from: SPE 470: Legal Aspects of Special Education – Prerequisites: SPE 121, 400, 402, 430. This course focuses on the legal and advocacy knowledge needed by special education teachers in today's public and private schools.

Modify to: SPE 470: Legal Aspects of Special Education – This course focuses on the legal and advocacy knowledge needed by special education teachers in today's public and private schools. Prerequisite: Gold Card, SPE 400

SPE 478 – Modify Requisites

Modify from: SPE 478: Specialized Studies in Developmental Disabilities – Specialized study and skill acquisition in the area of developmental disabilities. Topics vary. Requirement Group: Gold Card Required/TEA1

Modify to: SPE 478: Specialized Studies in Developmental Disabilities – Specialized study and skill acquisition in the area of developmental disabilities. Topics vary. Sophomore or higher standing required.

Remove "Capstone Experience". Was a capstone for a now non-existent major. Remove pre-requisite (Gold Card). Course is available to students other than education majors.

Comments:

The Special Education faculty conducted a curriculum audit of courses in the B.S. degree, ensuring alignment with the revised Council for Exceptional Children professional standards. Certain skills addressed in other courses are pre-requisite or co-requisite needs in order to benefit from course participation.

No additional faculty are resources are needed as a result of this proposal.

MEMORANDUM

Date: November 9, 2015

To: Academic Council

Dr. Marek Steedman, Academic Council Chair

 Dr. Larry Sparkman, Interim Dean of Admissions & Enrollment Management

Greg Pierce, Registrar

Dr. Daniel Norton, Associate Provost of International Programs

From: Petra Marlin, Director of International Recruitment and Admissions

Subject: Recognition of international advanced secondary credentials for transfer credit

The Office of International Admissions asks for the following:

A request to add bulletin language allowing recognition of the Cambridge Advanced International Certificate of Education (AICE) and the Caribbean Advanced Proficiency Exam (CAPE) as exams eligible for transfer credit evaluation.

Proposal

In order to market USM competitively to high ability international students, it would be in our best interest to develop bulletin language and practices for awarding credit for select International Advanced Secondary Credentials. This would be in line with our statements regarding advanced credit for AP and IB exams. The most common international national examination credentials are Cambridge Advanced International Certificate of Education (AICE) and Caribbean Advanced Proficiency Exam (CAPE). Current bulletin language regarding Credit by Examination states "The University of Southern Mississippi only awards undergraduate credit for noncredit military courses and educational experiences as transcribed by the American Council on Education (ACE), and for performances on three standardized tests: College Level Examination Program (CLEP), Advanced Placement Test (AP) and International Baccalaureate Test (IB). Institutional credit based on acceptable nationally standardized tests is only transferable and will only be considered if official records of individual test scores are available." The purpose of this proposal is to approve two additional nationally standardized exams for institutional credit evaluation, Cambridge AICE and CAPE. Once approval is granted, International Admissions will be responsible for preparing AICE and CAPE subject syllabi for departmental review in order to create equivalency charts similar to AP and IB charts for the most common core subjects. Other subjects may be evaluated on a case-by-case basis by academic departments. Approval of this proposal does not require departments to grant credit if the syllabus does not meet course standards. Approved transfer credit will be posted by the Office of Admissions.

Rationale

Proposal to Approve Awarding of Credit for Completion of International Advanced Secondary Credentials

Proposal

In order to market USM competitively to high ability international students, it would be in our best interest to develop bulletin language and practices for awarding credit for select International Advanced Secondary Credentials. This would be in line with our statements regarding advanced credit for AP and IB exams. The most common international national examination credentials are Cambridge Advanced International Certificate of Education (AICE) and Caribbean Advance Proficiency Exam (CAPE). Current bulletin language regarding Credit by Examination states “The University of Southern Mississippi only awards undergraduate credit for noncredit military courses and educational experiences as transcribed by the American Council on Education (ACE), and for performances on three standardized tests: College Level Examination Program (CLEP), Advanced Placement Test (AP) and International Baccalaureate Test (IB). Institutional credit based on acceptable nationally standardized tests is only transferable and will only be considered if official records of individual test scores are available.” The purpose of this proposal is to approve two additional nationally standardized exams for institutional credit evaluation, Cambridge AICE and CAPE. Once approval is granted, International Admissions will be responsible for preparing AICE and CAPE subject syllabi for departmental review in order to create equivalency charts similar to AP and IB charts for the most common core subjects. Other subjects may be evaluated on a case-by-case basis by academic departments. Approval of this proposal does not require departments to grant credit if the syllabus does not meet course standards. Approved transfer credit will be posted by the Office of Admissions.

Rationale

AACRAO (American Association of Collegiate Registrars & Admissions Officers) Edge (Electronic Database for Global Education) recommends up to one year of advanced credit for the credentials listed above. Many US institutions actively recruiting international students consider a variety of international advanced secondary credentials for advanced credit. The suggested additions use a nationally standardized exam method of evaluation and fit the description of current transfer credit policy bulletin language. Attached documents include policies and statements from a variety of institutions regarding recognition of international secondary credentials for advanced credit. These include University of South Florida, Penn State, Lewis & Clark, Bentley University, Duke University, Vanderbilt University, and several peer institutions. The Cambridge A-level credential is the most common international credential for which credit is awarded and the Mississippi Articulation and Transfer Tool (MATT) already cites it as an example of a standardized subject examination credential for which accelerated credit may be granted at Mississippi institutions <http://www.mississippi.edu/trnms/about/AccCredit.aspx>.

Proposed Bulletin Language

Transfer Credit Policy section in Admission to the University

The University of Southern Mississippi only awards undergraduate credit for noncredit military courses and educational experiences as transcribed by the American Council on Education (ACE), and for performances on three the following standardized tests: College Level Examination Program (CLEP), Advanced Placement Test (AP), and International Baccalaureate Test (IB), Cambridge Advanced International Certificate of Education (British and Singapore AICE), and Caribbean Advanced Proficiency Exam (CAPE). Institutional credit based on acceptable nationally standardized tests is only transferable and will only be considered if official records of individual test scores are available. A maximum of 50 percent of the hours applied to a degree may be earned through credit by examination, independent study courses, extension courses and educational experiences in the armed forces combined may be counted toward a degree at The University of Southern Mississippi. No more than 30 semester hours in a degree program may be earned through credit by examination.

Acceptance of Transfer of Credit by Examination in Admission to the University

Testing credit (CLEP, Advanced Placement, and International Baccalaureate, Cambridge Advanced International Certificate of Education and Caribbean Advanced Proficiency Exam) awarded by transfer institutions is not automatically accepted for transfer to Southern Miss unless the test score required for awarding that credit is

readily identifiable and meets the test score requirement of The University of Southern Mississippi.

Credit by Examination in General Academic Information

Add:

Cambridge Advanced International Certificate of Education: British and Singapore AS and A-level AICE examinations may be considered for advanced credit. Credit approval is at the discretion of the academic department. International Admissions will prepare A-Level subject syllabi for department review. A standalone AS-level subject represents one year of advanced high school work may be evaluated for up to 4 credits (one year of advanced high school work is generally equivalent to one semester of college level work). An A-level subject represents two years of advanced high school work and may be evaluated for up to 8 credits. If AS and A-level exams were taken in the same subject, each exam only receives a maximum of 4 credits each (for a total of up to 8 credits). Credit may be awarded for grades A-E.

Caribbean Advanced Proficiency Exam: Only 1 and 2 unit CAPE courses may be considered for advanced standing credit (each unit is representative of one year of advanced high school work). Credit approval is at the discretion of the academic department. International Admissions will prepare syllabi for department review. Each 1 unit CAPE course represents completion of one undergraduate freshman level course (one year of advanced high school work is generally equivalent to one semester of college level work). Each 2 unit CAPE course

represents the completion of the introductory sequence of that subject. Up to 4 credits may be awarded for each unit. Credit may be awarded for grades I-IV.

Enclosures:

Cambridge International A-level documentation and CAPE documentation

International Secondary Credential Placement Credit documentation from other universities

DRAFT

Academic Council Minutes
The University of Southern Mississippi
February 1, 2016

The Academic Council met at 3:00 p.m. on February 1, 2016, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Mac Alford, Dr. Jon Beedle, Dr. Sam Bruton, Dr. Sabrina Bryant, Dr. Heath Grames, Dr. Rick Green, Ms. Claire Hamilton, Dr. David Holt, Dr. Luis Iglesias, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Luis Iglesias for Dr. Bridget Hayden, Dr. Stephen Oshrin for Dr. Denis Wiesenburg, and Dr. Emily Yowell for Dr. Georgianna Martin.

The following non-voting members were present: Dr. Bridget Burgess for Dr. Faye Gilbert, Ms. Courtney Day, Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Kathy Yadrick for Dr. Mike Forster, and Dr. Bill Powell

The following guests were present: Ms. Amy Arrington, Ms. Linda Bass, Ms. Dana Berry, Ms. LeAnne Cadigan, Ms. Susan Dobson, Ms. Kathryn Lowery, Mr. Mike Lavender, Ms. Kaycee McMillan, Dr. Wujian Miao, Mr. William Newman, Dr. Joe Olmi, Ms. Kelly James-Penot, Ms. Dawn Porter, Dr. Ward Sayre, Dr. Teresa Welsh, and Dr. Gallayanee Yaoyuneyong.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda for approval. Dr. Smith moved and Dr. Yowell seconded a motion to approve the agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the November 30, 2015 minutes for approval. Dr. Yowell moved and Dr. Iglesias seconded a motion to approve the November 30, 2015 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

4.1.1 College of Arts and Letters

Department of Interdisciplinary Studies

Dr. Steedman presented the request to untable BLKS 491. Dr. Smith moved and Dr. Oshrin seconded a motion to untable BLKS 491. The motion passed. Ms. Lester moved and Dr. Yowell seconded a motion to approve the addition of BLKS 491. The motion passed.

Dr. Steedman presented the request to untable the Black Studies minor. Ms. Lester moved and Dr. Alford seconded a motion to untable the Black Studies minor. Dr. Yowell moved and Dr. Alford seconded a motion to approve the modification of the Black Studies minor. The motion passed.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of Political Science, International Development and International Affairs

Dr. Steedman presented the request to modify the Paralegal Studies B.A. degree plan. Dr. Alford moved and Dr. Beedle seconded a motion to approve the modification of the Paralegal Studies B.A. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Paralegal Studies (Pre-Law) B.A. degree plan. Dr. Green moved and Dr. Yowell seconded a motion to approve the modifications of the Paralegal Studies (Pre-Law) B.A. degree plan. The motion passed.

4.2.2 College of Business

Department of Marketing and Merchandising

Dr. Steedman presented the request to modify MGT 375. Ms. Lester moved and Dr. Iglesias seconded a motion to approve the modification of MGT 375. The motion passed.

Dr. Steedman presented the request to add the Apparel Construction and Design certificate. Dr. Smith moved and Ms. Lester seconded a motion to approve the addition of the Apparel Construction and Design certificate. The motion passed.

4.2.3 College of Education and Psychology

School of Library and Information Science

Dr. Steedman presented the request to modify LIS 491. The GEC Committee recommended Council approve the modification of LIS 491. The motion passed.

Dr. Steedman presented the request to modify the Library and Information Science B.S. degree plan. Ms. Lester moved and Dr. Yowell seconded a motion to approve the modification of the Library and Information Science B.S. degree plan. The motion passed. Council requested the department remove the CMS courses listed under GEC08 and only list LIS 491 to fulfill the GEC 08 requirement. The department agreed.

Department of Psychology

Dr. Steedman presented the request to modify PSY 270, PSY 330, PSY 374, PSY 413 and PSY 436. Dr. Bruton moved and Dr. Alford seconded a motion to accept these courses as a group. The motion passed.

Dr. Oshrin moved and Dr. Smith seconded a motion to approve the modifications of PSY 270, PSY 330, PSY 374, PSY 413 and PSY 436. The motion passed.

Dr. Steedman presented the request to modify the Psychology B.A. degree plan and Psychology B.S. degree plan (face-to-face/hybrid delivery). Dr. Oshrin moved and Dr. Beedle seconded a motion to approve the modifications of the Psychology B.A. degree plan and Psychology B.S. degree plan (face-to-face/hybrid delivery). The motion passed.

Dr. Steedman presented the request to modify the Psychology B.A. degree plan and Psychology B.S. degree plan. Dr. Green moved and Dr. Smith seconded a motion to approve the modifications of the Psychology B.A. degree plan and Psychology B.S. degree plan. The motion passed.

4.2.4 College of Health

Department of Nutrition & Food Systems

Dr. Steedman presented the request to modify NFS 330L. The GEC Committee recommended Council approve the modification of NFS 330L. The motion passed.

Dr. Steedman presented the request to modify the Nutrition and Dietetics (Nutrition Science) B.S. degree plan and the Nutrition and Dietetics (Didactic Program in Dietetics) B.S. degree plan. Dr. Yowell moved and Dr. Iglesias seconded a motion to accept these degree programs as a group. The motion passed. Dr. Oshrin moved and Dr. Bruton seconded a motion to approve the modifications of the Nutrition and Dietetics (Nutrition Science) B.S. degree plan and the Nutrition and Dietetics (Didactic Program in Dietetics) B.S. degree plan. The motion passed.

Department of Public Health

Dr. Steedman presented the request to modify DPH 428. Dr. Iglesias moved and Dr. Alford seconded a motion to approve the modification of DPH 428. The motion passed.

Dr. Steedman presented the request to modify DPH 485. Dr. Yowell moved and Dr. Alford seconded a motion to approve the modification of DPH 485. The motion passed.

School of Social Work

Dr. Steedman presented the request to add SWK 231. Dr. Alford moved and Dr. Beedle seconded a motion to approve the addition of SWK 231. The motion passed. Council requested the department remove the word “Urban” from the course title to better reflect the content of the course. The department complied.

4.2.5 College of Nursing

No proposals.

4.2.6 College of Science and Technology

Department of Biology

Dr. Steedman presented the request to modify BSC 103 and BSC 103L. Dr. Smith moved and Dr. Alford seconded a motion to accept these courses as a group. The motion passed. Dr. Alford moved and Ms. Lester seconded a motion to table the modifications of BSC 103 and BSC103L. The motion passed. Council wanted clarification from the department on how the course and lab would meet the online requirements.

Department of Chemistry and Biochemistry

Dr. Steedman presented the request to modify the Chemistry (ACS-Certified Chemistry) B.S. degree plan, the Chemistry B.S. degree plan and the Chemistry (Biochemistry) B.S. degree plan. Dr. Green moved and Dr. Alford seconded a motion to accept these degree programs as a group. The motion passed. Dr. Beedle moved and Dr. Alford seconded a motion to approve the modifications of the Nutrition and Dietetics (Nutrition Science) B.S. degree plan and the Chemistry (ACS-Certified Chemistry) B.S. degree plan, the Chemistry B.S. degree plan and the Chemistry (Biochemistry) B.S. degree plan. The motion passed.

School of Construction

Dr. Steedman presented the request to modify ID 478. Dr. Oshrin moved and Dr. Iglesias seconded a motion to approve the modification of ID 478. The motion passed.

Dr. Steedman presented the request to modify the Interior Design B.S. degree plan. Dr. Alford moved and Dr. Lee seconded a motion to approve the modification of the Interior Design B.S. degree plan. The motion passed.

Department of Geography and Geology

Dr. Steedman presented the request to modify the Geography B.S. degree plan. Dr. Alford moved and Dr. Bruton seconded a motion to approve the modification of the Geography B.S. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Geography (GIT) B.S. degree plan. Ms. Hamilton moved and Dr. Alford seconded a motion to approve the modification of the Geography (GIT) B.S. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Geography (Sustainable Development) B.S. degree plan. Dr. Oshrin moved and Dr. Alford seconded a motion to approve the modification of the Geography (Sustainable Development) B.S. degree plan. The motion passed.

5.0 Old Business
No old business.

6.0 New Business

6.1 Presenting revisions of proposal guidelines
Dr. Steedman presented to Council a draft document of changes made to the proposal guidelines. Council was asked to review these changes and a vote will take place at the March 2016 meeting.

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman
Dr. Steedman reported the Department of Child and Family Studies informs the Council that they are adding FAM 351 as a prerequisite to FAM 455.
Interior Design informs the Council that they are removing ID 140 as a prerequisite to ID 325.

7.2 Chair-Elect Report – Ms. Kelly Lester
No report.

7.3 Secretary Report-Ms. Linda Ginn
No report.

7.4 Standing Committees
7.4.1 Academic Standards – Dr. Bridget Hayden
No report.

7.4.2 Bylaws – Dr. Georgianna Martin
No report.

7.4.3 Elections – Dr. Mac Alford

Dr. Alford reported the Elections Committees of the various advisory bodies at USM have agreed to send out a combined ballot ("super-ballot") again this year. Unlike previous years, some advisory bodies wish to begin the ballot with an opt-in, that is, eligible candidates will be asked to mark the ballot for themselves if they are willing to serve in that particular advisory body. Willing candidates would then be presented in the first round of elections. This technique was conceived to avoid the problems encountered last year, where too many elected representatives declined to serve after notification. If anyone opposes this method of election for Academic Council (or Grade Review Council, which we oversee), please let me know as soon as possible.

7.4.4 General Education – Dr. Emily Yowell

Dr. Yowell presented several documents that have been edited to reflect the changes to the GEC. Following approval by the Academic Council last semester, the GEC is removing the computer competency requirement and associated student learning outcome. Technology competency will be managed and reported at the program level as a university requirement. The presented documents were edited to reflect these changes which include a move of the GEC Mathematics requirement to GEC 06. Mathematics will now be assessed by the GEC-AC when assessment is slated for the GEC 06 category. Dr. Oshrin moved and Dr. Smith seconded a motion to accept these documents as a group. The motion passed. Dr. Alford moved and Dr. Beedle seconded a motion to approve the documents presented by the GEC Committee. The motion passed. (see attached).

7.4.5 Intercollegiate – Dr. Heath Grames

No report.

7.4.5 Program Reviews – Ms. Claire Hamilton

Ms. Hamilton reported the Program Review committee has begun reviewing the self-study reports from Library Information Science and Public Health with a target date of Feb. 26th for completion of the reviews. The committee will have one more program to review this spring – Mass Communication and Journalism, but has not yet received the MCJ self-study.

We will have a progress report on LIS and PH at the March Academic Council Meeting.

7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell

Dr. Powell reported that the on-site team for SACSSOC would be here February 29-March 3, 2016.

7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman

The UAC completed review of unit assessment, and review of the reviews, in December. The committee meets next on February 10th.

7.7 Professional Education Council Liaison Report – Dr. Jon Beedle

No report.

7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters

No report.

8.0 Adjourn
Dr. Steedman adjourned the meeting at 4:43 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY

February 1, 2016

College of Arts and Letters

Department of Interdisciplinary Studies

Add: BLKS 491 Service Learning in Black Studies.
3 hours. Effective fall 2016.

Modify: Black Studies minor.
Add BLKS 301 and BLKS 491.
Effective fall 2016. (see attached)

Department of Political Science, International Development and International Affairs

Modify: Paralegal Studies BA degree plan.

To: Legal Studies BA degree plan.
(see attached). Effective fall 2016.

Modify: Paralegal Studies (Pre-Law) BA degree plan.

To: Legal Studies (Pre-Law) BA degree plan.
(see attached). Effective fall 2016.

College of Business

Department of Marketing and Merchandising

Modify: MGT 375 Introduction to Entrepreneurship.
Face to face format.

To: MGT 375 Introduction to Entrepreneurship.
Face to face and online correspondence format.
Effective fall 2016.

Add: Certificate in Apparel Construction and Design. (see attached)
Effective fall 2016.

College of Education and Psychology

Department of Child and Family Studies

Modify: FAM 455 Family Theories.

To: FAM 455 Family Theories.
Course description. (add prerequisite)
Effective fall 2016.

School of Library and Information Science

Modify:	LIS 491	<u>Library Instruction.</u>
To:	LIS 491	<u>Library Instruction.</u> GEC08 designation added and course description. Effective fall 2016.
Modify:	Library and Information Science BS degree plan. Add LIS 491 to GEC08; remove CMS 111 and CMS 330 from GEC08. (see attached). Effective fall 2016.	

Department of Psychology

Modify:	PSY 270	<u>Child Psychology.</u> Face to face format.
To:	PSY 270	<u>Child Psychology.</u> Face to face and online correspondence format. Effective summer 2016.
Modify:	PSY 330	<u>Principles and Processes of Case Management.</u> Face to face format.
To:	PSY 330	<u>Principles and Processes of Case Management.</u> Face to face and online correspondence format. Effective fall 2016.
Modify:	PSY 374	<u>Educational Psychology.</u> Face to face format.
To:	PSY 374	<u>Educational Psychology.</u> Face to face and online correspondence format. Effective summer 2016.
Modify:	PSY 413	<u>Multicultural Counseling.</u> Face to face format.
To:	PSY 413	<u>Multicultural Counseling.</u> Face to face and online correspondence format. Effective fall 2016.
Modify:	PSY 436	<u>Abnormal Psychology.</u> Face to face format.
To:	PSY 436	<u>Abnormal Psychology.</u> Face to face and online correspondence format. Effective summer 2016.

Modify: Psychology BA degree plan.
Face to face format.

To: Psychology BA degree plan.
Face to face and hybrid correspondence format.
Effective fall 2016. (see attached).

Modify: Psychology BS degree plan.
Face to face format.

To: Psychology BS degree plan.
Face to face and hybrid correspondence format.
Effective fall 2016. (see attached).

Modify: Psychology BA degree plan.
Effective fall 2016. (see attached).

Modify: Psychology BS degree plan.
Effective fall 2016. (see attached).

College of Health

Department of Nutrition and Food Systems

Modify: NFS 330L Communication Techniques in Nutrition Laboratory.

To: NFS 330L Communication Techniques in Nutrition Laboratory.
GEC08 designation added.
Effective fall 2016.

Modify: Nutrition and Dietetics (Nutrition Science) BS degree plan.
Add NFS 330L to GEC08 designation (see attached).
Effective fall 2016.

Modify: Nutrition and Dietetics (Didactic Program in Dietetics) BS degree plan.
Add NFS 330L to GEC08 designation (see attached).
Effective fall 2016.

Department of Public Health

Modify: DPH 428 Health Care Organization.
Face to face format.

To: DPH 428 Health Care Organization.
Face to face and online correspondence format.
Effective fall 2016.

Modify: DPH 485 Senior Seminar.
To: DPH 485 Senior Seminar.
Course description (prerequisites).
Effective fall 2016.

School of Social Work

Add: SWK 231 Disaster Readiness, Survival and Recovery.
3 hours. Effective fall 2016.

College of Science and Technology

Department of Biological Sciences

Tabled: BSC 103 Biology and Society.

Tabled: BSC 103L Biology and Society Laboratory.

Department of Chemistry and Biochemistry

Modify: Chemistry (ACS-Certified Chemistry) BS degree plan.
(see attached). Effective fall 2016.

Modify: Chemistry BS degree plan.
(see attached). Effective fall 2016.

Modify: Chemistry (Biochemistry) BS degree plan.
(see attached). Effective fall 2016.

School of Construction

Modify: ID 478 Seminar in Interior Design.

To: ID 178 Seminar in Interior Design.
Course description. Effective fall 2016.

Modify: Interior Design BS degree plan.
(see attached). Effective fall 2016.

Modify: ID 325 History of Interior Furnishings and Decorative Arts.

To: ID 325 History of Interior Furnishings and Decorative Arts.
Course description. (remove prerequisite)
Effective fall 2016.

Black Studies Minor

Requirements for a Minor

The minor in black studies requires 18 hours. Approved courses are classified into three broad areas (see below). Students are required to complete two courses from area 1, three courses from area 2, and one course from area 3. The courses in area 2 should be selected based on their relevance to the student's major or career goals. Students must include courses from at least three separate disciplines in their minor. Up to six hours of credit may be double-counted as coursework for the student's major.

Area 1. Historical Foundations (6 hours)

BLKS 301 Intro to Black Studies (required) 3 hrs.

- HIS 307 - Survey of African History, 1500-Present 3 hrs.
- HIS 373 - African-American History Survey, 1619-1890 3 hrs.
- HIS 374 - African-American History Survey, 1890-present 3 hrs.

> select one

Area 2. Black Studies Across the Disciplines (9 hours)

- ANT 313 - Peoples and Cultures of Africa 3 hrs.
- ANT 334 - Archaeology of the Old South 3 hrs.
- ANT 494 - Topics in Caribbean Anthropology 4 hrs.
- CIE 410 - Foundations in Multicultural Education 3 hrs.
- CIS 410 - Multicultural Education 3 hrs.
- ENG 312 - Postcolonial Literature 3 hrs.
- ENG 313 - Survey of Multiethnic Literature 3 hrs.
- ENG 372 - African-American Literature 3 hrs.
- ENG 410 - Studies in Ethnic Literature 3 hrs.
- ENG 411 - Studies in Postcolonial Literature 3 hrs.
- ENG 412 - Studies in African Literature 3 hrs.
- ENG 473 - Studies in African-American Literature 3 hrs.
- ENG 496 - Caribbean Studies 3-6 hrs.
- GHY 402 - Geography of Middle America and the Caribbean 3 hrs.
- GHY 406 - Geography of Africa 3 hrs.
- GHY 489 - Caribbean Studies 1-6 hrs.
- HIS 411 - The Caribbean 3 hrs.
- HIS 445 - Racial Thought in the Western World 3 hrs.
- HIS 467 - The Colonial South 3 hrs.
- HIS 468 - The Old South 3 hrs.
- HIS 478 - Topics in African-American History 3 hrs.
- HIS 498 - Topics in Caribbean Studies 3-4 hrs.
- MCI 489 - Caribbean Mass Media Systems 3-6 hrs.
- PS 303 - American Political Movements 3 hrs.

- ~~PSY 402 - Urban Politics 3 hrs.~~
- PS 459 - Human Rights 3 hrs.
- PSY 413 - Multicultural Counseling 3 hrs.
- SWK 315 - Human Diversity in a Changing World 3 hrs.
- SOC 350 - Race and Ethnicity 3 hrs.
- SOC 355 - Collective Behavior and Social Movements 3 hrs.

Note:

Other courses may be substituted at the discretion of the director or associate director of the Center for Black Studies.

Area 3. Application of Knowledge (3 hours)

All students minoring in black studies will be required to fulfill a three-hour requirement that incorporates application of material learned in classes. ~~This requirement will typically be fulfilled by registering for an independent study or practicum course under the supervision of the director or associate director of the Center for Black Studies.~~ The content of the class will involve active learning in one of two ways: ^{working} an internship with a local agency, institution or business related to the broad field of black studies or an academic service-learning project in which the student utilizes his or her expertise to provide a service to the local community and create an academic product that reflects his or her effort.

Students must complete a minimum of three courses in black studies before fulfilling the area 3 requirement. ~~When eligible, students will register for one of the courses below following consultation with the director or associate director of the Center for Black Studies:~~

- ~~HIS 492 - Special Problems 1-3 hrs.~~
- ~~SOC 433 - Field Work Practicum~~
- ~~SOC 492 - Special Problems 1-3 hrs.~~

BLKS 491 Service Learning in Black Studies 3 hrs.

Note:

If a student is enrolled in another course that requires a substantial and relevant internship, academic service-learning project or research endeavor, he or she may petition the director of the Center for Black Studies to count that course for the area 3 requirement.

**Appendix 9a: Modifications to Existing Degree Program Proposal
(Renaming)
(Submit Appendix 9a in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi			
Date of Implementation:	Present Six Digit CIP Code(s):	New Six Digit CIP Code:	
Fall 2016-2017	22.0302	22.9999	
Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:		New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:	
Paralegal Studies (Pre-Law), BA Paralegal Studies, BA		Legal Studies (Pre-Law), BA Legal Studies (Paralegal), BA	
Degree(s) to be Awarded:		Credit Hour Requirements:	
BA		124	
List any institutions within the state offering similar programs:			
Mississippi University for Women, The University of Mississippi			
Responsible Academic Unit(s):		Institutional Contact:	
Political Science, International Development & International Affairs		Edward Sayre	
Number of Students Enrolled in Last Six Years:		Number of Graduates Expected in Next Six Years:	
Year One	113	Year One	133
Year Two	119	Year Two	135
Year Three	121	Year Three	140
Year Four	121	Year Four	145
Year Five	125	Year Five	150
Year Six	133	Year Six	150
Total	732	Total	853

Program Summary: The Paralegal Studies Program (“Program”) at the University of Southern Mississippi offers a Bachelor’s of Arts degree in two tracks. The first track is approved by the American Bar Association to prepare students to immediately enter the workforce as a paralegal. This track focuses on developing the knowledge and practical skills necessary for students to complete typical tasks within the legal field, such as the preparation of pleadings and other legal documents, as well as conducting legal research and managing case files/office records. All of these tasks are completed by the paralegal under the supervision of a licensed attorney. The second track is considered a “Pre-Law” track for students desiring to continue their educational experience either in law school or some other legal related graduate program. The track focuses on the ideas behind the law, analyzing and writing as a law student should, all within the context of preparing the student for further education.

The Program has three full-time faculty members, all of whom are former practicing attorneys. Of those three, two are tenure-track positions. One of the faculty members is located at the Coast campus. The other two, including the director, are located at the Hattiesburg campus. There are currently no online courses, but students are encouraged to take classes at both campuses, and the Program has begun incorporating IVN technology to expand the cross-collaboration among students and faculty at both campuses. The Program has two student organizations (one for each track), provides study abroad courses and has an internship program.

The Program is guided by an Advisory Committee, which is required by the American Bar Association, in conjunction with the director and the faculty with input from the students. The Advisory Committee and the faculty meet at least once a semester to explore ways of improving the program. The director conducts research among paralegals, attorneys and alumni to determine trends within the legal community.

Chief Academic Officer Signature

Date

Institutional Executive Officer Signature

Date

Institution:

1. Describe how the proposed modification fits within the mission of the institution.

This change will encourage intellectual development and creativity by opening doors for both students and faculty. There is already an option at the Associate’s Degree level for a major in Paralegal Studies. Thus, by limiting the degree options in the Program to a Bachelor’s of Art in Paralegal Studies, there is a repetitive implication of the work done at the state’s two-year institutions. Offering a Bachelor’s of Arts in Legal Studies will give students having already achieved an Associate’s Degree in Paralegal Studies a clear expectation and delivery of a higher level of thinking and development, that will then be indicated on their academic record and resume. For students in the Program with the intent of pursuing a higher level of study, this change will provide a more standard and attractive degree to prospective law schools and other graduate programs. Faculty will also have more opportunities available to them as they enter the growing discipline of Legal Studies to increase collaboration both on campus and with other institutions, which will increase their breadth of knowledge, skills, and professional network to bring back into the classroom.

2. Is this modification unnecessarily duplicative of other programs within the System?

Rather than being unnecessarily duplicative of other programs within the System, this change will bring better balance and consistency to educational opportunities in this field for all citizens of the State of Mississippi. There are currently only two American Bar Association (“ABA”) approved paralegal programs in Mississippi - the program at USM, and the program at MUW in Columbus. MUW has already changed the name of their ABA approved program to “Legal Studies.” Their change provided students in the northern part of the state an ABA approved Legal Studies Bachelor’s Degree. The proposed change would provide an ABA approved Legal Studies Bachelor’s Degree to students in the southern part of the state and provide consistency within the Mississippi university community.

Additionally, the University of Mississippi has an undergraduate program named “Legal Studies” that grants a Bachelor’s Degree. The proposed name change at USM would provide a comparable option with a comparable name for students in the southern part of the state, who would currently have to go elsewhere for that degree. For students along the coast, the status quo is that their closest option is to leave the state.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

Currently, the Program does not participate in research efforts beyond those associated with specific faculty members as there are few research opportunities, professional organizations, or publications associated with the term "paralegal studies". The change would allow the program and faculty to pursue a more aggressive research agenda including opportunities to collaborate with faculty members of other disciplines as the title change moves the Program from a restrictive field into a broader, growing research discipline.

4. Are there any anticipated budget savings associated with the proposed modification?

It is anticipated that the change would have a budget neutral effect.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No

7. Describe how the proposed modification will affect program faculty.

This modification will have a positive effect particularly on the tenure-track faculty. Currently the program has two tenure-track faculty members, but there are few academic publications or professional networks for Paralegal Studies. Currently, and as it grows as a discipline, Legal Studies provides more opportunities for publications. Additionally, there are also more opportunities to present research and collaborate with faculty from around the country and world in research under the discipline of Legal Studies.

8. Describe the evaluation process which led to the request for the proposed modification.

The process began through a recognition of confusion among potential transfer students as to the difference between the Bachelor's Degree that the Program currently offers and the program available at two-year institutions. The faculty began to research the problem and determined that most Senior Institutions, including one in our state, were changing the names of their Paralegal Studies to Legal Studies to more appropriately reflect their nature and purpose. This proposal has been considered by students, the Advisory Committee and the department faculty and each consider it a necessary step for the future of the program.

In short, the "Paralegal Studies" label is becoming obsolete among four-year institutions. Instead, the trend nationwide is to use the more inclusive term, "Legal Studies" at the university level, to reserve the "Paralegal Studies" label for vocational and community college programs. Hence, this change is necessary for our program to keep pace with comparable programs across the nation and even within our own state (e.g. MUW).

MEMORANDUM

To: College of Arts and Letters (CoAL) Undergraduate Programs Committee and
College of Business (CoB) Undergraduate Programs and Assessment Committee

From: Brigitte Burgess, Associate Professor, Department of Marketing and Merchandising,
Associate Dean, CoB
John Warrick, Associate Professor and Chair, Department of Theatre, CoAL



CC: Faye W. Gilbert, Dean of CoB
Maureen Ryan, Interim Dean of CoAL

RE: Proposal of Apparel Construction and Design Certificate (ACDC)

Over the past several years merchandising students have expressed increasing demand for the proposed content and Merchandising faculty have observed increasing inquiries regarding apparel design courses from high school students at recruiting events. Addition of these skill sets to Merchandising students will better prepare those who wish to become designers, there are those who need to know the basics of construction and design to effectively interact with textiles, apparel, and design professionals.

Simultaneously, Costume Design students have expressed a desire to learn about textiles to help them become better costume designers. As a result, students in Merchandising have been taking electives in Theatre and vice versa. This crossover sparked a relationship between the programs resulting in an informal agreement to encourage interested students to enroll in courses in the other's department. Merchandising students typically take THE 201 (Introduction to Costume), and THE 201L (Costume Laboratory) while Theatre students take MER 330 (Textile Industrial Complex).

As student interest and demand increases, Merchandising and Theatre faculty began discussing other courses from which students will benefit, however, adding electives does not allow the students to formally declare the value added to their degree by doing so. After exploring options, both departments agreed to create a certificate that will allow students to continue taking courses across departments, but do so in a formalized way that will be recognized in their transcript. Based upon discussions with the Provost's Office, we believe that this is the first certificate to cross Colleges, and based on faculty research, is the first such option to combine merchandising and theater in the United States. The proposed name is Apparel Construction and Design Certificate (ACDC).

In the past couple of years, approximately four students have taken courses across both disciplines per year. We anticipate this number to grow to approximately ten students per year once the certificate is in place and is marketed to students. We request the certificate be available on the Hattiesburg campus in the Fall of 2016. Doing so will require no

Table. Required Courses for Apparel Construction and Design Certificate Determined by Major

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required:	Required:	Required:
THE 201 – Introduction to Costume (3 hours)	MER 330 – Textile Industrial Complex (3 hours)	MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)
THE 401 – Costume Design (3 hours)	MER 335 – History of Apparel (3 hours)	THE 201 – Introduction to Costume (3 hours)
THE 441 – Costume Technology Studio (3 hours)	MER 437 – Apparel Product Development (3 hours)	Select Two:
THE 460 – Advanced Costume Design (3 hours)		MER 332 - Societal Influences on Consumer Behavior (3 hours)
		MER 335 – History of Apparel (3 hours)
		MER 437 – Apparel Product Development (3 hours)
		THE 401 – Costume Design (3 hours)
		THE 441 – Costume Technology Studio(3 hours)
		THE 460 – Advanced Costume Design (3 hours)

Apparel Construction and Design Certificate

Housing of the Certificate in the Bulletin:

- College of Business

Contact Person:

- Brigitte Burgess

The IR program Inventory:

- Merchandising - 52.1902
- Theater - 50.0501

Certificate Degree Plan Narrative for the Bulletin:

This certificate provides students with the education needed to begin a career in a field related to apparel design. The Apparel Construction and Design Certificate (ACDC) is open to *all* majors and members of the community that have an interest in developing their apparel construction and design skills. For admission to the certificate program for applicants who are not currently enrolled at USM, the following must be submitted:

- A. Application for undergraduate admissions
- B. \$35 nonrefundable application fee
- C. Official transcript from last school attended or GED certificate.

Please note that students who enroll in certificate programs at The University of Southern Mississippi and later wish to seek an undergraduate degree must meet full admission requirements.

Degree Plan for Merchandising, Theatre and other students

To receive this certificate, students will be required to have a total of 12-13 out of 24 available credit hours:

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required: THE 201 – Introduction to Costume (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)

Student ID: _____ Student Name: _____ Adviser Name: _____	Bulletin: 2015-2016 Undergraduate Bulletin Program: Library and Information Science, B.S. Degree Requirements Minimum Credits Required: <u>124</u>
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Library and Information Science, B.S. Degree Requirements

Degree Plan (LISBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I (Recommended) AND	3 hrs.
AST 111L - General Astronomy I Laboratory (Recommended)	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◇ (Recommended) AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◇ (Recommended)	1 hr.
BSC 110 - Principles of Biological Science I AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory	1 hr.
BSC 111 - Principles of Biological Science II AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory	1 hr.

BSC 250 - Human Anatomy and Physiology I AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory	1 hr.
BSC 251 - Human Anatomy and Physiology II AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory	1 hr.
CHE 104 - Chemistry and Our Environment (Recommended) AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory (Recommended)	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.
GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.
GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology (Recommended) AND	3 hrs.
GLY 101L - Physical Geology Laboratory (Recommended)	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.

PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World (Recommended) AND	3 hrs.
PSC 190L - Lab for Living in a Material World (Recommended)	1 hr.
Mathematics Requirement (3 hours)s	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.
MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
COH 100 - Concepts of Wellness **	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.
GEC 06. Computer Competency Requirement (Major Area)	
Course Name	Hours
LIS 201 - Introduction to Information Literacy (must earn a minimum grade of "C")*	3 hrs.
GEC 07. Writing-Intensive Requirement (3 hours)	
Course Name	Hours
IT 380 - Organizational Communication	3 hrs.
<i>ENG 101 & ENG 102 prerequisites</i>	
GEC 08. Speaking Intensive Requirement (3 hours)	
Select 1 course:	
Course Name	Hours
CMS 111 - Oral Communication (SI)	3 hrs.
CMS 330 - Small Group Communication (SI)	3 hrs.
LIS 491 - Library Instruction (SI)*	3 hrs.
GEC 09. Capstone Requirement (Major Area)	
Course Name	Hours
LIS 489 - Library Practicum (Capstone)	1-4 hrs. Arr.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	
Note:	
*This course satisfies both the GEC requirement and a program requirement for this major.	
**This particular GEC course is recommended by this major.	
***This course does not satisfy prerequisites for any other math course.	

◇ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum

DEG 01. Major Area of Study Requirements (45 hours)

Minimum grade of “C” required in all Major Area of Study courses.

Course Name	Hours
LIS 201 - Introduction to Information Literacy	3 hrs.
LIS 401 - Reference and Information Services	3 hrs.
LIS 405 - Cataloging and Classification	3 hrs.
LIS 408 - School Libraries	3 hrs.
LIS 411 - Development of Library Collection	3 hrs.
LIS 415 - Public Libraries	3 hrs.
LIS 416 - Technology in the School Library or	3 hrs.
LIS 457 - Computer Application in Libraries or	3 hrs.
LIS 458 - Internet Resources and Applications	3 hrs.
LIS 417 - Literature and Related Media for Children or	3 hrs.
LIS 418 - Literature and Related Media for Young Adults	3 hrs.
LIS 440 - Information Ethics	3 hrs.
LIS 445 - Sources of Information for a Multicultural Society	3 hrs.
LIS 489 - Library Practicum (Capstone) (3 hours)	1-4 hrs. Arr.
LIS 491 - Library Instruction	3 hrs.
• Select 9 additional hours from the School of Library and Information Science or 45 total hours of LIS courses.	
DEG 02. Additional Requirements (6 hours)	
Course Name	Hours
PSY 110 - General Psychology *	3 hrs.
PSY 270 - Child Psychology or	3 hrs.
PSY 275 - Developmental Psychology	3 hrs.

DEG 03. Minor (18 hours)

A minor in another discipline or 18 hours of courses within the College of Education and Psychology.

DEG 04. Electives

Choose electives as needed. (See Hours to Degree below.)

Hours to Degree

124 hours are needed to graduate with a BS in Library and Information Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

Psychology, B.A. Degree Requirements

Degree Plan (PSYCHBA)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs.
- ENG 102 - Composition Two 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.

- BSC 111 - Principles of Biological Science II 3 hrs. AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.

- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.

- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.

- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.

- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.

- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.

- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.

- PHY 103 - Introductory Physics 3 hrs. AND
- PHY 103L - Introductory Physics Laboratory 1 hr.

- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.

- PHY 112 - General Physics II 3 hrs. AND
- PHY 112L - General Physics II Laboratory 1 hr.

- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.

- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.

- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
- MAT 101 - College Algebra 3 hrs. *
Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

-
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
 - HIS 102 - World Civilizations: 1500 to the present 3 hrs.
 - PHI 151 - Introduction to Philosophy 3 hrs.
 - PHI 171 - Ethics and Good Living 3 hrs.
 - REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs. *
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- PSY 361 - Research Methods 3 hrs.
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

- CMS 111 - Oral Communication 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- PSY 475 - Senior Seminar in Psychology 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

◊ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

(54-57 hours)

DEG 01. Major Area of Study Requirements (~~54~~ hours)

Minimum grade of "C" required in all Major Area of Study courses.

Minimum USM GPA is 2.0

- [PSY 110 - General Psychology](#) 3 hrs. *
- [PSY 251 - Careers in Psychology](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.
- [PSY 361 - Research Methods](#) 3 hrs. (WI)
- ~~[PSY 418 - History and Systems of Psychology](#) 3 hrs.~~
- [PSY 475 - Senior Seminar in Psychology](#) 3 hrs. (Capstone)

~~Select 1 course:~~ 2 courses, at least 1 course must be 300-level:

- [PSY 270 - Child Psychology](#) 3 hrs.
- [PSY 275 - Developmental Psychology](#) 3 hrs.
- [PSY 372 - Adolescent Psychology](#) 3 hrs.
- [PSY 374 Educational Psychology](#) 3 hrs.

~~Select 1 course:~~ 2 courses:

- [PSY 420 - Sensation and Perception](#) 3 hrs.
- [PSY 426 - Behavioral Neuroscience](#) 3 hrs.
- [PSY 425 Cognitive Psychology](#) 3 hrs

Select 1 course:

- [PSY 436 - Abnormal Psychology](#) 3 hrs.
- [PSY 455 - Psychology of Personality](#) 3 hrs.

Select 1 course:

- [PSY 422 - Psychology of Learning](#) 3 hrs.
- [PSY 424 - Animal Behavior](#) 3 hrs.
- ~~[PSY 425 - Cognitive Psychology](#) 3 hrs.~~

~~Select 1 course:~~

- ~~[PSY 436 - Abnormal Psychology](#) 3 hrs.~~
- ~~[PSY 455 - Psychology of Personality](#) 3 hrs.~~

Select 1 course:

- ~~[PSY 450 - Social Psychology](#) 2 hrs.~~ [PSY 410 Evolutionary Psychology](#) 3 hrs.

Select ~~18~~ hours from Department of Psychology

(except PSY 491)

(12-15 hours)

DEG 02. Additional Requirements (~~0-12 hours~~)

→ IT 391 Computer Applications in Business 3 hrs.

- MAT 101 - College Algebra 3 hrs. *

Candidates for the BA must complete the Foreign Language Requirement:

9 hours in a single foreign language

DEG 03. Electives (~~29-38 hours required~~)

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

PSY 491 is offered on a pass/fail basis only and will not count toward the Psychology major or Psychology electives. A maximum of 12 hours of PSY 491 may count toward the degree.

Hours to Degree

124 hours are needed to graduate with a BA ~~or BS~~ in Psychology. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Psychology, B.A. Semester-by-semester Guide

Freshmen

1st semester (16 hours)

- ENG 101 - Composition One 3 hrs.
- MAT 101 - College Algebra 3 hrs.
- BSC 110 - Principles of Biological Science I 3 hrs.
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.
- PSY 110 - General Psychology 3 hrs.

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

2nd semester (16 hours)

- ENG 102 - Composition Two 3 hrs.
- CMS 111 - Oral Communication 3 hrs.
- BSC 111 - Principles of Biological Science II 3 hrs.
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

Add: PSY 251 Careers in Psychology (3 hours)

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Sophomore

1st semester (15 hours)

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Add: PSY 374: Educational Psychology (3 hours)

- ~~PSY 251 - Careers in Psychology~~ 3 hrs.
- ENG 203 - World Literature 3 hrs.
- General Electives
6-Select 3 hrs Foreign Language

Add: IT 361: Computer Applications in Business 3 hrs

Select 1:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

2nd semester (15 hours)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.
- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs. or
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs. or
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.
- Select 9 3 hrs. of General PSY Electives

- Select 3 hrs. Foreign Language

Add: Select 1:

PSY 270: Child Psychology 3 hrs.

PSY 275: Developmental Psychology 3 hrs.

PSY 372: Adolescent Psychology 3 hrs.

PSY 374: Educational Psychology

Junior

1st semester (15 hours)

- PSY 361 - Research Methods 3 hrs.
- Select 6 5 hrs. of General Electives
 - Select 3 hrs. Foreign Language

Select 1:

- PSY 436 - Abnormal Psychology 3 hrs.
- PSY 455 - Psychology of Personality 3 hrs.

Select 1:

- ~~PSY 422 - Psychology of Learning~~ PSY 420: Sensation & Perception 3 hrs.
- ~~PSY 424 - Animal Behavior~~ PSY 426: Behavioral Neuroscience 3 hrs.
- PSY 425 - Cognitive Psychology 3 hrs.

2nd semester (15 hours)

- Select 6 hrs. of General Electives
- Select 6 6 hrs. of PSY Electives
- PSY 418 - History and Systems of Psychology 3 hrs.

Select 1:

- PSY 420 - Sensation and Perception 3 hrs.
- PSY 426 - Behavioral Neuroscience 3 hrs.

Add: PSY 425: Cognitive Psychology 3 hrs.

Senior

1st semester (156 hours)

- PSY 450 - Social Psychology 3 hrs.
- Select 6 hrs. of PSY Electives
- Select 7 6 hrs. of General Electives

Add: Select 1:

PSY 450: Social Psychology 3 hrs.

PSY 413: Multicultural Counseling 3 hrs.

PSY 410: Evolutionary Psychology 3 hrs.

2nd semester (156 hours)

- PSY 475 - Senior Seminar in Psychology 3 hrs.
- Select 6 hrs. of PSY Electives
- Select 7 3 hrs. of General Electives

Add: Select 1:

PSY 422: Psychology of Learning 3 hrs.

PSY 424: Animal Behavior 3 hrs.

Psychology, B.S. Degree Requirements

Degree Plan (PSYCHBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs.
- ENG 102 - Composition Two 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.

- BSC 111 - Principles of Biological Science II 3 hrs. AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.
- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.
- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.
- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.
- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.
- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.
- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.
- PHY 103 - Introductory Physics 3 hrs. AND
- PHY 103L - Introductory Physics Laboratory 1 hr.
- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.
- PHY 112 - General Physics II 3 hrs. AND
- PHY 112L - General Physics II Laboratory 1 hr.
- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.
- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.
- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
 - MAT 101 - College Algebra 3 hrs. *
- Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

-
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
 - HIS 102 - World Civilizations: 1500 to the present 3 hrs.
 - PHI 151 - Introduction to Philosophy 3 hrs.
 - PHI 171 - Ethics and Good Living 3 hrs.
 - REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs. *
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- PSY 361 - Research Methods 3 hrs.
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

- CMS 111 - Oral Communication 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- PSY 475 - Senior Seminar in Psychology 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

◊ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

(54-57 hours)

DEG 01. Major Area of Study Requirements (~~51~~ hours)

Minimum grade of "C" required in all Major Area of Study courses.

Minimum USM GPA is 2.0

- [PSY 110 - General Psychology](#) 3 hrs. *
- [PSY 251 - Careers in Psychology](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.
- [PSY 361 - Research Methods](#) 3 hrs. (WI)
- ~~[PSY 418 - History and Systems of Psychology](#) 3 hrs.~~
- [PSY 475 - Senior Seminar in Psychology](#) 3 hrs. (Capstone)

~~Select 1 course:~~ 2 courses, at least 1 must be 300 level:

- [PSY 270 - Child Psychology](#) 3 hrs.
- [PSY 275 - Developmental Psychology](#) 3 hrs.
- [PSY 372 - Adolescent Psychology](#) 3 hrs.
- [PSY 374 Educational Psychology](#) 3 hrs.

Select ~~1~~ course: 2 courses:

- [PSY 420 - Sensation and Perception](#) 3 hrs.
- [PSY 426 - Behavioral Neuroscience](#) 3 hrs.
- [PSY 425 Cognitive Psychology](#) 3 hrs

Select 1 course:

- [PSY 422 - Psychology of Learning](#) 3 hrs.
- [PSY 424 - Animal Behavior](#) 3 hrs.
- ~~[PSY 425 - Cognitive Psychology](#) 3 hrs.~~

Select 1 course:

- [PSY 436 - Abnormal Psychology](#) 3 hrs.
- [PSY 455 - Psychology of Personality](#) 3 hrs.

Select 1 course:

- ~~[PSY 450 - Social Psychology](#) 3 hrs.~~ → [PSY 410 Evolutionary Psychology](#) 3 hrs
- ~~[PSY 451 - Survey of Industrial and Organizational Psychology](#)~~ → [PSY 413 Multicultural Psychology](#) 3 hrs

21

Select ~~18~~ hours from Department of Psychology

(except PSY 401)

-
- MAT 101 - College Algebra 3 hrs. *

IT 361 Computer Applications in Business 3 hrs.

DEG 03. Electives (~~29-38~~ hours required)

Choose electives as needed. (See Hours to Degree below.)

Note:

PSY 491 is offered on a pass/fail basis only and will not count toward the Psychology major or Psychology electives.

A maximum of 12 hours of PSY 491 may count toward the degree.

Hours to Degree

124 hours are needed to graduate with a ~~BA or~~ BS in Psychology. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Psychology, B.S. Semester-by-semester Guide

Freshmen

1st semester (16 hours)

- ENG 101 - Composition One 3 hrs.
- MAT 101 - College Algebra 3 hrs.
- BSC 110 - Principles of Biological Science I 3 hrs.
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs. or
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PSY 110 - General Psychology 3 hrs.

Please include the list of lab sciences here

Please include the list of available courses here

2nd semester (16 hours)

- ENG 102 - Composition Two 3 hrs.
- CMS 111 - Oral Communication 3 hrs.
- BSC 111 - Principles of Biological Science II 3 hrs.
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

PSY 251 – Careers in Psychology 3 hrs.

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Sophomore

1st semester (15 hours)

- PSY Elective except PSY 491 3 hrs.
- General Electives 6 3 hrs.
- ENG 203 - World Literature 3 hrs.

Add: IT 361: Computer Applications in Business 3 hrs

Select 1:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Add: PSY 374: Educational Psychology (3 hours)

Sophomore

2nd semester (15 hours)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.
- General Elective 3 hrs.
- General Electives 6 hrs.

Select 1:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

Add: Select 1:

PSY 270: Child Psychology 3 hrs.
PSY 275: Developmental Psychology 3 hrs.
PSY 372: Adolescent Psychology 3 hrs.
PSY 374: Educational Psychology

Junior

1st semester (17.5 hours)

- PSY 361 - Research Methods 3 hrs.
- General Electives 6.8 hrs.

Select 1:

- PSY 436 - Abnormal Psychology 3 hrs.
- PSY 455 - Psychology of Personality 3 hrs.

Select 1:

- PSY 422 - Psychology of Learning PSY 420: Sensation & Perception 3 hrs.
- PSY 424 - Animal Behavior PSY 426: Behavioral Neuroscience 3 hrs.
- PSY 425 - Cognitive Psychology 3 hrs.

2nd semester (156 hours)

- ~~PSY Elective except PSY 491~~ 3 6
- ~~PSY Elective except PSY 491~~ 3 hrs.
- General Elective 3 6 hrs.
- General Elective 3 hrs.
- General Elective 1 hr.

Select 1:

- ~~PSY 420 - Sensation and Perception~~ 3 hrs.
- ~~PSY 426 - Behavioral Neuroscience~~ 3 hrs.

Add: PSY 425: Cognitive Psychology 3 hrs.

Senior

1st semester (156 hours)

- ~~PSY 418 - History and Systems of Psychology~~ 3 hrs.
- ~~PSY Elective except PSY 491~~ 3 9 hrs.
- ~~PSY General Elective PSY 491~~ 3 hrs.
- ~~General Elective~~ 3 hrs.
- ~~General Elective~~ 3 hrs.
- ~~General Elective~~ 1 hr.

Add: Select 1:

PSY 450: Social Psychology 3 hrs.
PSY 413: Multicultural Counseling 3 hrs.
PSY 410: Evolutionary Psychology 3 hrs.

2nd semester (15 hours)

- ~~PSY Elective except PSY 491~~ 3 6 hrs.
- General elective 3 hrs.
- ~~PSY 475 - Senior Seminar in Psychology~~ 3 hrs.
- ~~General elective~~ 3 hrs.

Select 1:

- ~~PSY 450 - Social Psychology~~ 3 hrs.
- ~~PSY 451 - Survey of Industrial and Organizational Psychology~~ 3 hrs.

Add: Select 1:

PSY 422: Psychology of Learning 3 hrs.
PSY 424: Animal Behavior 3 hrs.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

DEPARTMENT OF PSYCHOLOGY

118 College Drive #5025 | Hattiesburg, MS 39406-0001
Phone: 601.266.4177 | Fax: 601.266.5580 | www.usm.edu

November 9, 2015

To: Academic Council

Via: College of Education & Psychology, Curriculum Council

From: Joe Olmi, Chair, Department of Psychology

Re: Modification of BA/ BS Degree Program: Modification from face-to-face to face-to-face and hybrid program; *Effective Fall 2016*

The Department of Psychology is requesting approval to add an online delivery option to five courses currently offered as either required courses, optional (e.g., choose 1 of 2) courses, or electives. While the intention was not to create an option for students to complete more than half of their coursework online, approval of these additional classes will create a pathway for students to potentially earn just over 50% of their major coursework online. In compliance with the Guidelines for Proposals, included in this memo are the appropriate university and IHL forms, reports and checklists which are customarily used to modify a program for online delivery. **The BA/ BS degree in psychology cannot be completed online and there is no intention to offer an online-only pathway at this time.** This memo and accompanying paperwork will serve to provide the information necessary to allow the councils to review and approve our request to designate the BA/ BS degree in psychology as a hybrid program.

The decision to move toward a hybrid offering was intentional. The department has no plans to move the degree fully online. Rather, the intention is to permit students additional flexibility in ensuring access to coursework needed for the degree and to create more opportunities to collaborate with other departments who are moving toward online degree offerings and have relied on PSY courses in their degree plans. The decision to move certain classes online was intentional and based on a pedagogical rationale, compliance with online degree program offerings from other departments, and the availability of instructors to teach these additional sections.

With approval, the Plan Locations in the IR Active Program Inventory will be as follows:

HBG
Gulf Park
Hybrid

The Offering an Existing Program by Distance Learning checklist (see attached) requests a memo which includes the following information:

Official Program Name:	BA/ BS Psychology
Current Teaching Site:	Hattiesburg and Gulf Coast
Campuses and Paths to completion:	Hybrid program Hattiesburg; Hybrid program Gulf Coast (note: the BA/ BS degree cannot be completed fully online)
Effective Date:	Fall, 2016
Credit hours available face-to face and online:	<ul style="list-style-type: none"> • DEG 01 (57 hours required) <ul style="list-style-type: none"> ○ 30 hours available online ○ 57 hours available face-to-face ○ Online courses include PSY 110, PSY 270*, PSY 275, PSY 312, PSY 330*, PSY 374*, PSY 413*, PSY 435, PSY 436*, PSY 440 • DEG 02 (6 hours required for BS) <ul style="list-style-type: none"> ○ 6 hours available online ○ 6 hours available face-to-face ○ Online courses include MAT 101 and IT 361 • DEG 02 (15 hours required for BA) <ul style="list-style-type: none"> ○ 15 hours available online ○ 15 hours available face-to-face ○ Online courses include MAT 101, IT 361, SPA 101, SPA 102, SPA 201, SPA 202

*submitted for approval concurrent with this memo

**Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning
(Submit Appendix 10 in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi			
Date of Initial Program Approval: Predates 1964 bulletin		Date of Implementation: Fall, 2016	
		Cost of Implementation: Adjunct salaries totaling \$13,000 each semester	
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Bachelor of Arts, Psychology Bachelor of Science, Psychology			Six Digit CIP Code: 42.0101
Degree(s) to be Awarded: Bachelor of Arts, Psychology Bachelor of Science, Psychology		Credit Hour Requirements: 124	
Percentage of Program Completed by Distance Learning: BS: 57% of the Major Area of Study courses are available online BA: 63% of the Major Area of Study courses are available online		Percentage of Program Requiring Campus Visit: BS: 43% of the Major Area of Study courses are available face-to-face only BA: 37% of the Major Area of Study courses are available face-to-face only 100% of all courses in both degrees are available face-to-face	
Will students be allowed to mix on-campus and distance learning courses within this program?			yes
Will this program require separate admission from those offered on-campus?			no
Will this program have different fees or tuition rates from those offered on-campus?			no
Responsible Academic Unit(s): Department of Psychology		Institutional Contact: Dr. Joe Olmi, Chair	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	n/a – an online program is not being proposed	Year One	n/a – an online program is not being proposed
Year Two		Year Two	
Year Three		Year Three	
Year Four		Year Four	
Year Five		Year Five	
Year Six		Year Six	
Total		Total	
Program Summary: The BA/ BS degree will include several online course options which will create the possibility that some students may enroll in just over 50% of their degree in an online format. The Department is requesting approval for a HYBRID designation; it is not possible to earn the BA or BS degree in Psychology online. Creation of several additional online courses allows the Department more flexibility with course offerings and maintains partnerships with degree programs outside the department who rely on PSY courses for their degree plans. As many of these programs are moving			

to an online format, the Department of Psychology is seeking approval to add online course options to the already productive face-to-face opportunities available each semester.

Chief Academic Officer Signature

Date

Institutional Executive Officer Signature

Date

Nutrition and Dietetics (Nutrition Science), B.S. Degree Requirements

Degree Plan (NTRDNSBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◊AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◊

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. *◊AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *◊

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. *◊AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *◊

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. * AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. * AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr.

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr.

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.

- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

- [CSC 100 - Introduction to Computing](#) 3 hrs.
- [IT 201 - Introduction to Educational Technology](#) 3 hrs.
- [LIS 201 - Introduction to Information Literacy](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (35 hours)

- [NFS 272 - Principles of Food Preparation](#) 2 hrs. AND
- [NFS 272L - Principles of Food Preparation Laboratory](#) 1 hr.

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI) AND
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

- [NFS 362 - Nutrition](#) 3 hrs.
- [NFS 365 - Dietetic Professions: Practice and Research](#) 2 hrs.
- [NFS 385 - Medical Nutrition Therapy I](#) 3 hrs.
- [NFS 410 - Macronutrient Metabolism](#) 3 hrs.
- [NFS 411 - Micronutrient Metabolism](#) 3 hrs.
- [NFS 420 - Lifecycle Nutrition](#) 3 hrs. AND
- [NFS 420L - Lifecycle Nutrition Lab](#) 1 hr.

- [NFS 430 - Experimental Foods](#) 3 hrs. AND
- [NFS 430L - Experimental Foods Lab](#) 1 hr.

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
- [NFS 465 - Seminar](#) 1 hr.
- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)

DEG 02. Additional Requirements (37-63 hours)

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. AND *
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. AND *
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. *AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. *AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [BSC 381 - Microorganisms in Health and Disease](#) 3 hrs. AND
- [BSC 381L - Microorganisms in Health and Disease Lab](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. AND *
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. AND *
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 420 - Principles of Biochemistry](#) 3 hrs. AND
- [CHE 420L - Principles of Biochemistry Laboratory](#) 1 hr.

- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [DPH 440 - Introduction to Biostatistics](#) 3 hrs.

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs.

- ◆*
- [MLS 201 - Medical Terminology](#) 2 hr.

Select no less than 12 hours from the following:

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [BSC 360 - Cell Biology](#) 3 hrs.
- [BSC 476 - Molecular Biology](#) 3 hrs.
- [NFS 475 - Food Production Management](#) 3 hrs.

- [NFS 485 - Medical Nutrition Therapy II](#) 2 hrs. AND
- [NFS 485L - Medical Nutrition Therapy II Laboratory](#) 1 hr.

- [NFS 486 - Medical Nutrition Therapy III](#) 2 hrs. AND
- [NFS 486L - Medical Nutrition Therapy III Laboratory](#) 1 hr.

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

◆ Calculus is required for this major. Students may enter [MAT 167](#) directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, [MAT 103](#) or [MAT 128](#) must be completed. If Math ACT sub score is less than 24, [MAT 101](#) and [MAT 103](#) or [MAT 128](#) must be completed.

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- Students must have completed [NFS 362](#) with a grade of “B” or better and all prerequisite courses with a “C” or better in order to enroll in subsequent course.
- Students must have a GPA of 2.5 or higher on required science courses ([CHE 106/CHE 106L](#), [CHE 107/CHE 107L](#), [CHE 255/CHE 255L](#), [CHE 256/CHE 256L](#), [CHE 420/CHE 420L](#), [BSC 250/BSC 250L](#), [BSC 251/BSC 251L](#), [BSC 110/BSC 110L](#), [BSC 111/BSC 111L](#), and [BSC 381](#)) to enroll in [NFS 410](#) with no grade lower than a “C” in any of those courses.
- Students must have a grade of “C” or better in all courses in DEG 01, DEG 02 and DEG 03.

Hours to Degree

122 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Nutrition Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

Nutrition and Dietetics (Didactic Program in Dietetics), B.S. Degree Requirements

Degree Plan (NTRDTPDBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◊AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr. ◊

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◊AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◊

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◊AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◊

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. * AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. * AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr.

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr.

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr.

- [PSC 190 - Living in a Material World](#) 3 hrs.

- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs. *
Higher-level MAT course

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs. *
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.

- [PSY 110 - General Psychology](#) 3 hrs. *
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs. *

GEC 06. Computer Competency Requirement (Major Area)

- [NFS 445 - Financial Management in Nutrition and Food Systems](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI) AND
- [NFS 463L - Community Nutrition Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (58 hours)

- [NFS 272 - Principles of Food Preparation](#) 2 hrs.
- [NFS 272L - Principles of Food Preparation Laboratory](#) 1 hr.
- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)
- [NFS 362 - Nutrition](#) 3 hrs.
- [NFS 365 - Dietetic Professions: Practice and Research](#) 2 hrs.
- [NFS 385 - Medical Nutrition Therapy I](#) 3 hrs.
- [NFS 410 - Macronutrient Metabolism](#) 3 hrs.
- [NFS 411 - Micronutrient Metabolism](#) 3 hrs.
- [NFS 420 - Lifecycle Nutrition](#) 3 hrs.
- [NFS 420L - Lifecycle Nutrition Lab](#) 1 hr.
- [NFS 430 - Experimental Foods](#) 3 hrs.
- [NFS 430L - Experimental Foods Lab](#) 1 hr.
- [NFS 445 - Financial Management in Nutrition and Food Systems](#) 3 hrs.
- [NFS 455 - Nutrition and Weight Control](#) 3 hrs.
- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
- [NFS 465 - Seminar](#) 1 hr.
- [NFS 475 - Food Production Management](#) 3 hrs.
- [NFS 476 - Food Production Management II](#) 1 hr.
- [NFS 476L - Food Production Management II Laboratory](#) 2 hrs.
- [NFS 477 - Administrative Dietetics](#) 1 hr.
- [NFS 477L - Administrative Dietetics Laboratory](#) 2 hrs.
- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
- [NFS 485 - Medical Nutrition Therapy II](#) 2 hrs.
- [NFS 485L - Medical Nutrition Therapy II Laboratory](#) 1 hr.

- [NFS 486 - Medical Nutrition Therapy III](#) 2 hrs.
- [NFS 486L - Medical Nutrition Therapy III Laboratory](#) 1 hr.

DEG 02. Additional Requirements (26-45 hours)

- [ACC 200 - Introduction to Financial Accounting](#) 3 hrs.
- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. *AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. *AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [BSC 381 - Microorganisms in Health and Disease](#) 3 hrs.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 251 - Elementary Organic Chemistry](#) 3 hrs. AND
- [CHE 251L - Elementary Organic Chemistry Laboratory](#) 1 hr.

- [CHE 420 - Principles of Biochemistry](#) 3 hrs.
- [DPH 440 - Introduction to Biostatistics](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [MGT 300 - Management for Organizations](#) 3 hrs.
- [MLS 201 - Medical Terminology](#) 2 hr.
- [MAT 101 - College Algebra](#) 3 hrs. *
- [PSY 110 - General Psychology](#) 3 hrs. *

Select 1 course:

-
- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs. *
 - [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- Students must have completed [NFS 362](#) with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.
- Students must have a GPA of 2.5 or higher on required science courses ([CHE 106/CHE 106L](#), [CHE 251/CHE 251L](#), [CHE 420](#), [BSC 250/BSC 250L](#), [BSC 251/BSC 251L](#), and [BSC 381](#)) prior to enrolling in [NFS 410](#) with no grade lower than a "C" in any of those courses.
- Students must have a grade of "C" or better in all courses in DEG 01, DEG 02, and DEG 03.

Hours to Degree

124 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Didactic Program in Dietetics. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry (Biochemistry), B.S. Degree Requirements

Degree Plan (CHEBIOCBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs♦:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ♦AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ♦

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ♦*AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ♦*

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ♦*AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ♦*

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. *AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *AND

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Select 1 course:

- [CSC 101 - Computer Science I](#) 3 hrs.
- [CSS 211 - Statistical Methods I](#) 3 hrs.
- [CSS 240 - FORTRAN Programming](#) 3 hrs.
- [CSS 333 - Problem-Solving Using C, I](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (35-43 hours)

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs. AND
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.

- [CHE 422 - Biochemistry II](#) 3 hrs.
- [CHE 424 - Biochemistry III](#) 3 hrs.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

~~Select 3 hours:~~

Select 1 course

- [CHE 331 - Descriptive Inorganic Chemistry](#) 2 hrs.
- [CHE 400 - Chemical Literature](#) 2 hrs. 3 hrs
- [CHE 404 - Spectral Elucidation of Structure](#) 3 hrs.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- ~~[CHE 423 - Analytical Biochemistry](#) 3 hrs.~~ Course inactivated

- [CHE 431 - Inorganic Chemistry](#) 3 hrs. AND
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.

- [CHE 451 - Medicinal Chemistry](#) 3 hrs.
- [CHE 460 - Pharmacology](#) 3 hrs.

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 470 - Survey of Toxicology](#) 3 hrs.

DEG 02. Additional Requirements (31-36 hours)

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. *AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. *AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *

- [BSC 370 - Genetics](#) 4 hrs.
- [BSC 380 - General Microbiology](#) 3 hrs. AND
- [BSC 380L - General Microbiology Laboratory](#) 1 hr.

- [BSC 486 - Immunology and Serology](#) 3 hrs. AND
- [BSC 486L - Immunology and Serology Laboratory](#) 1 hr.

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.

Select 1 sequence:

- [PHY 111 - General Physics I](#) 3 hrs. *AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND

- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

◆ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Chemistry with an emphasis in Biochemistry. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

MODIFICATION OF DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, AND MINOR CHECKLIST

Program Modifications include renaming or consolidating programs and changes in Degree Plan/Plan of Study requirements, CIP Code, GPA requirements, admission restrictions, progression policies, etc. Note renaming or consolidating degree programs require IHL approval and changes in CIP Code require IHL notification.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for the modification, including use of assessment results
 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
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Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry (ACS-Certified Chemistry), B.S. Degree Requirements

Degree Plan (CHEACSBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◇AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◇

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◇AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◇

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◇AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◇

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. * AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. * AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Select 1 course:

- [CSC 101 - Computer Science I](#) 3 hrs.
- [CSS 211 - Statistical Methods I](#) 3 hrs.
- [CSS 240 - FORTRAN Programming](#) 3 hrs.
- [CSS 333 - Problem-Solving Using C, I](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (~~40-48 hours~~)

41-49 hrs

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 400 - Chemical Literature](#) ~~2 hrs.~~ **3 hrs**
- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs. AND
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.

- [CHE 431 - Inorganic Chemistry](#) 3 hrs. AND
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

DEG 02. Additional Requirements (19-22 hours)

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
- [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.
- [MAT 285 - Introduction to Differential Equations I](#) 3 hrs.
- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with adviser's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Chemistry (ACS-Certified Chemistry). At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

MODIFICATION OF DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, AND MINOR CHECKLIST

Program Modifications include renaming or consolidating programs and changes in Degree Plan/Plan of Study requirements, CIP Code, GPA requirements, admission restrictions, progression policies, etc. Note renaming or consolidating degree programs require IHL approval and changes in CIP Code require IHL notification.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for the modification, including use of assessment results
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 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
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 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments (See [Instructions for Degree Plan/Plan of Study Modification](#))
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Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry, B.S. Degree Requirements

Degree Plan (CHEBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs♦:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ♦AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ♦

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ♦AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ♦

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ♦AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ♦

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

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- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

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- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. * AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. * AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. * AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
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GEC 04. Aesthetic Values (3 hours)

Select 1 course:

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- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

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Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
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GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (~~39-48 hours~~)

40-49 hours

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 400 - Chemical Literature](#) ~~2 hrs.~~ **3 hours**
- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

Select 5-6 hours:

- [CHE 331 - Descriptive Inorganic Chemistry](#) 2 hrs.
- [CHE 404 - Spectral Elucidation of Structure](#) 3 hrs.
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.
- [CHE 422 - Biochemistry II](#) 3 hrs.
- ~~[CHE 423 - Analytical Biochemistry](#) 3 hrs.~~
- [CHE 424 - Biochemistry III](#) 3 hrs.
- [CHE 431 - Inorganic Chemistry](#) 3 hrs.
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.
- [CHE 451 - Medicinal Chemistry](#) 3 hrs.
- [CHE 460 - Pharmacology](#) 3 hrs.
- [CHE 470 - Survey of Toxicology](#) 3 hrs.

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DEG 02. Additional Requirements (14-19 hours)

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
- [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.

Select 1 sequence:

- [PHY 111 - General Physics I](#) 3 hrs. *
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *
- AND
- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *
- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *
- AND
- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

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 - a. A rationale for the modification, including use of assessment results
 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
3. If the modification includes renaming or consolidating degree programs, include the following:
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 - a. Contact the chairs/directors and deans of the affected program
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 - a. Revised Bulletin Narrative
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 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
8. Check all proposals carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Oct. 23, 2015 Revisions

Interior Design, B.S. Degree Requirements

Degree Plan (INTDESBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs. +
- ENG 102 - Composition Two 3 hrs. +

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. ◊ AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr. ◊

- BSC 111 - Principles of Biological Science II 3 hrs. ◊ AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr. ◊

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.

- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.

- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.

- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.

- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.

- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.

- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.

- PHY 103 - Introductory Physics 3 hrs. AND
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- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.

- PHY 112 - General Physics II 3 hrs. AND
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- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.

- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.

- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
- MAT 101 - College Algebra 3 hrs. **
Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

Select 2 courses, 1 History required:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs. **
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- ID 490 - Advanced Application of Design Theory 3 hrs. (Capstone)

GEC 07. Writing-Intensive Requirement (Major Area)

- GHY 331 - Cultural Systems in the Environment 3 hrs. (WI)

ENG 101 & ENG 102 prerequisites

GEC o8. Speaking Intensive Requirement (3 hours)

Select 1 course:

- CMS 111 - Oral Communication 3 hrs. + (SI)
- CMS 305 - Interpersonal Communication 3 hrs. + (SI)
- CMS 320 - Business and Professional Speaking 3 hrs. + (SI)
- CMS 330 - Small-Group Communication 3 hrs. + (SI)

GEC o9. Capstone Requirement (Major Area)

- ID 490 - Advanced Application of Design Theory 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◊ GEC restrictions apply; see [here](#).

GEC o6 - GEC o9 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

67-72 hours

DEG o1. Major Area of Study Requirements (67 hours)

- ACT 321 ARCHITECTURAL HISTORY I 3 HRS.
- ACT 322 - Architectural History II 3 hrs.
- ID 232 - Interior Materials and Installation Methods 3 hrs.
- ID 303 - Interior Systems 3 hrs.
- ID 320 - Design Presentation Media 3 hrs.
- ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.
- ID 339 - Interior Design III 3 hrs.
- ID 340 - Residential Interior Design I 3 hrs.
- ID 342 - Residential Interior Design II 3 hours.
- ID 438 - Portfolio Presentation 1 hr.
- ID 439 - Contract Interior Design I 3 hrs.
- ID 440 - Contract Interior Design II 3 hrs.
- ID 441 - Professional Practices and Procedures 3 hrs.
- ID 442 - Interior Design Internship 4-6 hrs.
- ~~ID 478 - Seminar in Interior Design~~ 1-3 hrs. (6 hours required) **Remove**

- [ID 490 - Advanced Application of Design Theory](#) 3 hrs. (Capstone)

Pre-Interior Design Program Requirements

Interior Design majors are required to own a specifically equipped laptop computer as a prerequisite for all 200-level and above ID studio courses. See [Interior Design Program](#) for more detail.

- [ID 140 - Interior Design I](#) 3 hrs. +
- [ID 210 - CAD for Interior Design](#) 3 hrs. +
- [ID 238 - Visual Communications in Interior Design](#) 3 hrs. +
- [ID 240 - Interior Design II](#) 3 hrs. +
- [ID 242 - Portfolio Development](#) 2 hrs. +
- [ID 311 - BIM for Interior Design](#) 3 hrs. +
- [ID 178 - Seminar in Interior Design](#) 3 hrs. +

Select 1 course:

- [MER 330 - Textile Industrial Complex](#) 3 hrs.
- [ID 333 - Textiles for Interiors](#) 3 hrs.

Select 1 course:

- [ART 332 - History of Art I](#) 3 hrs.
- [ART 334 - History of Art II](#) 3 hrs.
- [ID 497 - British Housing and Interior](#) 3-6 hrs.

DEG 02. Additional Requirements (12 hours)

- [GHY 331 - Cultural Systems in the Environment](#) 3 hrs. (WI)

Pre-Interior Design Program Requirements

- [ART 101 - Drawing I](#) 3 hrs. +
- [ART 111 - Design I](#) 3 hrs. +
- [ART 112 - Design II](#) 3 hrs. +

DEG 03. Electives

Choose electives as needed with adviser's approval. (See Hours to Degree below.)

Note:

+Pre-Interior Design Curriculum. These courses must be completed with a grade of "C" or higher and a minimum 2.5 GPA in order to make application for progression in the program. See [Interior Design Program](#) for more details.

Hours to Degree

124 hours are needed to graduate with a BS in Interior Design. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Interior Design, B.S. Semester-by-semester Guide

Freshmen

1st semester (15 hours)

- ENG 101 - Composition One 3 hrs.
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs. or
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- ID 140 - Interior Design I 3 hrs.
- ART 130 - Art Appreciation 3 hrs. (recommended)
- ART 111 - Design I 3 hrs.

2nd semester (15 hours)

- ENG 102 - Composition Two 3 hrs.
- ART 112 - Design II 3 hrs.
- MAT 100 - Quantitative Reasoning 3 hrs. or higher (We require MAT 101)
- Science and Lab 4 hrs. ID 178 SEMINAR IN INTERIOR DESIGN 3 HRS

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Sophomore

1st semester (15 hours)

- ID 210 - CAD for Interior Design 3 hrs.
- ID 238 - Visual Communications in Interior Design 3 hrs.
- ART 101 - Drawing I 3 hrs.
- ACT 322 - Architectural History II 3 hrs.

Select 1:

-
- CMS 111 - Oral Communication 3 hrs.
 - CMS 305 - Interpersonal Communication 3 hrs.
 - CMS 320 - Business and Professional Speaking 3 hrs.
 - CMS 330 - Small-Group Communication 3 hrs.

2nd semester (17 hours)

-
- ID 240 - Interior Design II 3 hrs.
 - ID 242 - Portfolio Development 2 hrs.
 - ID 311 - BIM for Interior Design 3 hrs.
 - ~~ID 478 - Seminar in Interior Design 1-3 hrs.~~
 - ACT 322 ARCHITECTURE HISTORY II 3 hrs.

Select 1:

-
- ID 232 - Interior Materials and Installation Methods 3 hrs.
 - ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.

Select 1:

-
- ID 303 - Interior Systems 3 hrs.
 - ENG 203 - World Literature 3 hrs.

Junior

1st semester (16 hours)

-
- Science + Lab 4 hrs.
 - ID 320 - Design Presentation Media 3 hrs.
 - ID 333 - Textiles for Interiors 3 hrs.
 - ID 339 - Interior Design III 3 hrs.
 - MER 330 - Textile Industrial Complex 3 hrs.

Select 1:

-
- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
 - COH 100 - Concepts of Wellness 3 hrs.
 - ECO 101 - Basic Economics 3 hrs.

- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

2nd semester (15 hours)

- ID 340 - Residential Interior Design I 3 hrs.
- ID 439 - Contract Interior Design I 3 hrs.
- ART 334 - History of Art II 3 hrs.

Select 1:

- ID 232 - Interior Materials and Installation Methods 3 hrs.
- ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.

Select 1:

- ID 303 - Interior Systems 3 hrs.
- ID 441 - Professional Practices and Procedures 3 hrs.

Summer of Junior or Senior Year: (4 hours)

Select 1:

- ID 442 - Interior Design Internship 4-6 hrs.
- AEC 496 - Industrial Internship 1-6 hrs.

Senior

1st semester ¹⁴~~13~~ hours

- ID 438 - Portfolio Presentation 1 hr.
- ID 342 - Residential Interior Design II 3 hours.
- ID 440 - Contract Interior Design II 3 hrs.
- ID 478 - Seminar in Interior Design 1-3 hrs:
SCIENCE LAB 4 HRS

Select 1:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.

- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society; Principles of Sociology 3 hrs.

2nd semester (13 hours)

- Approved Electives 4 hrs.
- ID 490 - Advanced Application of Design Theory 3 hrs.
- GHY 331 - Cultural Systems in the Environment 3 hrs.

Select 1:

- ID 441 - Professional Practices and Procedures 3 hrs.
 - ENG 203 - World Literature 3 hrs.
-

Black Studies Minor

Requirements for a Minor

The minor in black studies requires 18 hours. Approved courses are classified into three broad areas (see below). Students are required to complete two courses from area 1, three courses from area 2, and one course from area 3. The courses in area 2 should be selected based on their relevance to the student's major or career goals. Students must include courses from at least three separate disciplines in their minor. Up to six hours of credit may be double-counted as coursework for the student's major.

Area 1. Historical Foundations (6 hours)

BLKS 301 Intro to Black Studies (required) 3 hrs.

- HIS 307 - Survey of African History, 1500-Present 3 hrs.
- HIS 373 - African-American History Survey, 1619-1890 3 hrs.
- HIS 374 - African-American History Survey, 1890-present 3 hrs.

> select one

Area 2. Black Studies Across the Disciplines (9 hours)

- ANT 313 - Peoples and Cultures of Africa 3 hrs.
- ANT 334 - Archaeology of the Old South 3 hrs.
- ANT 494 - Topics in Caribbean Anthropology 4 hrs.
- CIE 410 - Foundations in Multicultural Education 3 hrs.
- CIS 410 - Multicultural Education 3 hrs.
- ENG 312 - Postcolonial Literature 3 hrs.
- ENG 313 - Survey of Multiethnic Literature 3 hrs.
- ENG 372 - African-American Literature 3 hrs.
- ENG 410 - Studies in Ethnic Literature 3 hrs.
- ENG 411 - Studies in Postcolonial Literature 3 hrs.
- ENG 412 - Studies in African Literature 3 hrs.
- ENG 473 - Studies in African-American Literature 3 hrs.
- ENG 496 - Caribbean Studies 3-6 hrs.
- GHY 402 - Geography of Middle America and the Caribbean 3 hrs.
- GHY 406 - Geography of Africa 3 hrs.
- GHY 489 - Caribbean Studies 1-6 hrs.
- HIS 411 - The Caribbean 3 hrs.
- HIS 445 - Racial Thought in the Western World 3 hrs.
- HIS 467 - The Colonial South 3 hrs.
- HIS 468 - The Old South 3 hrs.
- HIS 478 - Topics in African-American History 3 hrs.
- HIS 498 - Topics in Caribbean Studies 3-4 hrs.
- MCI 489 - Caribbean Mass Media Systems 3-6 hrs.
- PS 303 - American Political Movements 3 hrs.

- ~~PSY 402 - Urban Politics 3 hrs.~~
- PS 459 - Human Rights 3 hrs.
- PSY 413 - Multicultural Counseling 3 hrs.
- SWK 315 - Human Diversity in a Changing World 3 hrs.
- SOC 350 - Race and Ethnicity 3 hrs.
- SOC 355 - Collective Behavior and Social Movements 3 hrs.

Note:

Other courses may be substituted at the discretion of the director or associate director of the Center for Black Studies.

Area 3. Application of Knowledge (3 hours)

All students minoring in black studies will be required to fulfill a three-hour requirement that incorporates application of material learned in classes. ~~This requirement will typically be fulfilled by registering for an independent study or practicum course under the supervision of the director or associate director of the Center for Black Studies.~~ The content of the class will involve active learning in one of two ways: ^{working} an internship with a local agency, institution or business related to the broad field of black studies or an academic service-learning project in which the student utilizes his or her expertise to provide a service to the local community and create an academic product that reflects his or her effort.

Students must complete a minimum of three courses in black studies before fulfilling the area 3 requirement. ~~When eligible, students will register for one of the courses below following consultation with the director or associate director of the Center for Black Studies:~~

- ~~HIS 492 - Special Problems 1-3 hrs.~~
- ~~SOC 433 - Field Work Practicum~~
- ~~SOC 492 - Special Problems 1-3 hrs.~~

BLKS 491 Service Learning in Black Studies 3 hrs.

Note:

If a student is enrolled in another course that requires a substantial and relevant internship, academic service-learning project or research endeavor, he or she may petition the director of the Center for Black Studies to count that course for the area 3 requirement.

**Appendix 9a: Modifications to Existing Degree Program Proposal
(Renaming)
(Submit Appendix 9a in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi			
Date of Implementation:	Present Six Digit CIP Code(s):	New Six Digit CIP Code:	
Fall 2016-2017	22.0302	22.9999	
Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:		New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:	
Paralegal Studies (Pre-Law), BA Paralegal Studies, BA		Legal Studies (Pre-Law), BA Legal Studies (Paralegal), BA	
Degree(s) to be Awarded:		Credit Hour Requirements:	
BA		124	
List any institutions within the state offering similar programs:			
Mississippi University for Women, The University of Mississippi			
Responsible Academic Unit(s):		Institutional Contact:	
Political Science, International Development & International Affairs		Edward Sayre	
Number of Students Enrolled in Last Six Years:		Number of Graduates Expected in Next Six Years:	
Year One	113	Year One	133
Year Two	119	Year Two	135
Year Three	121	Year Three	140
Year Four	121	Year Four	145
Year Five	125	Year Five	150
Year Six	133	Year Six	150
Total	732	Total	853

Program Summary: The Paralegal Studies Program (“Program”) at the University of Southern Mississippi offers a Bachelor’s of Arts degree in two tracks. The first track is approved by the American Bar Association to prepare students to immediately enter the workforce as a paralegal. This track focuses on developing the knowledge and practical skills necessary for students to complete typical tasks within the legal field, such as the preparation of pleadings and other legal documents, as well as conducting legal research and managing case files/office records. All of these tasks are completed by the paralegal under the supervision of a licensed attorney. The second track is considered a “Pre-Law” track for students desiring to continue their educational experience either in law school or some other legal related graduate program. The track focuses on the ideas behind the law, analyzing and writing as a law student should, all within the context of preparing the student for further education.

The Program has three full-time faculty members, all of whom are former practicing attorneys. Of those three, two are tenure-track positions. One of the faculty members is located at the Coast campus. The other two, including the director, are located at the Hattiesburg campus. There are currently no online courses, but students are encouraged to take classes at both campuses, and the Program has begun incorporating IVN technology to expand the cross-collaboration among students and faculty at both campuses. The Program has two student organizations (one for each track), provides study abroad courses and has an internship program.

The Program is guided by an Advisory Committee, which is required by the American Bar Association, in conjunction with the director and the faculty with input from the students. The Advisory Committee and the faculty meet at least once a semester to explore ways of improving the program. The director conducts research among paralegals, attorneys and alumni to determine trends within the legal community.

Chief Academic Officer Signature

Date

Institutional Executive Officer Signature

Date

Institution:

1. Describe how the proposed modification fits within the mission of the institution.

This change will encourage intellectual development and creativity by opening doors for both students and faculty. There is already an option at the Associate’s Degree level for a major in Paralegal Studies. Thus, by limiting the degree options in the Program to a Bachelor’s of Art in Paralegal Studies, there is a repetitive implication of the work done at the state’s two-year institutions. Offering a Bachelor’s of Arts in Legal Studies will give students having already achieved an Associate’s Degree in Paralegal Studies a clear expectation and delivery of a higher level of thinking and development, that will then be indicated on their academic record and resume. For students in the Program with the intent of pursuing a higher level of study, this change will provide a more standard and attractive degree to prospective law schools and other graduate programs. Faculty will also have more opportunities available to them as they enter the growing discipline of Legal Studies to increase collaboration both on campus and with other institutions, which will increase their breadth of knowledge, skills, and professional network to bring back into the classroom.

2. Is this modification unnecessarily duplicative of other programs within the System?

Rather than being unnecessarily duplicative of other programs within the System, this change will bring better balance and consistency to educational opportunities in this field for all citizens of the State of Mississippi. There are currently only two American Bar Association (“ABA”) approved paralegal programs in Mississippi - the program at USM, and the program at MUW in Columbus. MUW has already changed the name of their ABA approved program to “Legal Studies.” Their change provided students in the northern part of the state an ABA approved Legal Studies Bachelor’s Degree. The proposed change would provide an ABA approved Legal Studies Bachelor’s Degree to students in the southern part of the state and provide consistency within the Mississippi university community.

Additionally, the University of Mississippi has an undergraduate program named “Legal Studies” that grants a Bachelor’s Degree. The proposed name change at USM would provide a comparable option with a comparable name for students in the southern part of the state, who would currently have to go elsewhere for that degree. For students along the coast, the status quo is that their closest option is to leave the state.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

Currently, the Program does not participate in research efforts beyond those associated with specific faculty members as there are few research opportunities, professional organizations, or publications associated with the term "paralegal studies". The change would allow the program and faculty to pursue a more aggressive research agenda including opportunities to collaborate with faculty members of other disciplines as the title change moves the Program from a restrictive field into a broader, growing research discipline.

4. Are there any anticipated budget savings associated with the proposed modification?

It is anticipated that the change would have a budget neutral effect.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No

7. Describe how the proposed modification will affect program faculty.

This modification will have a positive effect particularly on the tenure-track faculty. Currently the program has two tenure-track faculty members, but there are few academic publications or professional networks for Paralegal Studies. Currently, and as it grows as a discipline, Legal Studies provides more opportunities for publications. Additionally, there are also more opportunities to present research and collaborate with faculty from around the country and world in research under the discipline of Legal Studies.

8. Describe the evaluation process which led to the request for the proposed modification.

The process began through a recognition of confusion among potential transfer students as to the difference between the Bachelor's Degree that the Program currently offers and the program available at two-year institutions. The faculty began to research the problem and determined that most Senior Institutions, including one in our state, were changing the names of their Paralegal Studies to Legal Studies to more appropriately reflect their nature and purpose. This proposal has been considered by students, the Advisory Committee and the department faculty and each consider it a necessary step for the future of the program.

In short, the "Paralegal Studies" label is becoming obsolete among four-year institutions. Instead, the trend nationwide is to use the more inclusive term, "Legal Studies" at the university level, to reserve the "Paralegal Studies" label for vocational and community college programs. Hence, this change is necessary for our program to keep pace with comparable programs across the nation and even within our own state (e.g. MUW).

MEMORANDUM

To: College of Arts and Letters (CoAL) Undergraduate Programs Committee and
College of Business (CoB) Undergraduate Programs and Assessment Committee

From: Brigitte Burgess, Associate Professor, Department of Marketing and Merchandising,
Associate Dean, CoB
John Warrick, Associate Professor and Chair, Department of Theatre, CoAL



CC: Faye W. Gilbert, Dean of CoB
Maureen Ryan, Interim Dean of CoAL

RE: Proposal of Apparel Construction and Design Certificate (ACDC)

Over the past several years merchandising students have expressed increasing demand for the proposed content and Merchandising faculty have observed increasing inquiries regarding apparel design courses from high school students at recruiting events. Addition of these skill sets to Merchandising students will better prepare those who wish to become designers, there are those who need to know the basics of construction and design to effectively interact with textiles, apparel, and design professionals.

Simultaneously, Costume Design students have expressed a desire to learn about textiles to help them become better costume designers. As a result, students in Merchandising have been taking electives in Theatre and vice versa. This crossover sparked a relationship between the programs resulting in an informal agreement to encourage interested students to enroll in courses in the other's department. Merchandising students typically take THE 201 (Introduction to Costume), and THE 201L (Costume Laboratory) while Theatre students take MER 330 (Textile Industrial Complex).

As student interest and demand increases, Merchandising and Theatre faculty began discussing other courses from which students will benefit, however, adding electives does not allow the students to formally declare the value added to their degree by doing so. After exploring options, both departments agreed to create a certificate that will allow students to continue taking courses across departments, but do so in a formalized way that will be recognized in their transcript. Based upon discussions with the Provost's Office, we believe that this is the first certificate to cross Colleges, and based on faculty research, is the first such option to combine merchandising and theater in the United States. The proposed name is Apparel Construction and Design Certificate (ACDC).

In the past couple of years, approximately four students have taken courses across both disciplines per year. We anticipate this number to grow to approximately ten students per year once the certificate is in place and is marketed to students. We request the certificate be available on the Hattiesburg campus in the Fall of 2016. Doing so will require no

Table. Required Courses for Apparel Construction and Design Certificate Determined by Major

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required:	Required:	Required:
THE 201 – Introduction to Costume (3 hours)	MER 330 – Textile Industrial Complex (3 hours)	MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)
THE 401 – Costume Design (3 hours)	MER 335 – History of Apparel (3 hours)	THE 201 – Introduction to Costume (3 hours)
THE 441 – Costume Technology Studio (3 hours)	MER 437 – Apparel Product Development (3 hours)	Select Two:
THE 460 – Advanced Costume Design (3 hours)		MER 332 - Societal Influences on Consumer Behavior (3 hours)
		MER 335 – History of Apparel (3 hours)
		MER 437 – Apparel Product Development (3 hours)
		THE 401 – Costume Design (3 hours)
		THE 441 – Costume Technology Studio(3 hours)
		THE 460 – Advanced Costume Design (3 hours)

Apparel Construction and Design Certificate

Housing of the Certificate in the Bulletin:

- College of Business

Contact Person:

- Brigitte Burgess

The IR program Inventory:

- Merchandising - 52.1902
- Theater - 50.0501

Certificate Degree Plan Narrative for the Bulletin:

This certificate provides students with the education needed to begin a career in a field related to apparel design. The Apparel Construction and Design Certificate (ACDC) is open to *all* majors and members of the community that have an interest in developing their apparel construction and design skills. For admission to the certificate program for applicants who are not currently enrolled at USM, the following must be submitted:

- A. Application for undergraduate admissions
- B. \$35 nonrefundable application fee
- C. Official transcript from last school attended or GED certificate.

Please note that students who enroll in certificate programs at The University of Southern Mississippi and later wish to seek an undergraduate degree must meet full admission requirements.

Degree Plan for Merchandising, Theatre and other students

To receive this certificate, students will be required to have a total of 12-13 out of 24 available credit hours:

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required: THE 201 – Introduction to Costume (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)

Student ID: _____ Student Name: _____ Adviser Name: _____	Bulletin: 2015-2016 Undergraduate Bulletin Program: Library and Information Science, B.S. Degree Requirements Minimum Credits Required: <u>124</u>
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Library and Information Science, B.S. Degree Requirements

Degree Plan (LISBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

Course Name	Hours
ENG 101 - Composition One	3 hrs.
ENG 102 - Composition Two	3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

Course Name	Hours
AST 111 - General Astronomy I (Recommended) AND	3 hrs.
AST 111L - General Astronomy I Laboratory (Recommended)	1 hr.
AST 112 - General Astronomy II AND	3 hrs.
AST 112L - General Astronomy II Laboratory	1 hr.
BSC 103 - Biology and Society ◇ (Recommended) AND	3 hrs.
BSC 103L - Biology and Society Laboratory ◇ (Recommended)	1 hr.
BSC 110 - Principles of Biological Science I AND	3 hrs.
BSC 110L - Principles of Biological Science I Laboratory	1 hr.
BSC 111 - Principles of Biological Science II AND	3 hrs.
BSC 111L - Principles of Biological Science II Laboratory	1 hr.

BSC 250 - Human Anatomy and Physiology I AND	3 hrs.
BSC 250L - Human Anatomy and Physiology I Laboratory	1 hr.
BSC 251 - Human Anatomy and Physiology II AND	3 hrs.
BSC 251L - Human Anatomy and Physiology II Laboratory	1 hr.
CHE 104 - Chemistry and Our Environment (Recommended) AND	3 hrs.
CHE 104L - Chemistry and Our Environment Laboratory (Recommended)	1 hr.
CHE 106 - General Chemistry I AND	3 hrs.
CHE 106L - General Chemistry I Laboratory	1 hr.
CHE 107 - General Chemistry II AND	3 hrs.
CHE 107L - General Chemistry II Laboratory	1 hr.
GHY 104 - Weather and Climate AND	3 hrs.
GHY 104L - Weather and Climate Laboratory	1 hr.
GHY 105 - Landforms, Hydrology and Biogeography AND	3 hrs.
GHY 105L - Landforms, Hydrology and Biogeography Laboratory	1 hr.
GLY 101 - Physical Geology (Recommended) AND	3 hrs.
GLY 101L - Physical Geology Laboratory (Recommended)	1 hr.
GLY 103 - Historical Geology AND	3 hrs.
GLY 103L - Historical Geology Laboratory	1 hr.
MAR 151 - Introduction to Ocean Science AND	3 hrs.
MAR 151L - Introduction to Ocean Science Laboratory	1 hr.
PHY 103 - Introductory Physics AND	3 hrs.
PHY 103L - Introductory Physics Laboratory	1 hr.

PHY 111 - General Physics I AND	3 hrs.
PHY 111L - General Physics I Laboratory	1 hr.
PHY 112 - General Physics II AND	3 hrs.
PHY 112L - General Physics II Laboratory	1 hr.
PHY 201 - General Physics I with Calculus AND	4 hrs.
PHY 201L - General Physics I with Calculus Laboratory	1 hr.
PHY 202 - General Physics II with Calculus AND	4 hrs.
PHY 202L - General Physics II with Calculus Laboratory	1 hr.
PSC 190 - Living in a Material World (Recommended) AND	3 hrs.
PSC 190L - Lab for Living in a Material World (Recommended)	1 hr.
Mathematics Requirement (3 hours)s	
Course Name	Hours
MAT 100 - Quantitative Reasoning ***	3 hrs.
MAT 101 - College Algebra	3 hrs.
Higher-level MAT course	
GEC 03. Humanities (9 hours)	
Course Name	Hours
ENG 203 - World Literature	3 hrs.
Select 2 courses, 1 History required:	
Course Name	Hours
HIS 101 - World Civilizations: Beginnings to 1500 C.E.	3 hrs.
HIS 102 - World Civilizations: 1500 to the present	3 hrs.
PHI 151 - Introduction to Philosophy	3 hrs.
PHI 171 - Ethics and Good Living	3 hrs.
REL 131 - Comparative Religion	3 hrs.
GEC 04. Aesthetic Values (3 hours)	
Select 1 course:	
Course Name	Hours
ART 130 - Art Appreciation	3 hrs.
DAN 130 - Dance Appreciation	3 hrs.
MUS 165 - The Enjoyment of Music	3 hrs.
THE 100 - Theatrical Expressions	3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)	
Select 2 courses:	
Course Name	Hours
ANT 101 - The Human Experience: A Global Perspective on Human Diversity	3 hrs.
COH 100 - Concepts of Wellness **	3 hrs.
ECO 101 - Basic Economics	3 hrs.
GHY 101 - World Geography: Dynamics of a Changing Earth	3 hrs.
PS 101 - American Government	3 hrs.
PSY 110 - General Psychology *	3 hrs.
SOC 101 - Understanding Society: Principles of Sociology	3 hrs.
GEC 06. Computer Competency Requirement (Major Area)	
Course Name	Hours
LIS 201 - Introduction to Information Literacy (must earn a minimum grade of "C")*	3 hrs.
GEC 07. Writing-Intensive Requirement (3 hours)	
Course Name	Hours
IT 380 - Organizational Communication	3 hrs.
<i>ENG 101 & ENG 102 prerequisites</i>	
GEC 08. Speaking Intensive Requirement (3 hours)	
Select 1 course:	
Course Name	Hours
CMS 111 - Oral Communication (SI)	3 hrs.
CMS 330 - Small Group Communication (SI)	3 hrs.
LIS 491 - Library Instruction (SI)*	3 hrs.
GEC 09. Capstone Requirement (Major Area)	
Course Name	Hours
LIS 489 - Library Practicum (Capstone)	1-4 hrs. Arr.
<i>Must be taken Senior Year; ENG 101 & ENG 102 prerequisites</i>	
Note:	
*This course satisfies both the GEC requirement and a program requirement for this major.	
**This particular GEC course is recommended by this major.	
***This course does not satisfy prerequisites for any other math course.	

◇ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum

DEG 01. Major Area of Study Requirements (45 hours)

Minimum grade of “C” required in all Major Area of Study courses.

Course Name	Hours
LIS 201 - Introduction to Information Literacy	3 hrs.
LIS 401 - Reference and Information Services	3 hrs.
LIS 405 - Cataloging and Classification	3 hrs.
LIS 408 - School Libraries	3 hrs.
LIS 411 - Development of Library Collection	3 hrs.
LIS 415 - Public Libraries	3 hrs.
LIS 416 - Technology in the School Library or	3 hrs.
LIS 457 - Computer Application in Libraries or	3 hrs.
LIS 458 - Internet Resources and Applications	3 hrs.
LIS 417 - Literature and Related Media for Children or	3 hrs.
LIS 418 - Literature and Related Media for Young Adults	3 hrs.
LIS 440 - Information Ethics	3 hrs.
LIS 445 - Sources of Information for a Multicultural Society	3 hrs.
LIS 489 - Library Practicum (Capstone) (3 hours)	1-4 hrs. Arr.
LIS 491 - Library Instruction	3 hrs.
• Select 9 additional hours from the School of Library and Information Science or 45 total hours of LIS courses.	
DEG 02. Additional Requirements (6 hours)	
Course Name	Hours
PSY 110 - General Psychology *	3 hrs.
PSY 270 - Child Psychology or	3 hrs.
PSY 275 - Developmental Psychology	3 hrs.

DEG 03. Minor (18 hours)

A minor in another discipline or 18 hours of courses within the College of Education and Psychology.

DEG 04. Electives

Choose electives as needed. (See Hours to Degree below.)

Hours to Degree

124 hours are needed to graduate with a BS in Library and Information Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Notes:

Psychology, B.A. Degree Requirements

Degree Plan (PSYCHBA)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs.
- ENG 102 - Composition Two 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.

- BSC 111 - Principles of Biological Science II 3 hrs. AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.

- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.

- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.

- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.

- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.

- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.

- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.

- PHY 103 - Introductory Physics 3 hrs. AND
- PHY 103L - Introductory Physics Laboratory 1 hr.

- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.

- PHY 112 - General Physics II 3 hrs. AND
- PHY 112L - General Physics II Laboratory 1 hr.

- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.

- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.

- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
- MAT 101 - College Algebra 3 hrs. *
Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

-
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
 - HIS 102 - World Civilizations: 1500 to the present 3 hrs.
 - PHI 151 - Introduction to Philosophy 3 hrs.
 - PHI 171 - Ethics and Good Living 3 hrs.
 - REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs. *
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- PSY 361 - Research Methods 3 hrs.
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

- CMS 111 - Oral Communication 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- PSY 475 - Senior Seminar in Psychology 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

◊ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

(54-57 hours)

DEG 01. Major Area of Study Requirements (~~54~~ hours)

Minimum grade of "C" required in all Major Area of Study courses.

Minimum USM GPA is 2.0

- [PSY 110 - General Psychology](#) 3 hrs. *
- [PSY 251 - Careers in Psychology](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.
- [PSY 361 - Research Methods](#) 3 hrs. (WI)
- ~~[PSY 418 - History and Systems of Psychology](#) 3 hrs.~~
- [PSY 475 - Senior Seminar in Psychology](#) 3 hrs. (Capstone)

~~Select 1 course:~~ 2 courses, at least 1 course must be 300-level:

- [PSY 270 - Child Psychology](#) 3 hrs.
- [PSY 275 - Developmental Psychology](#) 3 hrs.
- [PSY 372 - Adolescent Psychology](#) 3 hrs.
- [PSY 374 Educational Psychology](#) 3 hrs.

~~Select 1 course:~~ 2 courses:

- [PSY 420 - Sensation and Perception](#) 3 hrs.
- [PSY 426 - Behavioral Neuroscience](#) 3 hrs.
- [PSY 425 Cognitive Psychology](#) 3 hrs

Select 1 course:

- [PSY 436 - Abnormal Psychology](#) 3 hrs.
- [PSY 455 - Psychology of Personality](#) 3 hrs.

Select 1 course:

- [PSY 422 - Psychology of Learning](#) 3 hrs.
- [PSY 424 - Animal Behavior](#) 3 hrs.
- ~~[PSY 425 - Cognitive Psychology](#) 3 hrs.~~

~~Select 1 course:~~

- ~~[PSY 436 - Abnormal Psychology](#) 3 hrs.~~
- ~~[PSY 455 - Psychology of Personality](#) 3 hrs.~~

Select 1 course:

- ~~[PSY 450 - Social Psychology](#) 2 hrs.~~ [PSY 410 Evolutionary Psychology](#) 3 hrs.

Select ~~18~~ hours from Department of Psychology

(except PSY 491)

(12-15 hours)

DEG 02. Additional Requirements (~~0-12 hours~~)

→ IT 391 Computer Applications in Business 3 hrs.

- MAT 101 - College Algebra 3 hrs. *

Candidates for the BA must complete the Foreign Language Requirement:

9 hours in a single foreign language

DEG 03. Electives (~~29-38 hours required~~)

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

PSY 491 is offered on a pass/fail basis only and will not count toward the Psychology major or Psychology electives. A maximum of 12 hours of PSY 491 may count toward the degree.

Hours to Degree

124 hours are needed to graduate with a BA ~~or BS~~ in Psychology. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

Psychology, B.A. Semester-by-semester Guide

Freshmen

1st semester (16 hours)

- ENG 101 - Composition One 3 hrs.
- MAT 101 - College Algebra 3 hrs.
- BSC 110 - Principles of Biological Science I 3 hrs.
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.
- PSY 110 - General Psychology 3 hrs.

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

2nd semester (16 hours)

- ENG 102 - Composition Two 3 hrs.
- CMS 111 - Oral Communication 3 hrs.
- BSC 111 - Principles of Biological Science II 3 hrs.
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

Add: PSY 251 Careers in Psychology (3 hours)

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Sophomore

1st semester (15 hours)

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Add: PSY 374: Educational Psychology (3 hours)

- ~~PSY 251 - Careers in Psychology~~ 3 hrs.
- ENG 203 - World Literature 3 hrs.
- General Electives
6-Select 3 hrs Foreign Language

Add: IT 361: Computer Applications in Business 3 hrs

Select 1:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

2nd semester (15 hours)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.
- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs. or
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs. or
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.
- Select 9 3 hrs. of General PSY Electives
 - Select 3 hrs. Foreign Language

Add: Select 1:

PSY 270: Child Psychology 3 hrs.

PSY 275: Developmental Psychology 3 hrs.

PSY 372: Adolescent Psychology 3 hrs.

PSY 374: Educational Psychology

Junior

1st semester (15 hours)

- PSY 361 - Research Methods 3 hrs.
- Select 6 5 hrs. of General Electives
 - Select 3 hrs. Foreign Language

Select 1:

- PSY 436 - Abnormal Psychology 3 hrs.
- PSY 455 - Psychology of Personality 3 hrs.

Select 1:

- ~~PSY 422 - Psychology of Learning~~ PSY 420: Sensation & Perception 3 hrs.
- ~~PSY 424 - Animal Behavior~~ PSY 426: Behavioral Neuroscience 3 hrs.
- PSY 425 - Cognitive Psychology 3 hrs.

2nd semester (15 hours)

- Select 6 hrs. of General Electives
- Select 6 6 hrs. of PSY Electives
- PSY 418 - History and Systems of Psychology 3 hrs.

Select 1:

- PSY 420 - Sensation and Perception 3 hrs.
- PSY 426 - Behavioral Neuroscience 3 hrs.

Add: PSY 425: Cognitive Psychology 3 hrs.

Senior

1st semester (156 hours)

- PSY 450 - Social Psychology 3 hrs.
- Select 6 hrs. of PSY Electives
- Select 7 6 hrs. of General Electives

Add: Select 1:

PSY 450: Social Psychology 3 hrs.

PSY 413: Multicultural Counseling 3 hrs.

PSY 410: Evolutionary Psychology 3 hrs.

2nd semester (156 hours)

- PSY 475 - Senior Seminar in Psychology 3 hrs.
- Select 6 hrs. of PSY Electives
- Select 7 3 hrs. of General Electives

Add: Select 1:

PSY 422: Psychology of Learning 3 hrs.

PSY 424: Animal Behavior 3 hrs.

Psychology, B.S. Degree Requirements

Degree Plan (PSYCHBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs.
- ENG 102 - Composition Two 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.

- BSC 111 - Principles of Biological Science II 3 hrs. AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.
- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.
- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.
- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.
- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.
- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.
- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.
- PHY 103 - Introductory Physics 3 hrs. AND
- PHY 103L - Introductory Physics Laboratory 1 hr.
- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.
- PHY 112 - General Physics II 3 hrs. AND
- PHY 112L - General Physics II Laboratory 1 hr.
- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.
- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.
- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
 - MAT 101 - College Algebra 3 hrs. *
- Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

-
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
 - HIS 102 - World Civilizations: 1500 to the present 3 hrs.
 - PHI 151 - Introduction to Philosophy 3 hrs.
 - PHI 171 - Ethics and Good Living 3 hrs.
 - REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs. *
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- PSY 361 - Research Methods 3 hrs.
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

- CMS 111 - Oral Communication 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- PSY 475 - Senior Seminar in Psychology 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

◊ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

(54-57 hours)

DEG 01. Major Area of Study Requirements (~~51~~ hours)

Minimum grade of "C" required in all Major Area of Study courses.

Minimum USM GPA is 2.0

- [PSY 110 - General Psychology](#) 3 hrs. *
- [PSY 251 - Careers in Psychology](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.
- [PSY 361 - Research Methods](#) 3 hrs. (WI)
- ~~[PSY 418 - History and Systems of Psychology](#) 3 hrs.~~
- [PSY 475 - Senior Seminar in Psychology](#) 3 hrs. (Capstone)

~~Select 1 course:~~ 2 courses, at least 1 must be 300 level:

- [PSY 270 - Child Psychology](#) 3 hrs.
- [PSY 275 - Developmental Psychology](#) 3 hrs.
- [PSY 372 - Adolescent Psychology](#) 3 hrs.
- [PSY 374 Educational Psychology](#) 3 hrs.

~~Select 1 course:~~ 2 courses:

- [PSY 420 - Sensation and Perception](#) 3 hrs.
- [PSY 426 - Behavioral Neuroscience](#) 3 hrs.
- [PSY 425 Cognitive Psychology](#) 3 hrs

~~Select 1 course:~~

- [PSY 422 - Psychology of Learning](#) 3 hrs.
- [PSY 424 - Animal Behavior](#) 3 hrs.
- ~~[PSY 425 - Cognitive Psychology](#) 3 hrs.~~

~~Select 1 course:~~

- [PSY 436 - Abnormal Psychology](#) 3 hrs.
- [PSY 455 - Psychology of Personality](#) 3 hrs.

~~Select 1 course:~~

- ~~[PSY 450 - Social Psychology](#) 3 hrs.~~ → [PSY 410 Evolutionary Psychology](#) 3 hrs
- ~~[PSY 451 - Survey of Industrial and Organizational Psychology](#)~~ → [PSY 413 Multicultural Psychology](#) 3 hrs

21

~~Select 18~~ hours from Department of Psychology

(except PSY 401)

-
- MAT 101 - College Algebra 3 hrs. *

IT 361 Computer Applications in Business 3 hrs.

DEG 03. Electives (~~29-38~~ hours required)

Choose electives as needed. (See Hours to Degree below.)

Note:

PSY 491 is offered on a pass/fail basis only and will not count toward the Psychology major or Psychology electives.

A maximum of 12 hours of PSY 491 may count toward the degree.

Hours to Degree

124 hours are needed to graduate with a ~~BA or~~ BS in Psychology. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Psychology, B.S. Semester-by-semester Guide

Freshmen

1st semester (16 hours)

- ENG 101 - Composition One 3 hrs.
- MAT 101 - College Algebra 3 hrs.
- BSC 110 - Principles of Biological Science I 3 hrs.
- BSC 110L - Principles of Biological Science I Laboratory 1 hr.
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs. or
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PSY 110 - General Psychology 3 hrs.

Please include the list of lab sciences here

Please include the list of available courses here

2nd semester (16 hours)

- ENG 102 - Composition Two 3 hrs.
- CMS 111 - Oral Communication 3 hrs.
- BSC 111 - Principles of Biological Science II 3 hrs.
- BSC 111L - Principles of Biological Science II Laboratory 1 hr.

PSY 251 – Careers in Psychology 3 hrs.

Please include the list of lab sciences

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Sophomore

1st semester (15 hours)

- PSY Elective except PSY 491 3 hrs.
- General Electives 6 3 hrs.
- ENG 203 - World Literature 3 hrs.

Add: IT 361: Computer Applications in Business 3 hrs

Select 1:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

Select 1:

- PSY 270 - Child Psychology 3 hrs.
- PSY 275 - Developmental Psychology 3 hrs.
- PSY 372 - Adolescent Psychology 3 hrs.

Add: PSY 374: Educational Psychology (3 hours)

Sophomore

2nd semester (15 hours)

- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.
- General Elective 3 hrs.
- General Electives 6 hrs.

Select 1:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

Add: Select 1:

PSY 270: Child Psychology 3 hrs.
PSY 275: Developmental Psychology 3 hrs.
PSY 372: Adolescent Psychology 3 hrs.
PSY 374: Educational Psychology

Junior

1st semester (17.5 hours)

- PSY 361 - Research Methods 3 hrs.
- General Electives 6.8 hrs.

Select 1:

- PSY 436 - Abnormal Psychology 3 hrs.
- PSY 455 - Psychology of Personality 3 hrs.

Select 1:

- PSY 422 - Psychology of Learning PSY 420: Sensation & Perception 3 hrs.
- PSY 424 - Animal Behavior PSY 426: Behavioral Neuroscience 3 hrs.
- PSY 425 - Cognitive Psychology 3 hrs.

2nd semester (156 hours)

- ~~PSY Elective except PSY 491~~ 3 6
- ~~PSY Elective except PSY 491~~ 3 hrs.
- General Elective 3 6 hrs.
- General Elective 3 hrs.
- General Elective 1 hr.

Select 1:

- ~~PSY 420 - Sensation and Perception~~ 3 hrs.
- ~~PSY 426 - Behavioral Neuroscience~~ 3 hrs.

Add: PSY 425: Cognitive Psychology 3 hrs.

Senior

1st semester (156 hours)

- ~~PSY 418 - History and Systems of Psychology~~ 3 hrs.
- ~~PSY Elective except PSY 491~~ 3 9 hrs.
- ~~PSY General Elective PSY 491~~ 3 hrs.
- ~~General Elective~~ 3 hrs.
- ~~General Elective~~ 3 hrs.
- ~~General Elective~~ 1 hr.

Add: Select 1:

- PSY 450: Social Psychology 3 hrs.
- PSY 413: Multicultural Counseling 3 hrs.
- PSY 410: Evolutionary Psychology 3 hrs.

2nd semester (15 hours)

- ~~PSY Elective except PSY 491~~ 3 6 hrs.
- General elective 3 hrs.
- ~~PSY 475 - Senior Seminar in Psychology~~ 3 hrs.
- ~~General elective~~ 3 hrs.

Select 1:

- ~~PSY 450 - Social Psychology~~ 3 hrs.
- ~~PSY 451 - Survey of Industrial and Organizational Psychology~~ 3 hrs.

Add: Select 1:

- PSY 422: Psychology of Learning 3 hrs.
- PSY 424: Animal Behavior 3 hrs.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

DEPARTMENT OF PSYCHOLOGY

118 College Drive #5025 | Hattiesburg, MS 39406-0001
Phone: 601.266.4177 | Fax: 601.266.5580 | www.usm.edu

November 9, 2015

To: Academic Council

Via: College of Education & Psychology, Curriculum Council

From: Joe Olmi, Chair, Department of Psychology

Re: Modification of BA/ BS Degree Program: Modification from face-to-face to face-to-face and hybrid program; *Effective Fall 2016*

The Department of Psychology is requesting approval to add an online delivery option to five courses currently offered as either required courses, optional (e.g., choose 1 of 2) courses, or electives. While the intention was not to create an option for students to complete more than half of their coursework online, approval of these additional classes will create a pathway for students to potentially earn just over 50% of their major coursework online. In compliance with the Guidelines for Proposals, included in this memo are the appropriate university and IHL forms, reports and checklists which are customarily used to modify a program for online delivery. **The BA/ BS degree in psychology cannot be completed online and there is no intention to offer an online-only pathway at this time.** This memo and accompanying paperwork will serve to provide the information necessary to allow the councils to review and approve our request to designate the BA/ BS degree in psychology as a hybrid program.

The decision to move toward a hybrid offering was intentional. The department has no plans to move the degree fully online. Rather, the intention is to permit students additional flexibility in ensuring access to coursework needed for the degree and to create more opportunities to collaborate with other departments who are moving toward online degree offerings and have relied on PSY courses in their degree plans. The decision to move certain classes online was intentional and based on a pedagogical rationale, compliance with online degree program offerings from other departments, and the availability of instructors to teach these additional sections.

With approval, the Plan Locations in the IR Active Program Inventory will be as follows:

HBG
Gulf Park
Hybrid

The Offering an Existing Program by Distance Learning checklist (see attached) requests a memo which includes the following information:

Official Program Name:	BA/ BS Psychology
Current Teaching Site:	Hattiesburg and Gulf Coast
Campuses and Paths to completion:	Hybrid program Hattiesburg; Hybrid program Gulf Coast (note: the BA/ BS degree cannot be completed fully online)
Effective Date:	Fall, 2016
Credit hours available face-to face and online:	<ul style="list-style-type: none"> • DEG 01 (57 hours required) <ul style="list-style-type: none"> ○ 30 hours available online ○ 57 hours available face-to-face ○ Online courses include PSY 110, PSY 270*, PSY 275, PSY 312, PSY 330*, PSY 374*, PSY 413*, PSY 435, PSY 436*, PSY 440 • DEG 02 (6 hours required for BS) <ul style="list-style-type: none"> ○ 6 hours available online ○ 6 hours available face-to-face ○ Online courses include MAT 101 and IT 361 • DEG 02 (15 hours required for BA) <ul style="list-style-type: none"> ○ 15 hours available online ○ 15 hours available face-to-face ○ Online courses include MAT 101, IT 361, SPA 101, SPA 102, SPA 201, SPA 202

*submitted for approval concurrent with this memo

**Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning
(Submit Appendix 10 in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi			
Date of Initial Program Approval: Predates 1964 bulletin		Date of Implementation: Fall, 2016	
		Cost of Implementation: Adjunct salaries totaling \$13,000 each semester	
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Bachelor of Arts, Psychology Bachelor of Science, Psychology			Six Digit CIP Code: 42.0101
Degree(s) to be Awarded: Bachelor of Arts, Psychology Bachelor of Science, Psychology		Credit Hour Requirements: 124	
Percentage of Program Completed by Distance Learning: BS: 57% of the Major Area of Study courses are available online BA: 63% of the Major Area of Study courses are available online		Percentage of Program Requiring Campus Visit: BS: 43% of the Major Area of Study courses are available face-to-face only BA: 37% of the Major Area of Study courses are available face-to-face only 100% of all courses in both degrees are available face-to-face	
Will students be allowed to mix on-campus and distance learning courses within this program?			yes
Will this program require separate admission from those offered on-campus?			no
Will this program have different fees or tuition rates from those offered on-campus?			no
Responsible Academic Unit(s): Department of Psychology		Institutional Contact: Dr. Joe Olmi, Chair	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	n/a – an online program is not being proposed	Year One	n/a – an online program is not being proposed
Year Two		Year Two	
Year Three		Year Three	
Year Four		Year Four	
Year Five		Year Five	
Year Six		Year Six	
Total		Total	
Program Summary: The BA/ BS degree will include several online course options which will create the possibility that some students may enroll in just over 50% of their degree in an online format. The Department is requesting approval for a HYBRID designation; it is not possible to earn the BA or BS degree in Psychology online. Creation of several additional online courses allows the Department more flexibility with course offerings and maintains partnerships with degree programs outside the department who rely on PSY courses for their degree plans. As many of these programs are moving			

to an online format, the Department of Psychology is seeking approval to add online course options to the already productive face-to-face opportunities available each semester.

Chief Academic Officer Signature

Date

Institutional Executive Officer Signature

Date

Nutrition and Dietetics (Nutrition Science), B.S. Degree Requirements

Degree Plan (NTRDNSBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◊AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◊

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. *◊AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *◊

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. *◊AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *◊

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. * AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. * AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr.

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr.

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.

- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

- [CSC 100 - Introduction to Computing](#) 3 hrs.
- [IT 201 - Introduction to Educational Technology](#) 3 hrs.
- [LIS 201 - Introduction to Information Literacy](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (35 hours)

- [NFS 272 - Principles of Food Preparation](#) 2 hrs. AND
- [NFS 272L - Principles of Food Preparation Laboratory](#) 1 hr.

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI) AND
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

- [NFS 362 - Nutrition](#) 3 hrs.
- [NFS 365 - Dietetic Professions: Practice and Research](#) 2 hrs.
- [NFS 385 - Medical Nutrition Therapy I](#) 3 hrs.
- [NFS 410 - Macronutrient Metabolism](#) 3 hrs.
- [NFS 411 - Micronutrient Metabolism](#) 3 hrs.
- [NFS 420 - Lifecycle Nutrition](#) 3 hrs. AND
- [NFS 420L - Lifecycle Nutrition Lab](#) 1 hr.

- [NFS 430 - Experimental Foods](#) 3 hrs. AND
- [NFS 430L - Experimental Foods Lab](#) 1 hr.

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
- [NFS 465 - Seminar](#) 1 hr.
- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)

DEG 02. Additional Requirements (37-63 hours)

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. AND *
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. AND *
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. *AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. *AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [BSC 381 - Microorganisms in Health and Disease](#) 3 hrs. AND
- [BSC 381L - Microorganisms in Health and Disease Lab](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. AND *
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. AND *
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 420 - Principles of Biochemistry](#) 3 hrs. AND
- [CHE 420L - Principles of Biochemistry Laboratory](#) 1 hr.

- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [DPH 440 - Introduction to Biostatistics](#) 3 hrs.

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs.

- ◆*
- [MLS 201 - Medical Terminology](#) 2 hr.

Select no less than 12 hours from the following:

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [BSC 360 - Cell Biology](#) 3 hrs.
- [BSC 476 - Molecular Biology](#) 3 hrs.
- [NFS 475 - Food Production Management](#) 3 hrs.

- [NFS 485 - Medical Nutrition Therapy II](#) 2 hrs. AND
- [NFS 485L - Medical Nutrition Therapy II Laboratory](#) 1 hr.

- [NFS 486 - Medical Nutrition Therapy III](#) 2 hrs. AND
- [NFS 486L - Medical Nutrition Therapy III Laboratory](#) 1 hr.

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

◆ Calculus is required for this major. Students may enter [MAT 167](#) directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, [MAT 103](#) or [MAT 128](#) must be completed. If Math ACT sub score is less than 24, [MAT 101](#) and [MAT 103](#) or [MAT 128](#) must be completed.

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- Students must have completed [NFS 362](#) with a grade of “B” or better and all prerequisite courses with a “C” or better in order to enroll in subsequent course.
- Students must have a GPA of 2.5 or higher on required science courses ([CHE 106/CHE 106L](#), [CHE 107/CHE 107L](#), [CHE 255/CHE 255L](#), [CHE 256/CHE 256L](#), [CHE 420/CHE 420L](#), [BSC 250/BSC 250L](#), [BSC 251/BSC 251L](#), [BSC 110/BSC 110L](#), [BSC 111/BSC 111L](#), and [BSC 381](#)) to enroll in [NFS 410](#) with no grade lower than a “C” in any of those courses.
- Students must have a grade of “C” or better in all courses in DEG 01, DEG 02 and DEG 03.

Hours to Degree

122 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Nutrition Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

Nutrition and Dietetics (Didactic Program in Dietetics), B.S. Degree Requirements

Degree Plan (NTRDTPDBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◊AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◊

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◊AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◊

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◊AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◊

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. * AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. * AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr.

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr.

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr.

- [PSC 190 - Living in a Material World](#) 3 hrs.

- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs. *
Higher-level MAT course

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs. *
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.

- [PSY 110 - General Psychology](#) 3 hrs. *
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs. *

GEC 06. Computer Competency Requirement (Major Area)

- [NFS 445 - Financial Management in Nutrition and Food Systems](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [NFS 463 - Community Nutrition](#) 3 hrs. (WI) AND
- [NFS 463L - Community Nutrition Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (58 hours)

- [NFS 272 - Principles of Food Preparation](#) 2 hrs.
- [NFS 272L - Principles of Food Preparation Laboratory](#) 1 hr.
- [NFS 330 - Communication Techniques in Nutrition](#) 2 hrs. (SI)
- [NFS 330L - Communication Techniques in Nutrition Laboratory](#) 1 hr. (SI)
- [NFS 362 - Nutrition](#) 3 hrs.
- [NFS 365 - Dietetic Professions: Practice and Research](#) 2 hrs.
- [NFS 385 - Medical Nutrition Therapy I](#) 3 hrs.
- [NFS 410 - Macronutrient Metabolism](#) 3 hrs.
- [NFS 411 - Micronutrient Metabolism](#) 3 hrs.
- [NFS 420 - Lifecycle Nutrition](#) 3 hrs.
- [NFS 420L - Lifecycle Nutrition Lab](#) 1 hr.
- [NFS 430 - Experimental Foods](#) 3 hrs.
- [NFS 430L - Experimental Foods Lab](#) 1 hr.
- [NFS 445 - Financial Management in Nutrition and Food Systems](#) 3 hrs.
- [NFS 455 - Nutrition and Weight Control](#) 3 hrs.
- [NFS 463 - Community Nutrition](#) 3 hrs. (WI)
- [NFS 465 - Seminar](#) 1 hr.
- [NFS 475 - Food Production Management](#) 3 hrs.
- [NFS 476 - Food Production Management II](#) 1 hr.
- [NFS 476L - Food Production Management II Laboratory](#) 2 hrs.
- [NFS 477 - Administrative Dietetics](#) 1 hr.
- [NFS 477L - Administrative Dietetics Laboratory](#) 2 hrs.
- [NFS 480 - Current Issues in Nutrition and Food Systems](#) 3 hrs. (Capstone)
- [NFS 485 - Medical Nutrition Therapy II](#) 2 hrs.
- [NFS 485L - Medical Nutrition Therapy II Laboratory](#) 1 hr.

- [NFS 486 - Medical Nutrition Therapy III](#) 2 hrs.
- [NFS 486L - Medical Nutrition Therapy III Laboratory](#) 1 hr.

DEG 02. Additional Requirements (26-45 hours)

- [ACC 200 - Introduction to Financial Accounting](#) 3 hrs.
- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. *AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr. *

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. *AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr. *

- [BSC 381 - Microorganisms in Health and Disease](#) 3 hrs.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 251 - Elementary Organic Chemistry](#) 3 hrs. AND
- [CHE 251L - Elementary Organic Chemistry Laboratory](#) 1 hr.

- [CHE 420 - Principles of Biochemistry](#) 3 hrs.
- [DPH 440 - Introduction to Biostatistics](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs. *
- [MGT 300 - Management for Organizations](#) 3 hrs.
- [MLS 201 - Medical Terminology](#) 2 hr.
- [MAT 101 - College Algebra](#) 3 hrs. *
- [PSY 110 - General Psychology](#) 3 hrs. *

Select 1 course:

-
- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs. *
 - [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Students Majoring in Nutrition and Dietetics must meet the following criteria:

- Students must have completed [NFS 362](#) with a grade of "B" or better and all prerequisite courses with a "C" or better in order to enroll in subsequent course.
- Students must have a GPA of 2.5 or higher on required science courses ([CHE 106/CHE 106L](#), [CHE 251/CHE 251L](#), [CHE 420](#), [BSC 250/BSC 250L](#), [BSC 251/BSC 251L](#), and [BSC 381](#)) prior to enrolling in [NFS 410](#) with no grade lower than a "C" in any of those courses.
- Students must have a grade of "C" or better in all courses in DEG 01, DEG 02, and DEG 03.

Hours to Degree

124 hours are needed to graduate with a BS in Nutrition and Dietetics with an emphasis in Didactic Program in Dietetics. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry (Biochemistry), B.S. Degree Requirements

Degree Plan (CHEBIOCBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs♦:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ♦AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ♦

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ♦*AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ♦*

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ♦*AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ♦*

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. *AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *AND

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Select 1 course:

- [CSC 101 - Computer Science I](#) 3 hrs.
- [CSS 211 - Statistical Methods I](#) 3 hrs.
- [CSS 240 - FORTRAN Programming](#) 3 hrs.
- [CSS 333 - Problem-Solving Using C, I](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (35-43 hours)

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs. AND
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.

- [CHE 422 - Biochemistry II](#) 3 hrs.
- [CHE 424 - Biochemistry III](#) 3 hrs.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

~~Select 3 hours:~~

Select 1 course

- [CHE 331 - Descriptive Inorganic Chemistry](#) 2 hrs.
- [CHE 400 - Chemical Literature](#) 2 hrs. 3 hrs
- [CHE 404 - Spectral Elucidation of Structure](#) 3 hrs.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- ~~[CHE 423 - Analytical Biochemistry](#) 3 hrs.~~ Course inactivated

- [CHE 431 - Inorganic Chemistry](#) 3 hrs. AND
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.

- [CHE 451 - Medicinal Chemistry](#) 3 hrs.
- [CHE 460 - Pharmacology](#) 3 hrs.

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 470 - Survey of Toxicology](#) 3 hrs.

DEG 02. Additional Requirements (31-36 hours)

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. *AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. *

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. *AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. *

- [BSC 370 - Genetics](#) 4 hrs.
- [BSC 380 - General Microbiology](#) 3 hrs. AND
- [BSC 380L - General Microbiology Laboratory](#) 1 hr.

- [BSC 486 - Immunology and Serology](#) 3 hrs. AND
- [BSC 486L - Immunology and Serology Laboratory](#) 1 hr.

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.

Select 1 sequence:

- [PHY 111 - General Physics I](#) 3 hrs. *AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND

- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

◆ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Chemistry with an emphasis in Biochemistry. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

MODIFICATION OF DEGREE PROGRAM, EMPHASIS AREA, CERTIFICATE, AND MINOR CHECKLIST

Program Modifications include renaming or consolidating programs and changes in Degree Plan/Plan of Study requirements, CIP Code, GPA requirements, admission restrictions, progression policies, etc. Note renaming or consolidating degree programs require IHL approval and changes in CIP Code require IHL notification.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for the modification, including use of assessment results
 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
3. If the modification includes renaming or consolidating degree programs, include the following:
 - a. IHL [Modifications to Existing Degree Program Proposal \(Renaming\)](#) form or the [Modifications to Existing Degree Program Proposal \(Consolidation\)](#) form. (Note emphasis name should not be included as part of the program name on any IHL form.)
4. If the modification includes changes in Degree Plan/Plan of Study requirements, include the following:
 - a. Revised Degree Plan/Plan of Study; include the total number of hours and indicate any changes in total degree hour requirements. (See [Instructions for Degree Plan/Plan of Study Modification](#))
5. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments (See [Instructions for Degree Plan/Plan of Study Modification](#))
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 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
8. Check all proposals carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry (ACS-Certified Chemistry), B.S. Degree Requirements

Degree Plan (CHEACSBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◊AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◊

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◊AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◊

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◊AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◊

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. * AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. * AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Computer Competency Requirement (3 hours)

Select 1 course:

- [CSC 101 - Computer Science I](#) 3 hrs.
- [CSS 211 - Statistical Methods I](#) 3 hrs.
- [CSS 240 - FORTRAN Programming](#) 3 hrs.
- [CSS 333 - Problem-Solving Using C, I](#) 3 hrs.
- [PSY 360 - Introduction to Statistics for the Behavioral Sciences](#) 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (~~40-48 hours~~)

41-49 hrs

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 400 - Chemical Literature](#) ~~2 hrs.~~ **3 hrs**
- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs. AND
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.

- [CHE 431 - Inorganic Chemistry](#) 3 hrs. AND
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

DEG 02. Additional Requirements (19-22 hours)

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
- [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.
- [MAT 285 - Introduction to Differential Equations I](#) 3 hrs.
- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with adviser's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Chemistry (ACS-Certified Chemistry). At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

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Program Modifications include renaming or consolidating programs and changes in Degree Plan/Plan of Study requirements, CIP Code, GPA requirements, admission restrictions, progression policies, etc. Note renaming or consolidating degree programs require IHL approval and changes in CIP Code require IHL notification.

1. Review [Guidelines for Proposals](#)
2. The modification of programs, emphasis areas, and certificates should be handled through a memorandum and supporting documentation should include:
 - a. A rationale for the modification, including use of assessment results
 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
3. If the modification includes renaming or consolidating degree programs, include the following:
 - a. IHL [Modifications to Existing Degree Program Proposal \(Renaming\)](#) form or the [Modifications to Existing Degree Program Proposal \(Consolidation\)](#) form. (Note emphasis name should not be included as part of the program name on any IHL form.)
4. If the modification includes changes in Degree Plan/Plan of Study requirements, include the following:
 - a. Revised Degree Plan/Plan of Study; include the total number of hours and indicate any changes in total degree hour requirements. (See [Instructions for Degree Plan/Plan of Study Modification](#))
5. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments (See [Instructions for Degree Plan/Plan of Study Modification](#))
6. If the modification includes changes in GPA, admission, or progression requirements, include the following:
 - a. Revised Bulletin Narrative
7. (AC only) If this modification affects the Articulation Agreement, the proposer should:
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8. Check all proposals carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Chemistry, B.S. Degree Requirements

Degree Plan (CHEBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs♦:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ♦AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ♦

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ♦AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ♦

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ♦AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ♦

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND
- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. * AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *

- [PHY 112 - General Physics II](#) 3 hrs. * AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. * AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. * AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
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- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

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Select 1 course:

- [CSC 101 - Computer Science I](#) 3 hrs.
- [CSS 211 - Statistical Methods I](#) 3 hrs.
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GEC 07. Writing-Intensive Requirement (Major Area)

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- [CMS 111 - Oral Communication](#) 3 hrs. (SI)
- [CMS 320 - Business and Professional Speaking](#) 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)
Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (~~39-48 hours~~)

40-49 hours

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

- [CHE 311 - Analytical Chemistry](#) 3 hrs. AND
- [CHE 311L - Analytical Chemistry Laboratory](#) 2 hrs.

- [CHE 400 - Chemical Literature](#) ~~2 hrs.~~ **3 hours**
- [CHE 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [CHE 411 - Instrumental Analysis](#) 3 hrs. AND
- [CHE 411L - Instrumental Analysis Laboratory](#) 1 hr.

- [CHE 421 - Biochemistry I](#) 3 hrs.

- [CHE 461 - Physical Chemistry](#) 3 hrs. (WI) AND
- [CHE 461L - Physical Chemistry Laboratory](#) 1 hr. (WI)

- [CHE 462 - Physical Chemistry](#) 3 hrs. AND
- [CHE 462L - Physical Chemistry Laboratory](#) 1 hr.

- [CHE 496 - Research](#) 1-3 hrs. (Capstone) (3 hours)

Select 5-6 hours:

- [CHE 331 - Descriptive Inorganic Chemistry](#) 2 hrs.
- [CHE 404 - Spectral Elucidation of Structure](#) 3 hrs.
- [CHE 421L - Biochemistry I Laboratory](#) 2 hrs.
- [CHE 422 - Biochemistry II](#) 3 hrs.
- ~~[CHE 423 - Analytical Biochemistry](#) 3 hrs.~~
- [CHE 424 - Biochemistry III](#) 3 hrs.
- [CHE 431 - Inorganic Chemistry](#) 3 hrs.
- [CHE 431L - Inorganic Chemistry Laboratory](#) 1 hr.
- [CHE 451 - Medicinal Chemistry](#) 3 hrs.
- [CHE 460 - Pharmacology](#) 3 hrs.
- [CHE 470 - Survey of Toxicology](#) 3 hrs.

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DEG 02. Additional Requirements (14-19 hours)

- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
- [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.

Select 1 sequence:

- [PHY 111 - General Physics I](#) 3 hrs. *
- [PHY 111L - General Physics I Laboratory](#) 1 hr. *
- AND
- [PHY 112 - General Physics II](#) 3 hrs. *AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr. *

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *
- AND
- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Chemistry. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

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 - b. The official degree program, emphasis, certificate, or minor name
 - c. The teaching site(s)
 - d. The effective date of the modification (See [Proposal Deadlines](#))
3. If the modification includes renaming or consolidating degree programs, include the following:
 - a. IHL [Modifications to Existing Degree Program Proposal \(Renaming\)](#) form or the [Modifications to Existing Degree Program Proposal \(Consolidation\)](#) form. (Note emphasis name should not be included as part of the program name on any IHL form.)
4. If the modification includes changes in Degree Plan/Plan of Study requirements, include the following:
 - a. Revised Degree Plan/Plan of Study; include the total number of hours and indicate any changes in total degree hour requirements. (See [Instructions for Degree Plan/Plan of Study Modification](#))
5. If this proposal affects another department, the proposer should:
 - a. Contact the chairs/directors and deans of the affected program
 - b. Attach all correspondence, to and from affected departments, to show collaboration between departments (See [Instructions for Degree Plan/Plan of Study Modification](#))
6. If the modification includes changes in GPA, admission, or progression requirements, include the following:
 - a. Revised Bulletin Narrative
7. (AC only) If this modification affects the Articulation Agreement, the proposer should:
 - a. Attach revised Articulation Agreement (Contact ie@usm.edu)
8. Check all proposals carefully for completeness and accuracy
9. Ensure that a knowledgeable representative from the department is in attendance at the Council meeting when the proposal is presented

Douglas S. Masterson

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Oct. 23, 2015 Revisions

Interior Design, B.S. Degree Requirements

Degree Plan (INTDESBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs. +
- ENG 102 - Composition Two 3 hrs. +

GEC 02. Natural Science and Mathematics (11 minimum hours)

Science Requirement (8 hours)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.

- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.

- BSC 103 - Biology and Society 3 hrs. ◊ AND
- BSC 103L - Biology and Society Laboratory 1 hr ◊

- BSC 110 - Principles of Biological Science I 3 hrs. ◊ AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr. ◊

- BSC 111 - Principles of Biological Science II 3 hrs. ◊ AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr. ◊

- BSC 250 - Human Anatomy and Physiology I 3 hrs. AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr.

- BSC 251 - Human Anatomy and Physiology II 3 hrs. AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr.

- CHE 104 - Chemistry and Our Environment 3 hrs. AND
- CHE 104L - Chemistry and Our Environment Laboratory 1 hr.

- CHE 106 - General Chemistry I 3 hrs. AND
- CHE 106L - General Chemistry I Laboratory 1 hr.

- CHE 107 - General Chemistry II 3 hrs. AND
- CHE 107L - General Chemistry II Laboratory 1 hr.

- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.

- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.

- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.

- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.

- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.

- PHY 103 - Introductory Physics 3 hrs. AND
- PHY 103L - Introductory Physics Laboratory 1 hr.

- PHY 111 - General Physics I 3 hrs. AND
- PHY 111L - General Physics I Laboratory 1 hr.

- PHY 112 - General Physics II 3 hrs. AND
- PHY 112L - General Physics II Laboratory 1 hr.

- PHY 201 - General Physics I with Calculus 4 hrs. AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr.

- PHY 202 - General Physics II with Calculus 4 hrs. AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr.

- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
- MAT 101 - College Algebra 3 hrs. **
Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

Select 2 courses, 1 History required:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- ART 130 - Art Appreciation 3 hrs. **
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

GEC 06. Computer Competency Requirement (Major Area)

- ID 490 - Advanced Application of Design Theory 3 hrs. (Capstone)

GEC 07. Writing-Intensive Requirement (Major Area)

- GHY 331 - Cultural Systems in the Environment 3 hrs. (WI)

ENG 101 & ENG 102 prerequisites

GEC o8. Speaking Intensive Requirement (3 hours)

Select 1 course:

- CMS 111 - Oral Communication 3 hrs. + (SI)
- CMS 305 - Interpersonal Communication 3 hrs. + (SI)
- CMS 320 - Business and Professional Speaking 3 hrs. + (SI)
- CMS 330 - Small-Group Communication 3 hrs. + (SI)

GEC o9. Capstone Requirement (Major Area)

- ID 490 - Advanced Application of Design Theory 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◊ GEC restrictions apply; see [here](#).

GEC o6 - GEC o9 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

67-72 hours

DEG o1. Major Area of Study Requirements (67 hours)

- ACT 321 ARCHITECTURAL HISTORY I 3 HRS.
- ACT 322 - Architectural History II 3 hrs.
- ID 232 - Interior Materials and Installation Methods 3 hrs.
- ID 303 - Interior Systems 3 hrs.
- ID 320 - Design Presentation Media 3 hrs.
- ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.
- ID 339 - Interior Design III 3 hrs.
- ID 340 - Residential Interior Design I 3 hrs.
- ID 342 - Residential Interior Design II 3 hours.
- ID 438 - Portfolio Presentation 1 hr.
- ID 439 - Contract Interior Design I 3 hrs.
- ID 440 - Contract Interior Design II 3 hrs.
- ID 441 - Professional Practices and Procedures 3 hrs.
- ID 442 - Interior Design Internship 4-6 hrs.
- ~~ID 478 - Seminar in Interior Design~~ 1-3 hrs. (6 hours required) **Remove**

- [ID 490 - Advanced Application of Design Theory](#) 3 hrs. (Capstone)

Pre-Interior Design Program Requirements

Interior Design majors are required to own a specifically equipped laptop computer as a prerequisite for all 200-level and above ID studio courses. See [Interior Design Program](#) for more detail.

- [ID 140 - Interior Design I](#) 3 hrs. +
- [ID 210 - CAD for Interior Design](#) 3 hrs. +
- [ID 238 - Visual Communications in Interior Design](#) 3 hrs. +
- [ID 240 - Interior Design II](#) 3 hrs. +
- [ID 242 - Portfolio Development](#) 2 hrs. +
- [ID 311 - BIM for Interior Design](#) 3 hrs. +
- [ID 178 - Seminar in Interior Design](#) 3 hrs. +

Select 1 course:

- [MER 330 - Textile Industrial Complex](#) 3 hrs.
- [ID 333 - Textiles for Interiors](#) 3 hrs.

Select 1 course:

- [ART 332 - History of Art I](#) 3 hrs.
- [ART 334 - History of Art II](#) 3 hrs.
- [ID 497 - British Housing and Interior](#) 3-6 hrs.

DEG 02. Additional Requirements (12 hours)

- [GHY 331 - Cultural Systems in the Environment](#) 3 hrs. (WI)

Pre-Interior Design Program Requirements

- [ART 101 - Drawing I](#) 3 hrs. +
- [ART 111 - Design I](#) 3 hrs. +
- [ART 112 - Design II](#) 3 hrs. +

DEG 03. Electives

Choose electives as needed with adviser's approval. (See Hours to Degree below.)

Note:

+Pre-Interior Design Curriculum. These courses must be completed with a grade of "C" or higher and a minimum 2.5 GPA in order to make application for progression in the program. See [Interior Design Program](#) for more details.

Hours to Degree

124 hours are needed to graduate with a BS in Interior Design. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

University of Southern Mississippi 2015-2016 Undergraduate Bulletin

Interior Design, B.S. Semester-by-semester Guide

Freshmen

1st semester (15 hours)

- ENG 101 - Composition One 3 hrs.
- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs. or
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- ID 140 - Interior Design I 3 hrs.
- ART 130 - Art Appreciation 3 hrs. (recommended)
- ART 111 - Design I 3 hrs.

2nd semester (15 hours)

- ENG 102 - Composition Two 3 hrs.
- ART 112 - Design II 3 hrs.
- MAT 100 - Quantitative Reasoning 3 hrs. or higher (We require MAT 101)
- Science and Lab 4 hrs. ID 178 SEMINAR IN INTERIOR DESIGN 3 HRS

Select 1:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

Sophomore

1st semester (15 hours)

- ID 210 - CAD for Interior Design 3 hrs.
- ID 238 - Visual Communications in Interior Design 3 hrs.
- ART 101 - Drawing I 3 hrs.
- ACT 322 - Architectural History II 3 hrs.

Select 1:

-
- CMS 111 - Oral Communication 3 hrs.
 - CMS 305 - Interpersonal Communication 3 hrs.
 - CMS 320 - Business and Professional Speaking 3 hrs.
 - CMS 330 - Small-Group Communication 3 hrs.

2nd semester (17 hours)

-
- ID 240 - Interior Design II 3 hrs.
 - ID 242 - Portfolio Development 2 hrs.
 - ID 311 - BIM for Interior Design 3 hrs.
 - ~~ID 478 - Seminar in Interior Design 1-3 hrs.~~
 - ACT 322 ARCHITECTURE HISTORY II 3 hrs.

Select 1:

-
- ID 232 - Interior Materials and Installation Methods 3 hrs.
 - ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.

Select 1:

-
- ID 303 - Interior Systems 3 hrs.
 - ENG 203 - World Literature 3 hrs.

Junior

1st semester (16 hours)

-
- Science + Lab 4 hrs.
 - ID 320 - Design Presentation Media 3 hrs.
 - ID 333 - Textiles for Interiors 3 hrs.
 - ID 339 - Interior Design III 3 hrs.
 - MER 330 - Textile Industrial Complex 3 hrs.

Select 1:

-
- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
 - COH 100 - Concepts of Wellness 3 hrs.
 - ECO 101 - Basic Economics 3 hrs.

- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs.

2nd semester (15 hours)

- ID 340 - Residential Interior Design I 3 hrs.
- ID 439 - Contract Interior Design I 3 hrs.
- ART 334 - History of Art II 3 hrs.

Select 1:

- ID 232 - Interior Materials and Installation Methods 3 hrs.
- ID 325 - History of Interior Furnishings and Decorative Arts 3 hrs.

Select 1:

- ID 303 - Interior Systems 3 hrs.
- ID 441 - Professional Practices and Procedures 3 hrs.

Summer of Junior or Senior Year: (4 hours)

Select 1:

- ID 442 - Interior Design Internship 4-6 hrs.
- AEC 496 - Industrial Internship 1-6 hrs.

Senior

1st semester (14 hours)

- ID 438 - Portfolio Presentation 1 hr.
- ID 342 - Residential Interior Design II 3 hours.
- ID 440 - Contract Interior Design II 3 hrs.
- ID 478 - Seminar in Interior Design 1-3 hrs:
SCIENCE LAB 4 HRS

Select 1:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- COH 100 - Concepts of Wellness 3 hrs.
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.

- PSY 110 - General Psychology 3 hrs.
- SOC 101 - Understanding Society; Principles of Sociology 3 hrs.

2nd semester (13 hours)

- Approved Electives 4 hrs.
- ID 490 - Advanced Application of Design Theory 3 hrs.
- GHY 331 - Cultural Systems in the Environment 3 hrs.

Select 1:

- ID 441 - Professional Practices and Procedures 3 hrs.
 - ENG 203 - World Literature 3 hrs.
-

General Education Curriculum

Comment [EBY1]: This is an excerpt from the Undergraduate Bulletin

GEC Mission Statement

The General Education Curriculum (GEC) of The University of Southern Mississippi is designed to equip its graduates with a broad range of knowledge and skills and the wisdom to deploy them appropriately. In order to build lives of dignity and purpose, University graduates in the twenty-first century will need to:

- analyze and evaluate private, public and professional discourse
- assume leadership roles, making use of effective oral and written communication
- engage their local, national and global communities as responsible citizens
- integrate knowledge across subject matters and disciplines
- approach problems with enthusiasm, energized by a spirit of inquiry
- adapt to professional, technological and social change with flexibility and resourcefulness
- make choices, conscious of intellectual, social, and ethical contexts
- see themselves, their communities and their nation in historical context
- assess scientific data and conclusions
- appreciate the arts and their contribution to enlarging the human spirit
- collaborate with others to create a humane world

The faculty and administration of The University of Southern Mississippi are committed to providing educational experiences that empower our students not only to meet these challenges, but also to engage the future using the habits of learning acquired during their University education.

General Education Curriculum Oversight

The University of Southern Mississippi Academic Council provides general supervision over the undergraduate academic affairs of the University including the General Education Curriculum. The General Education Committee of the Academic Council is responsible for reviewing and recommending to the Academic Council all courses proposed for inclusion in the University's undergraduate General Education Curriculum. The Committee is also responsible for monitoring the effectiveness of all courses included in the General Education Curriculum according to the policy, procedures, and criteria specified in the Academic Council Bylaws. The Office of Institutional Effectiveness provides administrative support to the Academic Council.

General Education Curriculum Student Learning Outcomes

The General Education Curriculum is structured for students to attain specific learning outcomes organized around the nine categories of the General Education Curriculum. Each category is associated with one or more broad learning principles and identifies specific student learning outcomes that are met by all courses within that GEC category.

Edits made following November 2015 Academic Council approval to remove Computer Competency from the General Education Curriculum and the associated SLO #13. GEC 06 will now serve as the GEC designation for the Mathematics GEC requirement

There are ~~15~~ 14 unique student learning outcomes across all nine categories. Because GEC 01, GEC 02.01, GEC 03, GEC 04, GEC 05, GEC 07, and GEC 09 each have a significant writing component, the two student learning outcomes related to written communication are repeated for each of these categories. Because GEC 08 and GEC 09 each have a significant speaking component, the student learning outcome related to oral communication is repeated for each of these categories. The General Education Curriculum student learning outcomes are:

1. Students will develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. Students will use Standard English grammar, punctuation, spelling, and usage.
3. Students will write a coherent analytical essay of a rhetorical situation or through written communication effectively analyze the components of an argument.
4. Students will differentiate the basic concepts in a discipline of science.
5. Students will employ the scientific method, interpret scientific data, and reach a plausible conclusion.
6. Students will demonstrate the ability to work with real world situations involving fundamental math concepts.
7. Students will evaluate major developments in world history, the historical roots of contemporary global cultures, or the literary, philosophical, or religious contributions of world cultures.
8. Students will comprehend and proficiently interpret text.
9. Students will understand the influence of art, music, theatre and/or dance on culture.
10. Students will actively provide their own reasoned judgment of art, music, theatre and/or dance.
11. Students will identify theories of human behavior, societal development, human decision making, and group/social processes and apply theories and methodologies to real world situations and current issues and concerns.
12. Students will recognize the effects of diversity among individuals or within/among groups/social systems.
- ~~13. Students will demonstrate basic technology literacy and apply knowledge of basic application software to the creation of structured documents and research.~~
14. Students will find, use, and cite relevant sources of information.
15. Students will use appropriate strategies to speak effectively in professional, social, or personal contexts.

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General Education Curriculum Student Learning Outcome Assessment

All GEC courses are required to be assessed based on the GEC student learning outcomes. An annual GEC assessment report must be submitted by the academic unit. Additionally, selected students may participate in the administration of a national, standardized General Education Assessment Exam.

Writing and Speaking in the General Education Curriculum

Fluency in communication is the hallmark of an educated person. Therefore, the General Education Curriculum emphasizes the development of college-level communication skills of all students.

- *Writing.* Courses in the first five GEC categories, with the exception of Mathematics, require students to write a minimum of 2500 words. In addition, English 102 requires students to write at least 5000 words. Each degree plan specifies: (1) an upper-level course that is writing intensive and (2) a Capstone. In each of these courses, students are required to write a minimum of 5000 words.
- *Speaking.* Each degree plan specifies: (1) an Oral Communication course and (2) a Capstone. At least one of these courses requires the successful completion of a minimum of two graded speeches. The other course may substitute two appropriate graded oral communication equivalents.
- *Writing and Speaking Resources for Students and Faculty.* The University of Southern Mississippi is committed to providing a learning environment that offers enhanced support for strengthening speaking and writing skills. Students have access to individualized assistance with writing and speaking assignments for any course through the University's Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. Online tutoring is available for distance education students. The centers offer free, personalized assistance at any stage of the process with the goal of helping students become more effective writers and speakers. The Speaking Center also includes a presentation rehearsal studio with the tools and space to rehearse, record, and view a presentation. Faculty members have the opportunity to participate in a faculty development seminar designed to enhance student learning outcomes in oral and written communication across the curriculum. Faculty resources for incorporating writing and speaking assignments are also available through the centers.

General Education Curriculum Syllabi

Syllabi of courses in the General Education Curriculum must include a statement or description of: (a) GEC Student Learning Outcomes addressed in the course; (b) course content and related activities; (c) student reading and writing requirements, where appropriate; (d) instructional methods and resources; and (e) student performance standards (including rubric if applicable).

Final Exams or Projects in the General Education Curriculum

All courses in the first five General Education Curriculum categories require a significant final project or proctored final examination.

General Education Curriculum in the Degree Programs

Students should check the degree plan for their major for specific courses that satisfy the GEC requirements.

GEC 01. Written Communication (6 hours)

Students complete:

- ENG 101: English 101 (Composition 1) - taken the first semester at the University
- ENG 102: English 102 (Composition 2) - taken the semester immediately following ENG 101

ACT Requirement. Students scoring 20 or above on the English language portion of the ACT must enroll in English 101 during their first semester at the university. Students scoring 17, 18, or 19 on the English language portion of the ACT must enroll in English 100E during their first semester at the university and English 101 in the regular semester immediately following completion of English 100E. Students scoring a 16 or below on the English language portion of the ACT must co-enroll in English 099E and English 100E and immediately thereafter enroll in English 101. In the regular semester immediately following completion of English 101, students must enroll in English 102.

GEC 02. Natural Science and Mathematics (11-8 hours minimum)

Students complete a Science Requirement and a Mathematics Requirement.

Science (8 hours minimum)

Students complete two lecture courses with the co-requisite laboratories from the following list:

- AST 111/AST 111L: Astronomy 111/L (General Astronomy I with lab)
- AST 112/AST 112L: Astronomy 112/L (General Astronomy II with lab)
- BSC 103/BSC 103L: Biology 103/L (Biology and Society with lab) *
- BSC 110/BSC 110L: Biology 110/L (Principles of Biology I with lab)*
- BSC 111/BSC 111L: Biology 111/L (Principles of Biology II with lab) *
- BSC 250/BSC 250L: Biology 250/L (Anatomy and Physiology I with lab)
- BSC 251/BSC 251L: Biology 251/L (Anatomy and Physiology II with lab)
- CHE 104/CHE 104L: Chemistry 104/L (Chemistry in our Environment with lab)
- CHE 106/CHE 106L: Chemistry 106/L (General Chemistry I with lab)
- CHE 107/CHE 107L: Chemistry 107/L (General Chemistry II with lab)
- GHY 104/GHY 104L: Geography 104/L (Weather and Climate with lab)
- GHY 105/GHY 105L: Geography 105/L (Landforms, Hydrology, Biogeography with lab)
- GLY 101/GLY 101L: Geology 101/L (Physical Geology with lab)
- GLY 103/GLY 103L: Geology 103/L (Historical Geology with lab)
- MAR 151/MAR 151L: Marine Science 151/L (Introduction to Ocean Science with lab)
- PHY 103/PHY 103L: Physics 103/L (Introductory Physics with lab)
- PHY 111/PHY 111L: Physics 111/L (General Physics [Algebra-based] I with lab)
- PHY 112/PHY 112L: Physics 112/L (General Physics [Algebra-based] II with lab)
- PHY 201/PHY 201L: Physics 201/L (General Physics [Calculus-based] I with lab) – 5 hours total
- PHY 202/PHY 202L: Physics 202/L (General Physics [Calculus-based] II with lab) – 5 hours total

Comment [EBY2]: Mathematics to move to its own category, GEC 06

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- PSC 190/PSC 190L: Polymer Science 190/L (Living in a Material World with lab)

* Biology 103/L cannot be taken in combination with Biology 110/L or Biology 111/L to meet the GEC Science Requirement.

~~Mathematics (3 hours)~~

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~~Students complete one course:~~

- ~~• MAT 100: Mathematics 100 (Quantitative Reasoning)~~
- ~~• MAT 101: Mathematics 101 (College Algebra)~~
- ~~• Higher numbered mathematics course~~

~~ACT Requirement. Students with an ACT Mathematics subtest score of 19 or below are required to take Mathematics 99 (Intermediate Algebra) before enrolling in Mathematics 100 (Quantitative Reasoning) or Mathematics 101 (College Algebra).~~

GEC 03. Humanities (9 hours)

Students with an ACT mathematics sub score of 24 or higher may enter Mathematics 102 (Brief Applied Calculus), Mathematics 114 (Calculus for the Arts and Sciences) or Mathematics 128 (Precalculus Mathematics) directly. Students with an ACT Mathematics sub score of 24 or 25 may enter Mathematics 103 (Plane Trigonometry) directly. Students with an ACT mathematics sub score of 26 or higher may enter Mathematics 167 (Calculus I with Analytic Geometry) directly.

Students complete:

ENG 203: English 203 (Literatures of the World)

Students complete two courses; one History course required:

HIS 101: History 101 (World Civilizations I)

HIS 102: History 102 (World Civilizations II)

PHI 151: Philosophy 151 (Introduction to Philosophy)

PHI 171: Philosophy 171 (Ethics and Good Living)

REL 131: Religion 131 (Comparative Religion)

GEC 04. Aesthetic Values (3 hours)

Students complete one course:

- ART 130: Art 130 (The Art Experience)
- DAN 130: Dance 130 (Dance Appreciation)
- MUS 165: Music 165 (Enjoyment of Music)
- THE 100: Theater 100 (Theatrical Expressions)

GEC 05. Social and Behavioral Sciences (6 hours)

Students complete two courses:

- ANT 101: Anthropology 101 (The Human Experience)
- COH 100: College of Health 100 (Concepts of Wellness)
- ECO 101: Economics 101 (Basic Economics)
- GHY 101: Geography 101 (World Geography)
- PS 101: Political Science 101 (American Government)
- PSY 110: Psychology 110 (General Psychology)
- SOC 101: SOCIOLOGY 101 (Understanding Society)

GEC 06. Mathematics (3 hours) ~~Computer Competency Requirement~~

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~~Each degree plan specifies a GEC Computer Competency course or exam.~~

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Mathematics (3 hours)

Students complete one course:

- MAT 100: Mathematics 100 (Quantitative Reasoning)
- MAT 101: Mathematics 101 (College Algebra)
- Higher-numbered mathematics course

ACT Requirement. Students with an ACT Mathematics subtest score of 19 or below are required to take Mathematics 99 (Intermediate Algebra) before enrolling in Mathematics 100 (Quantitative Reasoning) or Mathematics 101 (College Algebra).

GEC 07. Writing-Intensive Requirement (Prerequisite: ENG 101 and ENG 102)

Each degree plan specifies an upper-level GEC Writing-Intensive course. Departments may elect to develop a program-specific writing-intensive course within major courses or have students take an appropriate writing-intensive course in another department. GEC writing-intensive courses are defined as those that, while focusing on a specific subject matter (with corresponding readings and discussions), encourage students to think critically and creatively, outline a subject matter or theme, and produce drafts. In writing-intensive courses, students write a minimum of 5,000 words (approximately 20 pages of double-spaced typed text) in discipline-specific papers and assignments. Class enrollment is capped at 24.

GEC 08. Oral Communication Speaking Intensive Requirement

Competence in oral communication requires knowledge of the goals, rules and audience in a particular situation; motivation to perform effectively; and, the ability to make a skilled presentation. All degree plans in the university must include an oral communication requirement. These courses are also referred to as Speaking Intensive courses and are listed under category GEC 08 in degree plans in the University Bulletin. Departments may elect to develop a program-specific GEC 08 course within major courses or have students take an appropriate course in another department. The Speaking Intensive component should enable students to acquire appropriate oral communication skills. SI courses must include at least two SI-related assignments, guidance and instruction in preparing those assignments, and a clear evaluation procedure to provide students with feedback about their work. Speaking assignments can include formal speeches, research presentations, lectures, small group presentations, debates, interviews, etc. Students should experience oral communication in ways that are germane to and will best serve them in their disciplines.

GEC 09. Capstone Requirement

Each degree plan identifies a program-specific communication-intensive GEC Capstone. The Capstone must be taken the senior year and must meet the written and oral communication requirements outlined below. The program utilizes the Capstone as a means of assessing student achievement of the program's student learning outcomes. To receive credit for the Capstone, students must receive a grade of C or better. Class enrollment is capped at 24.

Capstone written and oral communication requirements

The writing component of the Capstone requires students to write a minimum of 5,000 words (approximately 20 pages of double-spaced typed text) in discipline-specific papers and assignments. The written communication component should teach students to focus on a specific subject matter (with corresponding readings and discussions), encourage students to think critically and creatively, outline a subject matter or theme, and produce drafts.

The oral communication component of the Capstone requires the successful completion of a minimum of two graded speeches or two appropriate graded oral communication equivalents.

Alternative Credit for the General Education Curriculum

A student may receive credits for a GEC course if he or she is able to demonstrate mastery of the course material. Credit can be received for any GEC course in one of the following three ways: the student

1. completes an equivalent course with an acceptable score through the College Entrance Examinations Board's Advanced Placement Testing Program before entering The University of Southern Mississippi
2. passes an appropriate CLEP examination
3. passes a departmental challenge examination on the relevant course material.

The detailed procedures and regulations regarding these three methods of obtaining up to 30 hours credit toward a degree at The University of Southern Mississippi are described in the General Academic Information section of this Bulletin.

Additional requests for exemptions and substitutions for the requirements of the General Education Curriculum should be addressed to the Provost.

Individual student requests are handled in the following manner:

1. The student's department (adviser, then chair/director) sign and then forward the request to the dean of their major.
2. The major dean then forwards the request to the accepting department.
3. The accepting department forwards the request to the dean of its college.
4. The request is then forwarded to the Provost.
5. The Provost forwards the request to the GEC committee for recommendation as appropriate.

The University of Southern Mississippi General Education Curriculum Student Learning Outcomes

Approved May 2, 2011 by Academic Council

Comment [EBY1]: Edits made following November 2015 Academic Council approval to remove Computer Competency from the General Education Curriculum and the associated SLO #13. GEC 06 will now serve as the GEC designation for the Mathematics GEC requirement

The General Education Curriculum is structured for students to attain ~~15-14~~ unique student learning outcomes in nine categories. All courses within a given category have the same general education student learning outcomes. Given that GEC 01, GEC 02.01, GEC 03, GEC 04, GEC 05, GEC 07, and GEC 09 each have a significant writing component, the two student learning outcomes related to written communication are repeated for each of these categories. Given that GEC 08 and GEC 09 each have a significant speaking component, the student learning outcome related to oral communication is repeated for each of these categories. The General Education Curriculum student learning outcomes are:

1. Students will develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. Students will use Standard English grammar, punctuation, spelling, and usage.
3. Students will write a coherent analytical essay of a rhetorical situation or through written communication effectively analyze the components of an argument.
4. Students will differentiate the basic concepts in a discipline of science.
5. Students will employ the scientific method, interpret scientific data, and reach a plausible conclusion.
6. Students will demonstrate the ability to work with real world situations involving fundamental math concepts.
7. Students will evaluate major developments in world history, the historical roots of contemporary global cultures, or the literary, philosophical, or religious contributions of world cultures.
8. Students will comprehend and proficiently interpret text.
9. Students will understand the influence of art, music, theatre and/or dance on culture.
10. Students will actively provide their own reasoned judgment of art, music, theatre and/or dance.
11. Students will identify theories of human behavior, societal development, human decision-making, and group/social processes and apply theories and methodologies to real world situations and current issues and concerns.
12. Students will recognize the effects of diversity among individuals or within/among groups/social systems.
- ~~13. Students will demonstrate basic technology literacy and apply knowledge of basic application software to the creation of structured documents and research.~~
14. Students will find, use, and cite relevant sources of information.
15. Students will use appropriate strategies to speak effectively in professional, social, or personal contexts.

General Education Curriculum Category	Student Learning Outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
GEC 01. Written Communication	X	X	X											X	
GEC 02.01. Natural Science	X	X		X	X										
GEC 02.02. Mathematics						X									
GEC 03. Humanities	X	X					X	X							
GEC 04. Aesthetic Values	X	X							X	X					
GEC 05. Social and Behavioral Sciences	X	X									X	X			
GEC 06. Computer Competency Mathematics						X							X		
GEC 07. Writing-Intensive	X	X												X	
GEC 08. Speaking-Intensive															X
GEC 09. Capstone	X	X													X

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General Education Curriculum (GEC) Course Transfer Policy

The University of Southern Mississippi (USM) will apply the transfer of a passed course from an accredited institution of higher learning to USM general education requirements, provided (1) that the course was taken in good faith to meet the published general education curriculum at the institution where the student was previously enrolled as a degree-seeking student and (2) that the course pertains to appropriate GEC categories* at USM and also meets Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria.

These courses will satisfy specific university general education curriculum requirements, but may not necessarily satisfy the program curriculum in cases where a specific GEC course is required. Required GEC courses are identified in the Undergraduate Bulletin degree plans under the Program Curriculum heading.

The Articulation Agreement between the Mississippi Board of Trustees of State Institutions of Higher Learning and the Mississippi Community College Board will list a standard set of recommended GEC transfer courses on all USM articulation plans and inform students of the USM GEC Course Transfer Policy.

Requests to apply this policy originate with the student's academic department and follow the standard General Education Curriculum substitution request process. Applicable GEC course transfer requests require documentation on general education curriculum information at the institution where the student was previously enrolled as a degree-seeking student.

*Appropriate GEC Categories:

GEC 01. Written Communication (6 hours)

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Mathematics Requirement (3 hours)

GEC 03. Humanities (9 hours)

GEC 04. Aesthetic Values (3 hours)

GEC 05. Social and Behavioral Sciences (6 hours)

GEC 06. Computer Competency

GEC 08. Speaking-Intensive Requirement

Policy does not apply to GEC 07 (Writing-Intensive) or GEC 09 (Capstone) Categories.

Approved by:

General Education Committee 2.10.14

Academic Council 2.10.14

Provost 2.11.14

XXXXXX BX

Degree Plan (xxxxxxx)

GENERAL EDUCATION CURRICULUM

GEC 01. Written Communication (6 hours)

- 01. ENG 101
- 02. ENG 102

GEC 02. Natural Science and Mathematics (8-11 hours minimum)

Science Requirement (8 hours minimum)

- 01. Select 2 courses with labs:

- AST 111/L
- AST 112/L
- BSC 103/L◇
- BSC 110/L◇
- BSC 111/L◇
- BSC 250/L
- BSC 251/L
- CHE 104/L
- CHE 106/L
- CHE 107/L
- GHY 104/L
- GHY 105/L
- GLY 101/L
- GLY 103/L
- MAR 151/L
- PHY 103/L
- PHY 111/L
- PHY 112/L
- PHY 201/L
- PHY 202/L
- PSC 190/L

Mathematics Requirement (3 hours)

- 02. Select 1 course:

- MAT 100***
- MAT 101
- Higher-level MAT course

GEC 03. Humanities (9 hours)

- 01. ENG 203
- 02. Select 2 courses, 1 History required:
 - HIS 101
 - HIS 102
 - PHI 151
 - PHI 171
 - REL 131

GEC 04. Aesthetic Values (3 hours)

- 01. Select 1 course:
 - ART 130
 - DAN 130
 - MUS 165
 - THE 100

GEC 05. Social and Behavioral Sciences (6 hours)

- 01. Select 2 courses:
 - ANT 101
 - COH 100
 - ECO 101
 - GHY 101
 - PS 101
 - PSY 110
 - SOC 101

GEC 06. Mathematics ~~Computer Competency Requirement~~ (3 hours)

- 01. *Mathematics Requirement*

Select 1 course:
MAT 100***
MAT 101
Higher-level MAT course

GEC 07. Writing-Intensive Requirement (xxxxx)

- 01. xxx xxx (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking-Intensive Requirement (xxxxx)

- 01. xxx xxx (SI)

GEC 09. Capstone Requirement (Major Area)

- 01. xxx xxx (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

*This course satisfies both the GEC requirement and a program requirement for this major.

**These GEC courses are recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see page XXX.

GEC 06 - GEC 09 courses are specific to the major.

For full description of the GEC, see page XXX.

PROGRAM CURRICULUM

DEG 01.

DEG 02.

DEG 03.

DEG 04. Electives

- 01. Choose electives as needed with adviser's approval.
(See Hours to Degree below.)

Comment [EBY1]: Edits made following November 2015 Academic Council approval to remove Computer Competency from the General Education Curriculum and the associated SLO #13. GEC 06 will now serve as the GEC designation for the Mathematics GEC requirement

HOURS TO DEGREE

12X hours are needed to graduate with a BX in XXXX. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The last 25 percent of course work must be earned from Southern Miss. The student must earn at least 12 hours in the major area of study from Southern Miss.

Academic Council Minutes
The University of Southern Mississippi
March 7, 2016

The Academic Council met at 3:00 p.m. on March 7, 2016, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Sam Bruton, Dr. Sabrina Bryant, Dr. Heath Grames, Dr. Rick Green, Ms. Claire Hamilton, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Dr. Tom Lansford, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Kathleen Masters, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Bill Smith for Dr. Mac Alford.

The following non-voting members were present: Dr. Amy Miller, Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Kathy Yadrick for Dr. Mike Forster, Dr. Douglas Masterson for Dr. David Hayhurst and Dr. Bill Powell.

The following guests were present: Ms. Linda Bass, Ms. LeAnne Cadigan, Dr. Bret Calhoun, Dr. Julie Howdeshell, Dr. Tamara Hurst, Ms. Jennifer Lewis, Ms. Kathryn Lowery, Dr. Courtney Luckhardt, Ms. Sheri Lyons, Ms. Dawn Porter, Dr. Shiao Wang, Dr. J. Williams, and Ms. Delories Williams.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda for approval. Dr. Oshrin moved and Dr. Wiesenburg seconded a motion to approve the agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the February 1, 2016 minutes for approval. Dr. Wiesenburg moved and Dr. Smith seconded a motion to approve the February 1, 2016 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

4.1.1 College of Science and Technology

Department of Biological Sciences

Dr. Steedman presented the request to untable BSC 103 and BSC 103L. Ms. Lester moved and Dr. Smith seconded a motion to untable BSC 103 and BSC 103L. The motion passed. Ms. Lester moved and Dr. Iglesias seconded a motion to approve the modifications of BSC 103 and BSC 103L. The motion passed.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

Department of History

Dr. Steedman presented the request add HIS 323. Dr. Iglesias moved and Dr. Hayden seconded a motion to approve the addition of the HIS 323. The motion passed.

Department of Interdisciplinary Studies

Dr. Steedman presented the request add IDS 151. Dr. Iglesias moved and Dr. Hayden seconded a motion to approve the addition of the IDS 151. The motion passed.

4.2.2 College of Business

Department of Economic Development, Tourism and Sport Management

Dr. Steedman presented the request to modify SM 441. Ms. Hamilton moved and Dr. Hayden seconded a motion to approve the modification of SM 441. The motion passed.

4.2.3 College of Education and Psychology

Department of Curriculum, Instruction, and Special Education

Dr. Steedman presented the request to delete SPE 481 and SPE 481CA and modify SPE 121, SPE 402, SPE 410, SPE 410L, SPE 430, SPE 440, SPE 497, SPE 404, SPE 405, SPE 411, SPE 442, SPE 451L, and SPE 477. Dr. Oshrin moved and Dr. Hayden seconded a motion to accept these courses as a group. The motion passed. Dr. Oshrin moved and Dr. Wiesenburg seconded a motion to approve the deletion of SPE 481 and SPE 481CA and the modifications of SPE 121, SPE 402, SPE 410, SPE 410L, SPE 430, SPE 440, SPE 497, SPE 404, SPE 405, SPE 411, SPE 442, SPE 451L, and SPE 477. The motion passed.

Dr. Steedman presented the request to modify SPE 478. The GEC Committee recommended Council approve the modification of SPE 478. The motion passed.

4.2.4 College of Health

Department of Speech and Hearing Sciences

Dr. Steedman presented the request to modify the Speech Pathology and Audiology B.A. degree plan. The GEC Committee recommended Council approve the modification of the Speech Pathology and Audiology B.A. degree plan. The motion passed.

School of Social Work

Dr. Steedman presented the request to add SWK 490. Dr. Oshrin moved and Ms. Hamilton seconded a motion to approve the addition of SWK 490. The motion passed.

4.2.5 College of Nursing

No proposals.

4.2.6 College of Science and Technology

School of Polymers and High Performance Materials

Dr. Steedman presented the request to add PSC 342L. Ms. Hamilton moved and Dr. Bruton seconded a motion to approve the addition of PSC 342L. The motion passed.

Dr. Steedman presented the request to modify PSC 285. The GEC Committee recommended Council approve the modification of PSC 285. The motion passed.

Dr. Steedman presented the request to modify PSC 341L. The GEC Committee recommended Council approve the modification of PSC 341L. The motion passed.

Dr. Steedman presented the request to modify PSC 360, PSC 361, PSC 361L, PSC 402, PSC 475, PSC 480 and PSC 420. Dr. Hayden moved and Dr. Bruton seconded a motion to accept these courses as a group. The motion passed. Ms. Hamilton moved and Dr. Iglesias seconded a motion to approve the modifications of PSC 360, PSC 361, PSC 361L, PSC 402, PSC 475, PSC 480 and PSC 420. The motion passed.

Dr. Steedman presented the request to modify the Polymer Science B.S. degree plan. The GEC Committee recommended Council approve the modification of the Polymer Science B.S. degree plan. The motion passed.

Dr. Steedman presented the request to modify the Polymer Science and Engineering B.S. degree plan. The GEC Committee recommended Council approve the modification of the Polymer Science and Engineering B.S. degree plan. The motion passed.

5.0 Old Business

5.1 Guidelines and Substantive Change Policy revisions

Dr. Steedman presented to Council a draft document of changes made to the proposal guidelines and the substantive change policy. Dr. Wiesenburg moved and Dr. Smith seconded a motion to approve the changes made to the proposal guidelines and the substantive change policy. The motion passed. (see attached)

6.0 New Business

6.1 Report from Compliance Coordinator

Dr. Amy Miller and Ms. Jennifer Lewis presented information in terms of state authorization. (see attached)

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported

- a. The Department of Interdisciplinary Studies informs the Council that it has created a new 36 hour Disability Concentration
- b. The Center for Human Rights has been placed in Political Science, International Development and International Affairs, and they request that the Bulletin be updated to reflect this.
- c. CoAL College Council notifies the Council that has given the Apparel Construction and Design Certificate concurrent approval. The original proposal was approved by the Council in February.

7.2 Chair-Elect Report – Ms. Kelly Lester

No report.

7.3 Secretary Report-Ms. Linda Ginn

No report.

7.4 Standing Committees

7.4.1 Academic Standards – Dr. Bridget Hayden

Dr. Hayden reported the Academic Standards Committee met and supported the Registrar's proposal requiring students taking advantage of the Academic Restart Policy to do so within the first semester of their return. We also suggested that implementation of the change include adding the Department Chair's signature to the form, to ensure students get advised about the implications of a restart, and that students who are eligible under the Academic Restart Policy be advised of that fact in the letter of readmittance sent by Admissions. The Registrar's and Admissions Offices were both amenable to these suggestions. Council approved the modification to the Academic Restart Policy.

7.4.2 Bylaws – Dr. Georgianna Martin

No report.

7.4.3 Elections – Dr. Mac Alford

No report.

7.4.4 General Education – Dr. Emily Yowell

No report.

7.4.5 Intercollegiate – Dr. Heath Grames

No report.

7.4.5 Program Reviews – Ms. Claire Hamilton

Ms. Hamilton reported the Program Review Committee completed the review of the self-study for Library Information Science on Feb. 25, 2015. We are in the process of reviewing Public Health's self-study while the Entertainment Industry has brought in an outside reviewer to review their self-study on March 7-8th. We anticipate having a written summary of all three program reviews by the last academic council meeting in early May.

7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell

Dr. Powell reported the visit of the SACSCOC On-Site Reaffirmation Committee concluded on March 3, 2016. The committee made four recommendations that the University will address by August 3:

1. That the University submit the required official fiscal audit for Fiscal Year 2015 [NB – the USM audit is prepared as part of the audit for all the IHL institutions. It should be available by March 15.]
2. That the University revise its Privacy Statement to ensure that student privacy is ensured in all instances.
3. That the University publish criteria on how adjuncts and other non-faculty instructional personnel are evaluated.
4. That the assessment of the Quality Enhancement plan be adjusted to address the QEP goals and particularly their impact more directly.

Each of these recommendations can be readily addressed. Overall, the February 29-March 3 visit of the committee went smoothly and successfully.

Dr. Powell recognized the extraordinary efforts and abilities of Kathryn Lowery, director of Institutional Effectiveness, Julie Howdeshell, QEP director, and Michelle Arrington and entire the Institutional Research team for their contributions into the successful completion of the SACSCOC reaffirmation process.

For the Old Business item on Substantive Change, could the minutes show that the revisions to the Guidelines for Proposals and to the USM Substantive Change Policy were approved.

- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
Dr. Masters reported the GECAC met on February 19, 2016 and developed guidelines for departments to use in the development of targets for general education curriculum (GEC) course assessment. The guidelines include suggestions related to rationales for targets as well as suggestions related to using multiple targets for a specific learning outcome (for example using stretch targets or intermediary targets). The document developed is displayed below.
- 8.0 Adjourn
Dr. Steedman adjourned the meeting at 4:46 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY
March 7, 2016

College of Arts and Letters

Department of History

Add: HIS 323 The Vikings.
3 hours. Effective fall 2016.

Department of Interdisciplinary Studies

Add: IDS 151 Disability and Society.
3 hours. Effective fall 2016.

Add: Interdisciplinary Studies (Disability Concentration) BIS degree plan.
Effective spring 2017.

College of Business

Department of Marketing and Merchandising

Add: Apparel Construction and Design Certificate.
Effective fall 2016.

Department of Economic Development, Tourism and Sport Management

Modify: SM 441 Practicum in Sport Administration.

To: SM 392 Practicum in Sport Management.
Course description. Effective summer 2016.

College of Education and Psychology

Department of Curriculum, Instruction and Special Education

Delete: SPE 481 Student Teaching: High-Incidence Disabilities.
Effective fall 2016.

Delete: SPE 481CA Student Teaching: High-Incidence Disabilities.
Effective fall 2016.

Modify: SPE 121 Introduction to Field Experience in
Special Education.

To: SPE 121 Introduction to Disability.
Course description.
Effective fall 2016.

Modify:	SPE 402	<u>General Teaching Methods in Special Education.</u>
To:	SPE 402	<u>Teaching Students with Diverse Needs.</u> Course description. Effective fall 2016.
Modify:	SPE 410	<u>Reading and Writing for Students with Disabilities.</u>
To:	SPE 410	<u>Literacy for Students with Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 410L	<u>Practicum: Reading and Writing for Students with Disabilities.</u>
To:	SPE 410L	<u>Practicum: Literacy for Students with Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 430	<u>Introduction to High-Incidence Disabilities.</u>
To:	SPE 430	<u>Introduction to Mild/Moderate Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 440	<u>An Introduction to Mental Retardation and Development.</u>
To:	SPE 440	<u>Introduction to Intellectual Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 497	<u>Professional Collaboration in DD Services.</u>
To:	SPE 497	<u>Professional Collaboration in Disability Services.</u> Course description. Effective fall 2016.
Modify:	SPE 404	<u>Language and Literacy: Students with Disabilities.</u>
To:	SPE 404	<u>Language and Literacy: Students with Disabilities.</u> Course description. Effective fall 2016.

Modify:	SPE 405	<u>Language and Literacy: Students with Disabilities.</u>
To:	SPE 405	<u>Language and Literacy: Students with Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 411	<u>Mathematics for Students with Disabilities.</u>
To:	SPE 411	<u>Mathematics for Students with Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 442	<u>Transition/Life Skills: Students with Disabilities.</u>
To:	SPE 442	<u>Transition/Life Skills: Students with Disabilities.</u> Course description. Effective fall 2016.
Modify:	SPE 451L	<u>Practicum for Classroom Management.</u>
To:	SPE 451L	<u>Practicum for Classroom Management.</u> Course description. Effective fall 2016.
Modify:	SPE 477	<u>Developmental Disabilities in Early Childhood.</u>
To:	SPE 477	<u>Developmental Disabilities in Early Childhood.</u> Course description. Effective fall 2016.
Modify:	SPE 478	<u>Specialized Studies in Developmental Disabilities.</u>
To:	SPE 478	<u>Specialized Studies in Developmental Disabilities.</u> GEC09 designation removed and course description. Effective fall 2016.

College of Health

Department of Speech and Hearing Sciences

Modify:	Speech Pathology and Audiology BA degree plan. Under DEG 02 - Select 1 GEC 02 Physical Science course with lab.
To:	Speech Pathology and Audiology BA degree plan. Under DEG 02 - Select 1 GEC 02 Physical Science course (either Chemistry or Physics) with lab. Effective fall 2016.

School of Social Work

Add: SWK 490 Child Maltreatment and Advocacy: CAST.
3 hours. Effective fall 2016.

College of Science and Technology

Department of Biological Sciences

Modify: BSC 103 Biology and Society.
Face to face format.

To: BSC 103 Biology and Society.
Face to face and online correspondence format.
Effective fall 2016.

Modify: BSC 103L Biology and Society Laboratory.
Face to face format.

To: BSC 103L Biology and Society Laboratory.
Face to face and online correspondence format.
Effective fall 2016.

School of Polymers and High Performance Materials

Add: PSC 342L Polymer Techniques II.
2 hours. Effective spring 2017.

Modify: PSC 285 Problem Solving Techniques for
Polymer Scientists. 3 hours.

To: PSE 285 Problem Solving Techniques and
Numerical Analysis. 4 hours.
Course description. Effective fall 2017.

Modify: PSC 341L Polymer Techniques I.
3 hours.

To: PSC 341L Polymer Techniques I.
2 hours. Effective fall 2017.

Modify: PSC 360 Polymer Rheology.

To: PSE 360 Polymer Rheology.
Course description. Effective fall 2017.

Modify: PSC 361 Polymer Processing.

To: PSE 361 Polymer Processing.
Course description. Effective fall 2017.

Modify: PSC 361L Polymer Processing Laboratory.

To:	PSE 361L	<u>Polymer Processing Laboratory.</u> Course description. Effective fall 2017.
Modify:	PSC 402	<u>Physical Chemistry of Polymers II.</u> 4 hours.
To:	PSC 402	<u>Physical Chemistry of Polymers II.</u> 3 hours. Course description. Effective fall 2017.
Modify:	PSC 475	<u>Biomaterials.</u> 2 hours.
To:	PSC 475	<u>Biomaterials.</u> 3 hours. Effective fall 2017.
Modify:	PSE 420	<u>Polymer Nanomaterial Engineering.</u>
To:	PSE 420	<u>Polymer Composites Engineering.</u> Course description. Effective fall 2017.
Modify:		Polymer Science BS degree plan. (see attached). Effective fall 2016.
Modify:		Polymer Science and Engineering BS degree plan. (see attached). Effective fall 2016.



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Degree Plan (SPLPABA)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- ENG 101 - Composition One 3 hrs.
- ENG 102 - Composition Two 3 hrs.

GEC 02. Natural Science and Mathematics (11 hours minimum)

Science Requirement (8 hours minimum)

Select 2 courses with labs:

- AST 111 - General Astronomy I 3 hrs. AND
- AST 111L - General Astronomy I Laboratory 1 hr.
- AST 112 - General Astronomy II 3 hrs. AND
- AST 112L - General Astronomy II Laboratory 1 hr.
- BSC 103 - Biology and Society 3 hrs. * (Required for this major) AND
- BSC 103L - Biology and Society Laboratory 1 hr * (Required for this major)
- BSC 110 - Principles of Biological Science I 3 hrs. *AND
- BSC 110L - Principles of Biological Science I Laboratory 1 hr. *
- BSC 111 - Principles of Biological Science II 3 hrs. *AND
- BSC 111L - Principles of Biological Science II Laboratory 1 hr. *
- BSC 250 - Human Anatomy and Physiology I 3 hrs. *AND
- BSC 250L - Human Anatomy and Physiology I Laboratory 1 hr. *
- BSC 251 - Human Anatomy and Physiology II 3 hrs. *AND
- BSC 251L - Human Anatomy and Physiology II Laboratory 1 hr. *
- CHE 104 - Chemistry and Our Environment 3 hrs. *AND

- CHE 104L - Chemistry and Our Environment Laboratory 1 hr. *
- CHE 106 - General Chemistry I 3 hrs. *AND
- CHE 106L - General Chemistry I Laboratory 1 hr. *
- CHE 107 - General Chemistry II 3 hrs. *AND
- CHE 107L - General Chemistry II Laboratory 1 hr. *
- GHY 104 - Weather and Climate 3 hrs. AND
- GHY 104L - Weather and Climate Laboratory 1 hr.
- GHY 105 - Landforms, Hydrology and Biogeography 3 hrs. AND
- GHY 105L - Landforms, Hydrology and Biogeography Laboratory 1 hr.
- GLY 101 - Physical Geology 3 hrs. AND
- GLY 101L - Physical Geology Laboratory 1 hr.
- GLY 103 - Historical Geology 3 hrs. AND
- GLY 103L - Historical Geology Laboratory 1 hr.
- MAR 151 - Introduction to Ocean Science 3 hrs. AND
- MAR 151L - Introduction to Ocean Science Laboratory 1 hr.
- PHY 103 - Introductory Physics 3 hrs. *AND
- PHY 103L - Introductory Physics Laboratory 1 hr. *
- PHY 111 - General Physics I 3 hrs. *AND
- PHY 111L - General Physics I Laboratory 1 hr. *
- PHY 112 - General Physics II 3 hrs. *AND
- PHY 112L - General Physics II Laboratory 1 hr. *
- PHY 201 - General Physics I with Calculus 4 hrs. *AND
- PHY 201L - General Physics I with Calculus Laboratory 1 hr. *
- PHY 202 - General Physics II with Calculus 4 hrs. *AND
- PHY 202L - General Physics II with Calculus Laboratory 1 hr. *
- PSC 190 - Living in a Material World 3 hrs. AND
- PSC 190L - Lab for Living in a Material World 1 hr.

Mathematics Requirement (3 hours)

- MAT 100 - Quantitative Reasoning 3 hrs. ***
- MAT 101 - College Algebra 3 hrs.
Higher-level MAT course

GEC 03. Humanities (9 hours)

- ENG 203 - World Literature 3 hrs.

Select 2 courses, 1 History required:

- HIS 101 - World Civilizations: Beginnings to 1500 C.E. 3 hrs.
- HIS 102 - World Civilizations: 1500 to the present 3 hrs.
- PHI 151 - Introduction to Philosophy 3 hrs.
- PHI 171 - Ethics and Good Living 3 hrs.
- REL 131 - Comparative Religion 3 hrs.

GEC 04. Aesthetic Values (3 hours)

T

Select 1 course:

- ART 130 - Art Appreciation 3 hrs.
- DAN 130 - Dance Appreciation 3 hrs.
- MUS 165 - The Enjoyment of Music 3 hrs.
- THE 100 - Theatrical Expressions 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- ANT 101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs. **
- COH 100 - Concepts of Wellness 3 hrs. **
- ECO 101 - Basic Economics 3 hrs.
- GHY 101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- PS 101 - American Government 3 hrs.
- PSY 110 - General Psychology 3 hrs. *
- SOC 101 - Understanding Society: Principles of Sociology 3 hrs. **

GEC 06. Computer Competency Requirement (Major Area)

- SHS 308 - Instrumentation in Speech and Hearing Science 3 hrs.

GEC 07. Writing-Intensive Requirement (Major Area)

- SHS 450 - Student Teaching: Clinical Observation 3 hrs. (WI)
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (3 hours)

- CMS 111 - Oral Communication 3 hrs. (SI)

GEC 09. Capstone Requirement (Major Area)

- SHS 400 - Current Issues in Communication Disorders 3 hrs. (Capstone)
Must be taken Senior Year; ENG 101 & ENG 102 prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◊ GEC restrictions apply; see here.

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see here.

Program Curriculum

DEG 01. Major Area of Study Requirements (55 hours)

- SHS 201 - Introduction to Phonetics 3 hrs.

- SHS 202 - Fundamentals of Speech and Hearing Sciences 3 hrs. AND
- SHS 202L - Fundamentals of Speech and Hearing Sciences Laboratory 1 hr.

- SHS 211 - Introduction to Communication Disorders 3 hrs.
- SHS 221 - Introduction to Audiology 3 hrs.
- SHS 301 - Language and Speech Development 3 hrs.
- SHS 302 - Anatomy and Physiology of the Hearing Mechanism 3 hrs.
- SHS 303 - Anatomy and Physiology of the Speech Mechanism 3 hrs.
- SHS 306 - Basic Neuroanatomy in Speech-Language Pathology 3 hrs.



- SHS 308 - Instrumentation in Speech and Hearing Science 3 hrs.
- SHS 400 - Current Issues in Communication Disorders 3 hrs. (Casptone)
- SHS 410 - Intervention Language Disorders 3 hrs.
- SHS 411 - Speech Sound Disorders 3 hrs.
- SHS 412 - Assessment Procedures in Speech Pathology 3 hrs.
- SHS 421 - Aural Rehabilitation 3 hrs.
- SHS 430 - Speech Pathology and the Hearing Impaired Child 3 hrs.
- SHS 431 - Language Disorders I: Assessment of Children with Language Disorders 3 hrs.
- SHS 432 - Language Disorders II: Habilitation of Oral and Written Language Disorders 3 hrs.
- SHS 450 - Student Teaching: Clinical Observation 3 hrs. (WI)

DEG 02. Additional Requirements (21-36 hours)

- PSY 110 - General Psychology 3 hrs. *
- PSY 270 - Child Psychology 3 hrs.
- PSY 374 - Educational Psychology 3 hrs.
- SPE 400 - Psychology & Education of Exceptional Children 3 hrs.
- Foreign Language Requirement: 12 hours in one language. With adviser's approval, Speech Pathology and Audiology majors may substitute 9 hours of sign language.
- Select 1 GEC 02 Biological Science course with lab*
- Select 1 GEC 02 Physical Science course (Chemistry or Physics only) with lab*

Select 1 course:

- DPH 440 - Introduction to Biostatistics 3 hrs. or
- PSY 360 - Introduction to Statistics for the Behavioral Sciences 3 hrs.

DEG 03. Electives

Choose electives as needed with advisor's approval. (See Hours to Degree below.)

Hours to Degree

124 hours are needed to graduate with a BA in Speech Pathology and Audiology. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See Residence Hour Requirements for more information.

← Return to: College of Health



[Accreditation \(http://www.usm.edu/about/accreditation\)](http://www.usm.edu/about/accreditation) | [Contact \(http://www.usm.edu/contact\)](http://www.usm.edu/contact) | [Employment \(http://www.usm.edu/employment-hr\)](http://www.usm.edu/employment-hr) | [Privacy & Legal \(http://www.usm.edu/about/privacy\)](http://www.usm.edu/about/privacy)

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Polymer Science, B.S. Degree Requirements

Degree Plan (PLYMRSCIBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science Requirement (8 hours)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◇AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◇

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◇AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◇

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◇AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◇

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND

- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. * AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. * AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

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GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. ***
- [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 07. Writing-Intensive Requirement (Major Area)

- [PSC 341L - Polymer Techniques I](#) ~~3~~² hrs. (WI) Modify hours
ENG 101 & ENG 102 prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [PSC 192 - Introduction to Polymers II](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [PSC 490 - Special Projects in Polymer Science](#) 1 hr. (Capstone) AND
- [PSC 490L - Laboratory for Polymer Science 490](#) 3 hrs. (Capstone)

- [PSC 491 - Special Projects in Polymer Science](#) 1 hr. (Capstone) AND
- [PSC 491L - Laboratory for Polymer Science 491](#) 3 hrs. (Capstone)

Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (55 hours)

- [PSC 191 - Introduction to Polymers](#) 1 hr.
- [PSC 192 - Introduction to Polymers II](#) 1 hr. (SI)
- [PSE 285 - Problem-Solving Techniques and Numerical Analysis](#) 4 hrs. Modify Prefix, Title, hours
- [PSC 290 - Applications of Polymers I](#) 1 hr.
- [PSC 292 - Applications of Polymers II](#) 1 hr.
- [PSC 301 - Organic Polymer Chemistry I](#) 3 hrs.
- [PSC 302 - Organic Polymer Chemistry II](#) 3 hrs.
- [PSC 341L - Polymer Techniques I](#) 2 hrs. (WI) Modify hours Add:
PSC 342L - Polymer Techniques II 2 hrs
- [PSE 360 - Polymer Rheology](#) 3 hrs. Modify prefix

- [PSE 361 - Polymer Processing](#) 3 hrs. AND Modify prefix
- [PSE 361L - Laboratory for Polymer Science 361](#) 2 hrs. Modify prefix

- [PSC 401 - Physical Chemistry of Polymers I](#) 3 hrs.
- [PSC 402 - Physical Chemistry of Polymers II](#) 3 hrs. Modify hours
- [PSC 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.

- [PSC 450 - Polymer Characterization](#) 3 hrs. AND
- [PSC 450L - Laboratory for Polymer Science 450](#) 2 hr.

- [PSC 470 - Surface Coatings](#) 4 hrs. AND

- [PSC 470L - Laboratory for Polymer Science 470](#) 1 hr.
- [PSC 475 - Biomaterials](#) 3 hrs. Modify hours
- [PSE 480 - Polymer Kinetics and Reactor Design](#) 3 hrs. Modify prefix and title
- [PSC 490 - Special Projects in Polymer Science](#) 1 hr. (Capstone) AND
- [PSC 490L - Laboratory for Polymer Science 490](#) 3 hrs. (Capstone)
- [PSC 491 - Special Projects in Polymer Science](#) 1 hr. (Capstone) AND
- [PSC 491L - Laboratory for Polymer Science 491](#) 3 hrs. (Capstone)

DEG 02. Additional Requirements (24-35 hours)

- [CHE 106 - General Chemistry I](#) 3 hrs. *AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *
- [CHE 107 - General Chemistry II](#) 3 hrs. *AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *
- [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
- [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.
- [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
- [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.
- [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
- [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
- [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.
- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *
- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

DEG 03. Electives

Choose electives as needed with adviser's approval. (See Hours to Degree below.)

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

124 hours are needed to graduate with a BS in Polymer Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

Polymer Science and Engineering, B.S. Degree Requirements

Degree Plan (PSEBS)

General Education Curriculum

GEC 01. Written Communication (6 hours)

- [ENG 101 - Composition One](#) 3 hrs.
- [ENG 102 - Composition Two](#) 3 hrs.

GEC 02. Natural Science Requirement (8 hours)

Science Requirement (8 hours) [Remove](#)

Select 2 courses with labs:

- [AST 111 - General Astronomy I](#) 3 hrs. AND
- [AST 111L - General Astronomy I Laboratory](#) 1 hr.

- [AST 112 - General Astronomy II](#) 3 hrs. AND
- [AST 112L - General Astronomy II Laboratory](#) 1 hr.

- [BSC 103 - Biology and Society](#) 3 hrs. ◇AND
- [BSC 103L - Biology and Society Laboratory](#) 1 hr ◇

- [BSC 110 - Principles of Biological Science I](#) 3 hrs. ◇AND
- [BSC 110L - Principles of Biological Science I Laboratory](#) 1 hr. ◇

- [BSC 111 - Principles of Biological Science II](#) 3 hrs. ◇AND
- [BSC 111L - Principles of Biological Science II Laboratory](#) 1 hr. ◇

- [BSC 250 - Human Anatomy and Physiology I](#) 3 hrs. AND
- [BSC 250L - Human Anatomy and Physiology I Laboratory](#) 1 hr.

- [BSC 251 - Human Anatomy and Physiology II](#) 3 hrs. AND

- [BSC 251L - Human Anatomy and Physiology II Laboratory](#) 1 hr.

- [CHE 104 - Chemistry and Our Environment](#) 3 hrs. AND
- [CHE 104L - Chemistry and Our Environment Laboratory](#) 1 hr.

- [CHE 106 - General Chemistry I](#) 3 hrs. * AND
- [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

- [CHE 107 - General Chemistry II](#) 3 hrs. * AND
- [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

- [GHY 104 - Weather and Climate](#) 3 hrs. AND
- [GHY 104L - Weather and Climate Laboratory](#) 1 hr.

- [GHY 105 - Landforms, Hydrology and Biogeography](#) 3 hrs. AND
- [GHY 105L - Landforms, Hydrology and Biogeography Laboratory](#) 1 hr.

- [GLY 101 - Physical Geology](#) 3 hrs. AND
- [GLY 101L - Physical Geology Laboratory](#) 1 hr.

- [GLY 103 - Historical Geology](#) 3 hrs. AND
- [GLY 103L - Historical Geology Laboratory](#) 1 hr.

- [MAR 151 - Introduction to Ocean Science](#) 3 hrs. AND
- [MAR 151L - Introduction to Ocean Science Laboratory](#) 1 hr.

- [PHY 103 - Introductory Physics](#) 3 hrs. AND
- [PHY 103L - Introductory Physics Laboratory](#) 1 hr.

- [PHY 111 - General Physics I](#) 3 hrs. AND
- [PHY 111L - General Physics I Laboratory](#) 1 hr.

- [PHY 112 - General Physics II](#) 3 hrs. AND
- [PHY 112L - General Physics II Laboratory](#) 1 hr.

- [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
- [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

- [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
- [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *

- [PSC 190 - Living in a Material World](#) 3 hrs. AND
- [PSC 190L - Lab for Living in a Material World](#) 1 hr.

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GEC 03. Humanities (9 hours)

- [ENG 203 - World Literature](#) 3 hrs.

Select 2 courses, 1 History required:

- [HIS 101 - World Civilizations: Beginnings to 1500 C.E.](#) 3 hrs.
- [HIS 102 - World Civilizations: 1500 to the present](#) 3 hrs.
- [PHI 151 - Introduction to Philosophy](#) 3 hrs.
- [PHI 171 - Ethics and Good Living](#) 3 hrs.
- [REL 131 - Comparative Religion](#) 3 hrs.

GEC 04. Aesthetic Values (3 hours)

Select 1 course:

- [ART 130 - Art Appreciation](#) 3 hrs.
- [DAN 130 - Dance Appreciation](#) 3 hrs.
- [MUS 165 - The Enjoyment of Music](#) 3 hrs.
- [THE 100 - Theatrical Expressions](#) 3 hrs.

GEC 05. Social and Behavioral Sciences (6 hours)

Select 2 courses:

- [ANT 101 - The Human Experience: A Global Perspective on Human Diversity](#) 3 hrs.
- [COH 100 - Concepts of Wellness](#) 3 hrs.
- [ECO 101 - Basic Economics](#) 3 hrs.
- [GHY 101 - World Geography: Dynamics of a Changing Earth](#) 3 hrs.
- [PS 101 - American Government](#) 3 hrs.
- [PSY 110 - General Psychology](#) 3 hrs.
- [SOC 101 - Understanding Society: Principles of Sociology](#) 3 hrs.

GEC 06. Mathematics Requirement (3 hours)

- [MAT 100 - Quantitative Reasoning](#) 3 hrs. *** [MAT 101 - College Algebra](#) 3 hrs.
Higher-level MAT course*

GEC 07. Writing-Intensive Requirement (Major Area)

- [PSC 341L - Polymer Techniques I](#) 2 hrs. (WI) **Modify hours**
[ENG 101](#) & [ENG 102](#) prerequisites

GEC 08. Speaking Intensive Requirement (Major Area)

- [PSC 192 - Introduction to Polymers II](#) 1 hr. (SI)

GEC 09. Capstone Requirement (Major Area)

- [PSE 490 - Polymer Engineering Design I](#) 1 hr. (Capstone) AND
- [PSE 490L - Polymer Engineering Design Lab I](#) 3 hrs. (Capstone)

- [PSE 491 - Polymer Engineering Design II](#) 1 hr. (Capstone) AND
- [PSE 491L - Polymer Engineering Design Lab II](#) 3 hrs. (Capstone)

Must be taken Senior Year; [ENG 101](#) & [ENG 102](#) prerequisites

Note:

*This course satisfies both the GEC requirement and a program requirement for this major.

**This particular GEC course is recommended by this major.

***This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see [here](#).

GEC 06 - GEC 09 courses are specific to this major.

For full description of the GEC, see [here](#).

Program Curriculum

DEG 01. Major Area of Study Requirements (50 hours)

- [PSC 191 - Introduction to Polymers](#) 1 hr.
- [PSC 192 - Introduction to Polymers II](#) 1 hr. (SI)
- [PSE 285 - Problem-Solving Techniques and Numerical Analysis](#) 4 hrs. Modify Prefix, Title, Hours
- [PSC 290 - Applications of Polymers I](#) 1 hr.
- [PSC 292 - Applications of Polymers II](#) 1 hr. Add:
PSC 301 - Organic Polymer Chemistry I 3 hrs
PSC 302 - Organic Polymer Chemistry II 3 hrs
- [PSC 341L - Polymer Techniques I](#) 2 hrs. (WI) Modify hours
- [PSE 360 - Polymer Rheology](#) 3 hrs. Modify Prefix Add:
PSC 342L - Polymer Techniques II 2 hrs.

- [PSE 361 - Polymer Processing](#) 3 hrs. AND
- [PSE 361L - Laboratory for Polymer Science 361](#) 2 hrs. Modify Prefix

- [PSC 402 - Physical Chemistry of Polymers II](#) 3 hrs. Modify hours
- [PSC 410 - Safety Principles and Procedures in the Chemical Sciences](#) 1 hr.
- ~~[PSC 450L - Laboratory for Polymer Science 450](#) 2 hrs.~~ Remove from degree plan

- ~~[PSC 460 - Struct&Property Analy of Polymer/Composite Mater](#) 3 hrs.~~ AND
- ~~[PSC 460L - Laboratory for PSC 460](#) 1 hr.~~ Remove from degree plan

- ~~[PSC 471 - Electronics for Scientists](#) 3 hrs.~~ Remove from degree plan
- [PSE 480 - Polymer Kinetics and Reactor Design](#) 3 hrs. Modify Prefix, Title
- ~~[PSE 315 - Survey of Polymer Chemistry](#) 3 hrs.~~ Remove from degree plan

- [PSE 380 - Engineering Thermodynamics](#) 3 hrs.
- ~~[PSE 415 - Numerical Analysis in Polymer Engineering](#)~~ 3 hrs.-- Remove from degree plan
- [PSE 420 - Polymer Composite Engineering](#) 3 hrs. Modify Title
- [PSE 440 - Mechanics of Polymer Materials](#) 3 hrs.

- [PSE 490 - Polymer Engineering Design I](#) 1 hr. (Capstone) AND
- [PSE 490L - Polymer Engineering Design Lab I](#) 3 hrs. (Capstone)

- [PSE 491 - Polymer Engineering Design II](#) 1 hr. (Capstone) AND
- [PSE 491L - Polymer Engineering Design Lab II](#) 3 hrs. (Capstone)

DEG 02. Additional Requirements (51 hours)

- [AEC 270 - Statics and Strengths of Materials](#) 3 hrs.
 - [AEC 390 - Engineering Economics](#) 3 hrs.
 - [CHE 106 - General Chemistry I](#) 3 hrs. *AND
 - [CHE 106L - General Chemistry I Laboratory](#) 1 hr. *

 - [CHE 107 - General Chemistry II](#) 3 hrs. *AND
 - [CHE 107L - General Chemistry II Laboratory](#) 1 hr. *

 - [CHE 255 - Organic Chemistry I](#) 3 hrs. AND
 - [CHE 255L - Organic Chemistry I Laboratory](#) 1 hr.

 - [CHE 256 - Organic Chemistry II](#) 3 hrs. AND
 - [CHE 256L - Organic Chemistry II Laboratory](#) 1 hr.

 - [MAT 167 - Calculus I with Analytic Geometry](#) 3 hrs. ♦*
 - [MAT 168 - Calculus II with Analytic Geometry](#) 3 hrs.
 - [MAT 169 - Calculus III with Analytic Geometry](#) 3 hrs.
 - [MAT 280 - Calculus IV with Analytic Geometry](#) 3 hrs.
 - [MAT 285 - Introduction to Differential Equations I](#) 3 hrs.

 - [PHY 201 - General Physics I with Calculus](#) 4 hrs. *AND
 - [PHY 201L - General Physics I with Calculus Laboratory](#) 1 hr. *

 - [PHY 202 - General Physics II with Calculus](#) 4 hrs. *AND
 - [PHY 202L - General Physics II with Calculus Laboratory](#) 1 hr. *
- Add:
PHY 327 - Electronics I 3 hrs AND
PHY 327L - Electronics I Laboratory 1 hr.

Note:

♦ Calculus is required for this major. Students may enter MAT 167 directly if Math ACT sub score is 26 or higher. If Math ACT sub score is 24-25, MAT 103 must be completed. If Math ACT sub score is less than 24, MAT 101 and MAT 103 must be completed.

Hours to Degree

128 hours are needed to graduate with a BS in Polymer Science and Engineering. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The student must earn at least 21 of the last 30 hours of course work and at least 12 hours in the major area of study from Southern Miss. See [Residence Hour Requirements](#) for more information.

Substantive Change Policy at The University of Southern Mississippi

October 2014; Revised March 2016

1. Background

The University of Southern Mississippi is required to be in compliance with the Substantive Change Policy of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), as outlined in the SACSCOC Policy document (<http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>).

That document stipulates that “Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.”

2. Definition of Substantive Change

SACSCOC defines a *substantive change* as “a significant modification or expansion of the nature and scope of an accredited institution.” The SACSCOC Substantive Change Policy document also contains a useful glossary defining important terms.

3. Core Aspects of the USM Substantive Change Policy

- 3.1. *Chairs and directors and their respective deans have the responsibility to be familiar with and to comply with university and SACSCOC policies on substantive changes and to provide the required information for compliance with those policies and with the policies of the Academic and Graduate Councils.*
- 3.2. *A basic requirement for all of the following is departments and colleges accurately code all courses in SOAR as to campus, course locations, and mode of delivery and accurately register course locations and program sites with the Office of Institutional Research.*
- 3.3. *Academic or Graduate Council approval or notification, as appropriate, is required for all substantive changes, with subsequent approval by the Provost and President. The “Who Approves What” chart in the Guidelines for Proposals for Academic and Graduate (chart is included in Appendix 2 here) indicates those council decisions that may require SACSCOC approval, as do proposal checklists posted at <https://info.usm.edu/group/849/page/proposals-guidelines>.*

4. Most Common Substantive Changes at USM and related procedures

The information below is referenced to the SACSCOC Substantive Change Policy, which is the ultimate source document for specific information. The appendix also contains more detailed information.

- **Initiating an off-campus (additional) site (site-based/classroom group instruction)**
 - An offering department must inform Office of the Provost through the Office of Institutional Research of any course offered at any site other than the Hattiesburg campus, the Gulf Park campus, Stennis Space Center, the Gulf Coast Research Laboratory, or Keesler Air Force Base/Magnolia Speech School.
 - The *Proposal Guidelines* state, “The addition of any new course location beyond those listed [above] must receive prior approval of the Office of the Provost through the Office of Institutional Research before courses are offered.”
 - For courses offered at high schools, the offering department must inform the Office of Institutional Research as to which high school will serve as the course location.
 - The semester before 25% of a program is offered at any additional site beyond those listed above (within a three-year period), the offering department must inform the Office of the Provost so that a letter of notification to SACSCOC can be prepared.

USM Substantive Change Policy

- Seven months before 50% of a program is offered at an additional site beyond those listed above (within a three-year period), the offering department must inform the Office of the Provost and submit a prospectus for submission to SACSCOC (see <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>).
- **Moving an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students.**
 - An offering department must inform the Office of the Provost during the semester prior to the move.
 - Example: in 2009 the BSN program in Meridian was moved from the MSU site to a Meridian Community College site (across the street).
- **Adding a program (approved for the institution) that is significantly different from previously reported programs offered through distance learning.**
 - Programs offered through distance learning (in a format other than face-to-face) must be approved by the Academic or Graduate Council for recommendation to the Provost the semester prior to initial delivery. “Significantly different” programs require notification to SACSCOC prior to implementation.
- **Initiating a certificate program that does not draw on existing courses or programs.**
 - Academic or Graduate Council must approve all new certificate programs.
 - A certificate that is also significant departure from previously approved programs must be approved by SACSCOC—the same as any other new program.
 - To offer such a certificate at a new site requires approval of the site.
- **Initiating a program/courses delivered through contractual agreement or a consortium.** Clinical agreements such as for internships and articulation agreements among institutions that are members of SACSCOC need not be reported.
 - The participating department must receive the approval of the Office of the Provost and the Academic or Graduate Council, as appropriate, for any such agreement in the semester prior to implementation.
- **The closing of a program, instructional site or branch campus** requires Procedure 3, which entails the submission of a *Teach-Out Plan* in advance of implementation. A teach-out plan must include the following information:
 1. Date of closure
 2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure
 3. An explanation of how students will be helped to complete their programs of study with minimal disruption or additional expense
 4. Signed copies of teach-out agreements with other institutions, if any
 5. How faculty and staff will be redeployed or helped to find new employmentThe home department or college for any program discontinuation must submit a teach-out plan to the Office of the Provost and to the Academic or Graduate Council as soon as the decision to close is made.

5. Questions, Resources, and Procedures

All questions concerning the USM Substantive Change Policy should be directed to the Office of the Provost. The USM Office of Institutional Effectiveness maintains a library of SACSCOC-related resources. Substantive changes, as approved by university bodies, are submitted to SACSCOC through the Office of the Provost and, if appropriate, the Office of the President.

Appendix 1

The SACSCOC Substantive Change Policy outlines three procedures in addressing different types of modifications.

- **Procedure 1**, requiring notification, submission of an application or prospectus to SACS, and approval by the SACSCOC Board of Trustees
- **Procedure 2**, requiring notification to the president of SACSCOC prior to implementation
- **Procedure 3**, requiring the submission of a *Teach-out Plan* in advance of implementation of closing of a program, instructional site or branch campus

The following charts are taken from based on the SACSCOC Substantive Change Policy, available at <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>.

Those changes most pertinent to USM are highlighted in bold:

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating coursework or programs at a different level than currently approved	1	NA	NA	Yes	Application for Level Change Due dates: April 8 or September 15
Expanding at current degree level (significant departure from current programs)	1	Yes	6 months	Yes	Prospectus
Initiating a branch campus (See definition of "branch campus" on p. 3 of this document.)	1	Yes	6 months	Yes	Prospectus
Initiating a certificate program at employer's request and on short notice					
...using existing approved courses	NA	NA	NA	NA	NA
...at a new off-campus site (previously approved program)	1	NA	NA	Yes	Modified prospectus
...that is a significant departure from previously approved programs	1	Yes	Approval required prior to implementation	Yes	Modified prospectus
Initiating other certificate programs					
...using existing approved courses	NA	NA	NA	NA	NA
...at a new off-campus site (previously approved program)	1	NA	NA	Yes	Prospectus
...that is a significant departure from previously approved programs	1	Yes	6 months	Yes	Prospectus
Altering significantly the educational mission of the institution	1	NA	NA	Yes	Contact Commission Staff (Also see page 16, item 9)

USM Substantive Change Policy

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Initiating or terminating joint or dual degrees with another institution: (See "Agreements Involving Joint and Dual Academic Awards" policy)					
Joint Programs: with another SACSCOC accredited institution	2	Yes	Prior to implementation	NA	Copy of signed agreement and contact information for each institution
Joint Programs: with an institution not accredited by SACSCOC	1	Yes	6 months	Yes	Prospectus
Dual Programs	2	Yes	Prior to implementation	No	Copy of signed agreement and contact information for each institution
Initiating or closing off-campus sites (including Early College High School and dual enrollment programs offered at the high school)					
...Student can obtain 50% or more credits toward program	1	NA	NA	Yes	Prospectus
...Student can obtain 25-49% of credit	2	Yes	Prior to implementation	NA	Letter of notification
...Student can obtain 24% or less	NA	NA	NA	NA	NA
Expanding program offerings at previously approved off-campus sites					
...Adding programs that are significantly different from current programs <u>at the site</u>	NA	NA	NA	NA	NA
...Adding programs that are NOT significantly different from current programs <u>at the site</u>	NA	NA	NA	NA	NA
Altering significantly the length of a program	1	NA	NA	Yes	Prospectus
Changing from clock hours to credit hours	1	NA	NA	Yes	Justify reasons for change, indicate calculation of equivalency, and other pertinent information

USM Substantive Change Policy

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Adding a combination degree program that reduces the hours needed to complete the combined degrees (e.g., combination baccalaureate and master's degree)	1	NA	Approval required prior to implementation	Yes	Provide details on both programs of study and justify any deviation from Core Requirement 2.7.1 or its Interpretation .
Initiating distance learning...					
Offering 50% or more of a program for the first time [USM has already met this requirement]	1	NA	NA	Yes	Prospectus
...Offering 25-49%	2	Yes	Prior to implementation	No	Letter of notification
...Offering 24% or less	NA	NA	NA	NA	NA
Initiating or terminating programs or courses offered through contractual agreement or consortium	2	Yes	Prior to implementation	NA	Letter of notification and copy of signed agreement
Entering into or terminating a contract with an entity not certified to participate in USDOE Title IV programs					
...if the entity provides 25% or more of an educational program offered by the COC accredited institution	1	NA	NA	Yes	Prospectus
...if the entity provides less than 25% of an educational program offered by the COC accredited institution	2	Yes	Prior to implementation	NA	Copy of the signed agreement
Initiating a merger/consolidation with another institution	See SACSCOC policy " Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	Yes	6 months	Yes	Prospectus Due dates: April 8 or September 15

USM Substantive Change Policy

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation
Changing governance, ownership, control, or legal status of an institution	See SACSCOC policy " Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	Yes	6 months	Yes	Prospectus Due dates: April 8 or September 15
Relocating a main or branch campus	1	Yes	6 months	Yes	Prospectus
Moving an off-campus instructional site (serving the same geographic area)	2	Yes	Prior to implementation	NA	Letter of notification with new address and starting date
Initiating degree completion programs	1	NA	NA	Yes	Prospectus
Closing a program, approved off-campus site, branch campus, or institution					
...Institution to teach out its own students	3	Yes	Immediately following decision to close	Yes	Description of teach-out plan included with letter of notification
...Institution contracts with another institution to teach-out students (Teach-out Agreement)	3	Yes	Immediately following decision to close	Yes	Description of teach-out plan, copy of signed teach-out agreement detailing terms included with notification
Acquiring any program or site from another institution	See SACSCOC policy " Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	Yes	6 months	Yes	Prospectus
Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing	See SACSCOC policy " Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	Yes	6 months	Yes	Prospectus

Appendix 2

USM Who Approves What Chart

Comment [WP1]: Insert revised proposed chart

WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	X	X			
Course Modifications						
CIP Code	X	X	X			
Course Description****	X	X	X			
Course Title	X	X	X			
Credit Hours	X	X	X			
Grading Method	X	X	X			
General Education Curriculum Course Modifications	X	X	X			
Method of Instruction	X	X	X			
Title Abbreviation	X	X	X			
Addition, Deletion, Modification, or Relocation of an Academic Minor or Emphasis Area [SACSCOC notification or approval may be necessary]	X	X	X	X		
Modification or Relocation of a Certificate	X	X	X	X		
Addition or Deletion of a Certificate [SACSCOC notification or approval may be necessary]	X	X	X	X		X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions as needed)	X	X	X	X		
Offering an existing degree program by distance learning	X	X	X	X	X	X**
Changing the CIP code of an existing degree program	X	X	X	X		X**
New degree program [SACS notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing degree program (renaming, consolidation, suspension, deletion, or relocation) [SACS notification or approval may be necessary]	X	X	X	X	X	X***
Modification to existing academic units (renaming, reorganization, deletion)	X	X	X	X	X	X***
New Academic Unit (for information and response)	X	X	X	X	X	X***

DC/CC=department and college councils; REG=Registrar; AC/GC=Academic and/or Graduate Council; PROV=Provost; PRES=President; IHL= Institutions of Higher Learning

- * The Professional Education Council must also approve proposals involving the university's professional education unit.
- ** IHL notification required. All IHL proposals require submission of an IHL form.
- *** IHL approval required. All IHL proposals require submission of an IHL form.
- **** Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.
Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the Course Description section of the "Modify a Course" form.
Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.
- # The Provost receives a report on all actions taken by the Academic and Graduate Councils. (Link to [Faculty Handbook](#) – See Section 2.11.5 and Section 2.11.6)
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THE UNIVERSITY OF SOUTHERN MISSISSIPPI

2015-2016

GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

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MEETING DATES

The Academic Council meets at 3:00 p.m. on the scheduled Monday of each month during the academic year except holidays. The Graduate Council will meet at 3:00 p.m. on the third Monday of each month during the academic year except for holidays. The location of the meetings will be announced at the beginning of each academic year.

[Graduate Council Calendar](#)

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PROPOSAL DEADLINES

See the [Academic Council Calendar](#) and the [Graduate Council Calendar](#) for the dates proposals are due from colleges in advance of a specific council meeting.

A. COURSE PROPOSALS

The effective date of course proposals submitted to the Academic or Graduate Council shall occur **before students have had a chance to register** for the semester during which the course is to be offered.

Example:

1. Course proposals to be offered the following summer or fall semester should be approved by the Academic or Graduate Council by the end of February.
2. Courses scheduled for the spring semester should be approved by the Academic or Graduate Council by the end of September.

B. DEGREE PLAN/PLAN OF STUDY AND CERTIFICATE PROPOSALS

These proposals include Degree Plan/Plan of Study modifications, changes to admissions requirements, and course description modifications (including pre-requisites).

For changes to be reflected in the next year's **Undergraduate Bulletin**, a proposal must be approved prior to or during the **February** meeting.

For changes to be reflected in the next year's **Graduate Bulletin**, a proposal must be approved prior to or during the **April** meeting.

C. NEW DEGREE PROGRAMS, REORGANIZATIONS OF EXISTING PROGRAMS, & DEGREE PROGRAM NAME CHANGE PROPOSALS

The submission of proposals requiring IHL approval must adhere to the [IHL calendar](#). Contact the Office of the Provost for more information.

DEFINITIONS

Course Inactivation: Course is removed from bulletin and SOAR but may be reinstated in the future.

Course Deletion: Course is removed from bulletin and SOAR and is never reinstated. The course number is never used again.

Program Suspension of Admission: Suspension of Admission is a temporary circumstance. Suspension of Admission includes temporary removing the offering at a teaching location or removing a mode of delivery. The Suspension of Admission to an emphasis area, certificate, or minor is an information-only item for the Councils.

Program Deletion or Inactivation: Deletion or Inactivation includes permanently removing an offering, removing the offering at a teaching location, or removing a mode of delivery. A program is first inactivated and then deleted when all enrolled students have completed the program. Program Inactivation requires a teach-out plan.

Permanently removing a degree program requires IHL approval. SACSCOC notification or approval may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

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WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	❖	X	#		
Course Modifications						
CIP Code	X	❖	X	#		
Course Description****	X	❖	X	#		
Course Title	X	❖	X	#		
Credit Hours	X	❖	X	#		
Grading Method	X	❖	X	#		
General Education Curriculum Course Modifications	X	❖	X	#		
Method of Instruction	X	❖	X	#		
Title Abbreviation	X	❖	X	#		
Addition, Deletion, Inactivation, Modification, Relocation, or Expansion of an Academic Minor or Emphasis Area [SACSCOC notification or approval may be necessary]	X	❖	X	X		
Modification, Relocation, or Expansion of a Certificate	X	❖	X	X		
Addition, Deletion, or Inactivation of a Certificate [SACSCOC notification or approval may be necessary]	X	❖	X	X		X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions as needed)	X	❖	X	X		
Offering an existing degree program by distance learning	X	❖	X	X	X	X**
Changing the CIP code of an existing degree program	X	❖	X	X		X**
New degree program [SACSCOC notification or approval may be necessary]	X	❖	X	X	X	X***
Modification to existing degree program (renaming, consolidation, suspension, inactivation, deletion, relocation, or expansion) [SACSCOC notification or approval may be necessary]	X	❖	X	X	X	X***
Modification to existing academic units (renaming, reorganization, deletion)	X	❖	X	X	X	X***
Offering a program or courses at any location beyond those listed here: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler Air Force Base, Magnolia Speech School , Stennis Space Center. [SACSCOC notification or approval may be necessary]	X	❖	X	X		
Establishing or Terminating a Collaborative, Dual, Joint, or Articulation Agreement/Partnership with an outside Institution [SACSCOC notification or approval may be necessary]	X	❖	X	X		
New or Modified Academic Policies	If applicable	❖	X	X		
New Academic Unit (for information and response)	X	❖	X	X	X	X***

DC/CC=department and college councils; REG=Registrar; AC/GC=Academic and/or Graduate Council; PROV=Provost; PRES=President; IHL= Institutions of Higher Learning
❖ The Registrar reviews all proposals.
* The Professional Education Council must also approve proposals involving the university's professional education unit.

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- ** IHL notification required. All IHL proposals require submission of an IHL form.
- *** IHL approval required. All IHL proposals require submission of an IHL form.
- **** Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.
- Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the Course Description section of the “Modify a Course” form.
- Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.
- # The Provost receives a report on all actions taken by the Academic and Graduate Councils. (See [Faculty Handbook](#) – See Section 2.11.5 and Section 2.11.6)
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GENERAL SUGGESTIONS FOR PREPARING PROPOSALS

1. Proposals affecting the undergraduate curriculum are sent to the Academic Council. Graduate course proposals are sent to the Graduate Council.
2. Identify appropriate Checklist for Proposal (See [Table of Contents](#))
3. Departments should take care to check all proposals carefully for completeness and accuracy because even a minor error can delay council action on a proposal. For assistance in preparing proposals to Academic Council, contact the [AC chair](#), and for proposals to Graduate Council, contact the Graduate School at 601-266-4369.
4. Be sure to indicate (i.e., check either “yes” or “no”) whether an undergraduate proposal is part of the **General Education Curriculum (GEC)**; the GEC includes writing intensive, speaking intensive, computer competency, and capstone courses. More information of GEC-related proposals is available [below](#).
5. The Academic Council and/or Graduate Council must approve new degree, program, emphasis area, certificates, and prefix proposals. Supporting documentation must include a rationale, a degree plan/plan of study, an assessment plan, and a statement from the University Librarian related to library/personnel requirements. IHL Board approval is required for new degrees and new degree programs.
6. Proposals requiring approval by the IHL Board and/or SACSCOC will need more time to clear the system. (See [IHL calendar](#) and USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>). Once the proposal is approved by IHL, the department should work with the Office of the Provost to ensure all appropriate entities are notified of the implementation date.
 - a. Addition or Deletion of a Certificate (notification only)
 - b. Offering an Existing Degree Program by Distance Learning (notification only)
 - c. Changing the CIP Code of an Existing Degree Plan/Plan of Study (notification only)
 - d. Addition of a New Degree Program
 - e. Modification to Existing Degree Program

- f. Modifications to Existing Academic Units
- g. Addition of New Academic Unit

7. Transmittal of Proposals to the Councils

Department → College → Dean → [PEC]→Academic/Graduate Council → Provost → President → IHL

(See [Who Approves What Chart](#))

The [Professional Education Council \(PEC\)](#) must approve all proposals related to teacher education courses and programs *before* Academic Council or Graduate Council review.

8. All proposals are to be submitted in hard copy and in electronic format to the appropriate Council Chair by the deadline. College deans must attach and sign one single memorandum summarizing and approving their college council's action and are required to submit the signed proposal checklist for each proposal submitted verifying it meets the standards outlined in the Guidelines for Proposals. A [template for the cover memorandum](#) is available. A dean's signature attests that the proposals have gone through the appropriate departmental and college approval processes and are completed correctly. When submitting electronic materials, please submit each proposal as a separate file saved using a title which corresponds to that proposal as it appears on the memorandum (e.g., Add PSY 123: Proposal Development). Whenever possible, electronic proposal documents should be organized by file folders (e.g., one folder for each proposal which includes the memo, course/ program proposal forms, additional attachments, syllabi. The Academic and Graduate Councils **strongly** recommend that a spokesperson of the department be present at the council meeting when a department's proposals are being considered.

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INSTRUCTIONS FOR USING THE COURSE PROPOSAL FORMS

The new [Course Proposal Forms](#) have features extended to Adobe Reader. These features allow Adobe Professional or Adobe Reader to be used to edit and save these forms. To use with either program, simply open the file, complete all sections and click 'save.' All changes to the document will remain when it is re-opened. (Click [here](#) to download latest version of Adobe Reader.)

INSTRUCTIONS FOR EACH COURSE FORM FIELD

To: Choose either the Academic Council or the Graduate Council.

- For 400/500 level courses, use two separate forms, one for the undergraduate number (Academic Council) and another for the graduate (Graduate Council).

Through: Choose the name of the college curricular council or committee that approved the proposal.

From: Choose the appropriate unit type and specify the department from which the proposal originated.

Effective Date: The semester the proposal is to take effect.

- The summer semester is considered to be at the end of the academic year (e.g., "Summer 2010-2011" meets June through August 2011).
- Departments cannot modify, inactivate, or delete a course for an upcoming semester for which registration has already begun.

Semester Credit Hours: Semester credit hours are based on contact hours.

- One credit hour = 12.5 hours (750 minutes) in the classroom

- Three credit hour = 37.5 hours (2,250 minutes) of face-to-face contact with the student, which may include exam time.
- Laboratory contact minutes are at least twice those of lecture courses per credit hour.
- Activity Course contact minutes are at least twice those of lecture courses per credit hour.
- A one-semester hour of lab is at least 25 hours in most departments.
- In the rationale section, address how the credit hour weighting for the course meets the [U.S. Department of Education definition of a Credit Hour](#). See USM [Credit Hour Policy](#).
 - Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

Course Prefix: Council(s) must first approve any new prefix. A rationale must be included in the comments section of the form to explain the need for the new prefix.

Grading Method: Select the appropriate grading method.

- 1= grades A through F (the usual method)
- 2= pass/fail
- 3= grades A through F or pass/fail

Graduate courses use the +/- grading system. Please note the usual restrictions on pass/fail courses, especially for graduate credit. (See the [Undergraduate Bulletin](#) or [Graduate Bulletin](#))

CIP Code: This code refers to the proper section and item of the [Classification of Instructional Programs \(CIP\) manual](#), published by the National Center for Educational Statistics.

Bulletin Description: The description of the course must take up no more than 264 spaces and include all prerequisites or co-requisites.

- Pre-/co-requisites should be listed first
- Every course proposal should include the current Bulletin description, whether it is being modified or not.

Abbreviated Title:

- The course title must be limited strictly to 19 spaces.
- Do not use periods in the abbreviations.
- Since the abbreviated title is the only one given in the Class Schedule Guide and on transcripts, it must be understandable to students and the public. The Councils reserve the right to request understandable course abbreviations.
- If course title is to be modified, be sure to change the abbreviated title also.

General Education Curriculum: All forms contain a line asking if the proposal affects the GEC (pertinent to undergraduate courses only). See [GEC section of the guidelines](#) for more information.

Consent required? Indicate whether students need to obtain departmental or instructor permission to register for this course.

May Students Enroll in More Than One Section within a Single Semester? Some courses, like those numbered 492 or 692, may have different sections represent distinct courses. If students can potentially enroll in more than one section of the course in a given semester, indicate "Yes."

Recommended Section Size: Please indicate preferred section size.

Can This Course be repeated: A repeatable course can be taken more than once for credit.

- A variable topic course is one example where a course can be taken repeatedly as topics vary.

- Enter a number to limit the number of times the course can be repeated or enter a “U” if the course can be taken unlimited times.

IHL Method/Mode of Instruction Code: Designate one or more codes that describe the method of instruction for the course from the [Instruction Mode Code Definitions](#). **Important:** Selecting the most appropriate code affects how the course is presented to students in SOAR and the representation of course student credit hour weighting for reporting purposes.

- Example: A new lecture course that will be offered both on campus and as an online course needs to be coded both **CF** and **CO**.

Rationale: In this section, please include your justification to add, modify, inactivate, or delete a course based upon assessment results.

- The justification must include more than a statement such as, “We studied the data and made this decision.”
- Please include numbers, statistics, and/or detail when describing the assessment results justifying course inactivation, addition or modification.
- Include a teach-out plan if inactivating courses required in active degree plans. Assessment results can include but are not limited to information generated from the following sources:
 - Program-level Assessment Reports
 - GEC Assessment Reports
 - Interviews with students, staff, and faculty about meeting a particular need
 - Curriculum committee decisions based upon overall program assessment
 - Documented poor course/program performance
 - Alumni or employer surveys stating that another course or course modification would be beneficial for the program
 - Documented inquiries (e.g. email, phone, office visit) into whether a particular course or program exists in another department
- A discussion of how the proposed changes meet the need indicated by assessment results would help council members determine the rationale for the proposed change.
- Include other information as needed, such as the rationale for a student credit hour weighting.

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NEW COURSE PROPOSALS

Proposals to add a course require additional documentation; **a draft syllabus is required**. If this course is to be required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. The second page of the [Add a Course form](#) includes text fields for the following:

1. A brief statement of the course objectives.
2. The nature of the intended student audience (e.g. major-only course, elective course, required course). Please provide justification for course level and include any prerequisites and/or level of preparation required for the course.
3. Titles and publication dates of suggested texts or required reading materials.
4. A list of the major topics and assignments.
5. Methods of testing or evaluation, including the manner of grade determination (e.g., weights attached to specific graded components).

6. If the instructional format differs from the traditional meeting schedule, please include in the rationale a statement on how this course will meet the required contact minutes. (Non-traditional format includes but is not limited to Mini Sessions, Executive Format, and Study Abroad). Provide a rationale for number of credit hours indicated on the course form based on U.S. Department of Education definition of a Credit Hour. Include both in-class time and out-of-class activities/ study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.
7. Graduate courses are to provide additional information related to research and literature. New course forms include the following question: If a graduate course, does this course provide an overview of the literature (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2) AND does this course include a research component (yes/no; if no, then explain how the program meets SACS Comprehensive Standard 3.6.2). Please see [SACSCOC Comprehensive Standard 3.6.2](#) for reference.
8. The responses to the items above must include narrative information on the course (such information can be copied from the accompanying syllabus.)

Note: For Graduate Council consideration, a 500-level course for which a co-listed 400-level course is available, the proposal must also include a copy of the 400-level syllabus.

Note: Curriculum should reflect differences in rigor across degree programs within the same major.

If the instructional format is to be an online format, please complete the [Online Course Approval Information form](#).

Proposals for new courses that require special facilities or additional faculty (or that have other special requirements, such as restricted enrollment, off-campus components, or special laboratory needs) must address each of these issues in enough detail to allow council members to make an informed decision.

Any course overlap must be justified, and evidence of cooperation between the departments, schools, or colleges in which the overlap occurs must be provided.

Academic Council New Course Intercollegiate Requirement

The Academic Council Intercollegiate Committee ensures that new courses being proposed do not duplicate existing courses, and that adequate communication occurs between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing enrollment and decreasing enrollment). To that end, the following are required for proposed course additions presented to AC if any duplicate or similar courses already exist:

- For any course change that affects another college, the chairs/directors and deans of the affected program must be notified of the proposal before the proposal is discussed in AC. A substantive, definitive response from the chairs/directors and/or deans of the programs to the AC chair and the chair of the Academic Council Intercollegiate Committee is required, stating whether the proposed change will have a significant negative effect. Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposed course is being discussed if they have concerns about course duplication. Their presence will allow time and opportunity for discussion and planning before proposed courses are approved by the AC.
- The proposer of courses similar to an existing course shall provide:
 1. Clear and substantive reasons why the proposed course is needed

2. A rationale differentiating the proposed course from existing similar courses
3. Response from the chairs/directors and deans (typically an email exchange)

COURSE INACTIVATION OR DELETION PROPOSALS

Proposals to delete or inactivate a course require the submission of a [Course Deletion or Inactivation form](#). Note if this course is required in any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

COURSE MODIFICATION PROPOSALS

Proposals to modify a course require the submission of a [Course Modification form](#). If the modification affects any degree plan, plan of study, certificate, or minor, an accompanying Degree Plan/Plan of Study modification proposal is expected. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college.

1. COURSE DESCRIPTIONS

Changes in course descriptions for existing courses in the *Bulletin* must be brought before the Academic Council and/or Graduate Council.

Modification of course descriptions that include class standing, degree GPA, ACT score and other university level criteria will be reviewed by the Councils. Submitting departments should include proposed changes in the appropriate section of the [Modify a Course form](#).

Modification of course descriptions that are limited to adding or deleting pre-requisite or co-requisite from within a college require approval at the college level only. They need not be approved by the Councils. College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR.

Modifications approved by the Councils will be forwarded to the Registrar for implementation. Colleges approving intra-college modifications should forward their paperwork to the Councils. The Chair of the Councils will announce these modifications in their Chair report. The Council will forward paperwork to the Registrar. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

2. COURSE NUMBER CHANGES

Before submitting a course number change proposal, programs should first contact the Registrar's Office to receive a list of available course numbers. Inactive courses are not listed in the bulletin, but the numbers are not available for new courses.

3. COURSE PREFIX CHANGES

When changing a course prefix, a memorandum must be attached to explain the need for the new prefix. The appropriate council must first approve new prefixes. If prefix changes are occurring on a large scale (i.e., departmental name change), attach a list of all courses.

4. METHOD/MODE OF INSTRUCTION MODIFICATION

Use the [Modify a Course form](#) to modify or add a Method/Mode of Instruction Code ([MIC](#)) for a course. Note: Online delivery of existing courses must be approved by the Councils. To request the option that an established course have online sections, a department must indicate the appropriate MIC code and use the [Online Course Information Approval form](#).

5. CREDIT HOUR CHANGES

When changing the credit hour weight for a course, provide a rationale for the change based on [U.S. Department of Education definition of a Credit Hour](#). Include both in-class time and out-of-class activities/study time. Online courses and courses taught in non-traditional formats will need to provide sufficient explanation for how the course will meet the Credit Hour definitions provided.

6. ADDITIONAL COURSE MODIFICATIONS

Additional Course Modifications include changes to CIP Code, Course Title, and Grading Method.

GENERAL EDUCATION CURRICULUM PROPOSALS (UNDERGRADUATE COURSES ONLY)

All requests for changes in the General Education Curriculum (GEC), including computer competency, writing intensive, speaking intensive, and capstone, should be addressed to the membership of the Academic Council after the college curriculum committee, the dean, and if necessary, the PEC, approve the proposals. The council chair will refer these items to the General Education Committee for review before their presentation to the full Council.

Departments should review both the rationale and the structure of the GEC ([GEC narrative](#) and [GEC Handbook](#)) before submitting a GEC course proposal.

GEC 01-05 GUIDELINES

The General Education Curriculum (GEC) of The University of Southern Mississippi is the result of a major revision that came after an intensive three-year study by the faculty. The General Education Curriculum was adopted in spring 2002 and went into effect fall 2003. The curriculum is designed to equip graduates with a broad range of knowledge and skills. Thus, while the degree program provides students depth in a given discipline, the general education curriculum should provide students with breadth among many disciplines. Another important component of the courses that comprise GEC 01-05 is that of a common experience. All students take ENG 101 and 102 (the first- year composition sequence), ENG 203 (World Literature), and HIS 101 or 102 (World Civilization) and choose from a focused list of options in science and mathematics, humanities, aesthetics, and social and behavioral sciences. In addition, courses in GEC 01-05 do not narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession. In submitting a proposal for a course within GEC 01-05, proposers should be mindful of this philosophy.

In addition to philosophical considerations, assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category) should be included in the proposal. The proposer should contact the [Chair of the General Education Curriculum Assessment Committee](#) to review the most recent Periodic Assessment Review of the category.

The GEC committee accepts submission for new courses into GEC 01-05 on a rotating schedule. New course proposals are accepted in the fall semester following completion of the periodic assessment review of the category.

GEC SCHEDULE OF ACCEPTANCE OF PROPOSALS

GEC Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
GEC 01 – Written Communication	X			X		
GEC 02 - Natural Science and Mathematics		X			X	
GEC 03 - Humanities			X			X
GEC 04 - Aesthetic Values	X			X		
GEC 05 - Social and Behavioral Sciences		X			X	

All proposals to add a course to GEC 01-05 should include a memo which states:

- a. The proposed GEC 01-05 Category
- b. A brief rationale for including this course in the GEC category

- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes
- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent [Mississippi Junior College/Community College course](#) for articulation agreements

New Courses

A department wishing to submit a new course for the GEC must complete the [New Course Proposal Form](#) and submit a memorandum and supporting documentation that addresses a-f above.

Existing Courses

A department wishing to add a course already in existence to the GEC should submit a memorandum and supporting documentation that addresses a-f above.

GEC 06-09 GUIDELINES

The University of Southern Mississippi employs a vertical, integrated general education model, in that the general education curriculum extends into upper-division courses and into a student's degree program. Specifically, students complete courses designated by their degree programs in the areas of computer competency (GEC 06), writing-intensive (GEC 07), speaking-intensive (GEC 08), and capstone (GEC 09). Proposers should include findings from the last periodic assessment review and/or the last annual review of the category in their proposal.

The GEC committee annually accepts new course submission into GEC 06-09. (See [Proposal Deadlines](#).)

All proposals to add a course to GEC 06-09 should include a memo which states:

- a. The proposed GEC 06-09 category
- b. A brief rationale for including this course in the GEC category
- c. Assessment data supporting the need for the course (e.g., student learning outcome data, survey data, findings from the Annual or Periodic Assessment Review of the GEC Category)
- d. The GEC student learning outcomes addressed in the course and a plan for assessing those outcomes

- e. A sample syllabus to include:
 - i. The content and objectives of the course
 - ii. A few examples of course requirements, teaching approaches (methods), and learning activities that relate to the appropriate general education student learning outcomes
 - iii. The extent and nature of the reading, speaking, and/or writing requirements for this course. (Note specific GEC requirements for each category in GEC Narrative.)
 - iv. The type of tests and other devices (e.g., homework, themes, papers, notebooks, recitation) that will be used to evaluate students in this course. Include weights attached to specific graded components for the purpose of student edification
- f. The equivalent [Mississippi Junior College/Community College course](#) for articulation agreements
- g. If this course is to replace an existing GEC 06-09 course, the teach-out plan for students following previous and current bulletins

New Courses

A department wishing to submit a new course for GEC 06-09 should complete the [Add a Course form](#) and submit a memorandum and supporting documentation that addresses a-g above.

Existing Courses

A department wishing to add to GEC 06-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-g above.

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PROPOSALS FOR DEGREE PROGRAMS, EMPHASIS AREAS, CERTIFICATES, AND MINORS

The addition, deletion, suspension, and modification of degree programs, emphasis areas, certificates, and minors should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action. Any addition, deletion, suspension, or modification of a Teacher Education Program must be approved by the [Professional Educational Council \(PEC\)](#) prior to submission to Academic Council or Graduate Council. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

New Degree Programs

The approval process for developing new programs requires three steps:

1. Contact the Office of the Provost for the “IHL Intent to Offer a New Degree Program Form.”
2. After receiving Provost and IHL approval to offer a new degree program, then supporting documentation listed below should be submitted to Academic or Graduate Council, and Professional Education Council, if required.
3. After receiving Council approvals, the proposal is sent to the Provost and President to be submitted to IHL for final approval.

Supporting documentation for new degree programs must include:

1. A copy of the [IHL New Degree Program Proposal form](#). (Note the emphasis name should not be included as part of the program name on any IHL form.)
2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree
3. The effective date (e.g., “Fall Semester 20xx-20xx”). (See Proposal Deadlines)
4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.
5. A data-informed rationale for the new degree program to include an evaluation of the program demand
6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
7. The Degree Plan/Plan of Study (Please use the [Degree Plan Template](#) for undergraduate courses and the [Plan of Study Template](#) for graduate courses.)
8. A copy of the [IR Programs, Emphasis Areas, Minors, or Certificates Processing Form](#)
9. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
11. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
12. If the new degree program includes online delivery of 50% or more of the courses, submit the [Online Program Proposal form](#). Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

13. If the new degree program includes online delivery of 50% or more of the courses, the IHL form [Declaration of Intent to Offer an Existing Degree Program by Distance Learning](#) must also accompany the proposal.

New Emphasis Areas, Certificates, or Minors

New emphasis areas, certificates, or minors do not require IHL approval, but do require approval of the Councils. Supporting documentation includes:

1. The official name of the program with no abbreviations. Please note the naming convention: Program (Emphasis) Degree
2. The effective date (e.g., "Fall Semester 2014-2015"). (See [Proposal Deadlines](#))
3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu)
4. A data-informed rationale for the new program to include an evaluation of the program demand
5. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
6. The Degree Plan/Plan of Study (See links to [Degree Plan Template](#) for undergraduate plans; the [Plan of Study Template](#) for Graduate plans; the [Certificate Template](#); and the [Minor Template](#))
7. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
8. The teaching site(s) where the program will be offered. **The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost:** Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
9. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships

Suspending Admission, Inactivating or Deleting Degree Programs, Emphasis Areas, Certificates, or Minors

Suspension of admission to a program includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission does not require Council approval, but should be submitted for inclusion on the council minutes following approval at the college level.

Deletion or Inactivation includes permanently removing an offering; removing the offering at a teaching location; or removing a mode of delivery. Permanently removing an offering requires IHL approval. SACSCOC notification may be necessary (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation should include:

1. The official program name. (See [IR Active Program Inventory](#))
2. The teaching site(s) where the program is currently offered.

3. For suspending admission, the date admission to the emphasis area will be suspended and an estimate of the date admission will resume.
4. For inactivating or deleting a degree program, a copy of the materials to be submitted to IHL. (Link to [IHL Delete/Suspend Program form](#). The departments should also contact the Office of the Provost.)
5. A rationale including use of assessment results.
6. A teach-out plan to include the time-frame, the process for notifying students and faculty, for providing courses to allow current students to complete their degrees, and advising students as to their options.
7. [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)

Modification of Degree Programs, Emphasis Areas, Certificates, or Minors

RELOCATION/EXPANSION OF AN EXISTING PROGRAM

Examples of relocating or expanding an existing program include expanding a program to include both campuses; moving a Gulf Coast-only program to the Hattiesburg campus or a Hattiesburg-only program to the Gulf Park campus; and expanding a Gulf Park-only program to the Keesler Air Force Base teaching site.

Important Note: The addition of any new teaching site beyond those listed here must receive prior approval of the Office of the Provost before any courses are offered: Hattiesburg, Gulf Park, Gulf Coast Research Laboratory, Gulf Coast Student Service Center, Keesler Air Force Base, Stennis Space Center. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

Supporting documentation for relocating/expanding an existing program includes:

1. the [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)
2. A data-informed rationale for the new program to include an evaluation of the program demand and current assessment results
3. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
4. A discussion on proposed timing, frequency, and mode of curriculum offerings at the new site

OFFERING AN EXISTING PROGRAM BY DISTANCE LEARNING

If the modification of an existing program includes moving at least 50% of the program online, the [Online Program Proposal form](#) is submitted. Fifty percent of a program is defined as the availability of 50% or more of the program-specific/major requirements in an online format, including those required courses that are only offered online by other departments. (See [Eagle Learning Online Policies and Procedures](#))

In addition to the forms required for the Academic and/or Graduate Councils, the IHL form [Declaration of Intent to Offer a Degree Program by Distance Learning](#) must also be prepared and accompany the proposal.

PROGRAM REQUIREMENTS AND PROGRESSION POLICY MODIFICATIONS

Modification of program requirements (including admission requirements) and progression policy require Council approval. These types of policies are typically found in the department's narrative section of the bulletin.

RENAMING OR CONSOLIDATING

Proposals to rename or consolidate degree programs require Council and IHL approval. Proposals to rename or consolidate emphasis areas, certificates, or minors require Council approval.

DEGREE PLAN/PLAN OF STUDY MODIFICATIONS

The Academic Council and/or Graduate Council must approve modifications to any Degree Plans/Plans of Study.

1. Supporting documentation must include:

- a. A memo which states a rationale for the changes
- b. The revised Degree Plan/Plan of Study (current Degree Plan/Plan of Study presented with red font markup edits clearly illustrating the proposed changes); include a confirmation of the total number of hours and indicate any changes in total degree hour requirements.
 - i. Undergraduate Degree Plans are found in the current online Undergraduate Bulletin on the Registrar's website. Click the "Print Friendly Page" icon at the top of the degree plan.
 - ii. Graduate Plans of Study are found on the Graduate School website.
- c. Corresponding edits to the Undergraduate Semester Guide found in the Undergraduate Bulletin and the program's Articulation Plan found on the IE Info Center
- d. Effective date (Undergraduate Degree Plan changes occur once a year to coincide with bulletin publication; normally, Graduate Plan of Study changes occur once a year to coincide with bulletin publication.) For changes to be reflected in the next year's Undergraduate Bulletin, a proposal must be approved prior to or during the February meeting. For changes to be reflected in the next year's Graduate Bulletin, a proposal must be approved prior to or during the April meeting.

2. Adequate communication must occur between colleges if any proposed changes in courses are made in one college that will affect another college (i.e., increasing/ decreasing enrollment). For any Degree Plan/Plan of Study change that affects another department or college:

- a. The chairs/directors and deans of the affected program must be notified of the proposal (submit email or other correspondence)
- b. A substantive, definitive response from the chairs/directors and/or deans of the program is required as supporting documentation, stating whether the proposed change will have a significant negative effect (submit email or other correspondence).

Chairs/directors and deans from the affected programs are encouraged to attend the AC meetings on the date the proposal is being discussed.

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PROPOSALS FOR OFFERING A PROGRAM OR COURSES AT ANY LOCATION BEYOND THOSE LISTED HERE: HATTIESBURG, GULF PARK, GULF COAST RESEARCH LABORATORY, ~~KEESLER AIR FORCE BASE~~, ~~MAGNOLIA SPEECH SCHOOL~~, STENNIS SPACE CENTER.

SACSCOC defines a substantive change as “a significant modification or expansion of the nature and scope of an accredited institution.” The most common Substantive Changes at USM include:

- Initiating an off-campus (additional) site (site-based/classroom group instruction)
- Moving an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students.

Link to [USM Substantive Change Policy](#)

(Checklist to be developed)

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ESTABLISHING **OR TERMINATING** A COLLABORATIVE, DUAL, JOINT, OR ARTICULATION AGREEMENT/PARTNERSHIP WITH AN OUTSIDE INSTITUTION

The national priority to sharply increase the percentage of Americans holding undergraduate degrees has resulted in a number of creative educational pathways to facilitate accomplishment of that goal. Examples of educational pathways include two-plus-two arrangements, dual admissions, consortia arrangements, degree completion arrangements, state-wide articulation arrangements, credit for work experience arrangements, diploma and certificate credits being converted into degree credits, and the like. Additionally, various “applied” undergraduate degrees are proliferating to meet the needs of career-minded students wishing to enter the work force directly after graduation. These educational pathways must be reviewed and approved by council to ensure quality and integrity and compliance with SACSCOC policy.

Proposals to initiate **or terminate** a collaborative, dual, joint, or articulation agreement/partnership with an outside institution should be presented to council in the form of a memo and should include the agreement and the [Office of the Provost Contract/Consortia Agreement Review Form](#) to include the Renewal Date and signatures of the Director, Dean, and General Counsel **if necessary**. To ensure periodic evaluation of the agreement against the mission of the institution, the Provost will determine if additional council review is necessary at the time of renewal.

Link to SACSCOC Policies:

[THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES](#)

[AGREEMENTS INVOLVING JOINT AND DUAL ACADEMIC AWARDS](#)

(Checklist to be developed)

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ESTABLISHING OR MODIFYING ACADEMIC POLICIES

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through the Undergraduate and Graduate Bulletins. Any additions to or revisions of academic policies must be approved by the Academic or Graduate Councils and the Provost prior to being published in the bulletin.

Proposals for academic policies can be initiated at the following levels: departments, colleges, various standing committees, special ad-hoc committees, student government, university Organizational Chart administrative units, Office of the Provost, Graduate School, Executive Cabinet, Academic Council, or Graduate Council.

Proposals initiated at the department or college level must be approved by college council and Professional Educational Council (if applicable) prior to submission to Academic or Graduate Council. Proposals initiated at other levels may submit proposals directly to Academic or Graduate Council. The council chairs will determine if additional approvals are necessary prior to council acceptance of the proposal. The Academic Standards Committee of the Academic Council reviews and recommends approval of new or revised policies and procedures affecting undergraduate education. The Policies and Procedures Committee of the Graduate Council reviews and recommends approval of new or revised policies and procedures for graduate study.

Academic Policy Proposals should be submitted in the form of a memo with all approval levels clearly identified and signed. Proposals should include a rationale, the proposed implementation date, and documentation to support the policy adheres to good educational practice. Policy revisions should include the current bulletin wording with the proposed edits clearly marked.

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PROPOSALS FOR ACADEMIC UNITS

Modifications to units include renaming, reorganizing, deleting, and adding new degree-granting units. Council and IHL approval is required for renaming, reorganizing, and deleting degree-granting units. Proposals to add a new unit are presented to Councils for information and response; Provost, President and IHL approval are necessary. The addition, deletion, renaming, or consolidation of academic units should be handled through a memorandum and supporting documentation to the members of the proper council(s), explaining in as much detail as necessary the reasons for, and nature of the action.

Academic Unit proposals should include:

- a. The official unit name
- b. A rationale to include use of assessment results and, if applicable, discussion between colleges and campuses/teaching sites
- c. The effective date (See Proposal Deadlines)
- d. The appropriate IHL form:
 - o [New Academic Unit Proposal](#)
 - o [Modifications to Existing Academic Unit Proposal \(Renaming\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Reorganization\)](#)
 - o [Modifications to Existing Academic Unit Proposal \(Deletion\)](#)

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AWARENESS

Advertising, Student Recruitment, and Representation of Accredited Status - All publications should represent the official degree names and approved offerings of the university. Official degree names and offerings are posted in the Active Program Inventory found on the Institutional Research webpage. Accredited programs must accurately portray their accreditation status. Programs are not accredited by SACSCOC.

Homemade Degree Plans and Articulation Agreements – department web sites should link to the official degree plan and semester guide in the bulletin and the official articulation plan. Homemade degree plans and articulation plans are not to be posted. Note the verbiage “2+2” is outdated and should not be used.

Major Revisions to Degree Plans – departments planning major revisions to degree plans should first contact the Council Chairs and Institutional Effectiveness if an undergraduate degree and the Dean of Graduate School if a graduate degree. Proposals for major revisions to undergraduate degrees should be submitted in the fall semester to allow for sufficient time for council evaluation.

STATE AUTHORIZATIONS:

REASONS TO AUTHORIZE: If two of the following occur, we must become authorized through a complex and costly process in each state in which presence is triggered:

- o If we provide distance education (online delivery AND/OR Have students in the other state engaged in internships, field experiences, practica, clinicals, and/or externships) **or**
- o If we receive Title IV funds under On the Ground Rule [34 C.F.R. § 600.9\(a\) and \(b\)](#); AND
- o If we trigger physical presence based on the state definition.

Unless we belong to a state reciprocity agreement that includes Mississippi and the state in question.

RECIPROCITY AGREEMENT MEMBERSHIPS:

- SECRRA (SREB's Electronic Campus Regional Reciprocity Agreement), which expires 7/2017 and we cannot use if we trigger physical presence;
- NC-SARA (National Council for State Authorization Reciprocity Agreements), which currently includes 36 states

TO REMAIN IN COMPLIANCE WITH SARA AND AVOID ADDITIONAL, INDIVIDUAL STATE AUTHORIZATION, WE NEED TO AVOID THE FOLLOWING:

- Physical location: providing space for instruction/non-instruction to staff; creating mailing/phone number in state; establishing a physical location/admin office at which info for enrollment or support services are provided by/on behalf of institution; or
- In-state meetings: more than twice per full-term for more than six hours OR offering short course for more than 20 contact hours
- Instructional Experiences: No more than 10 students at any one *site/address* per program

We must also have transparency related to licensure- disclose that we only have approval for online programs through MS licensing agency and tell students that they must examine their state statutes.

NON-SARA States (*Those in yellow are not on track to become SARA states. Others are on track to become SARA states by end of 2017.*)

California (only cares about Property in State)	Connecticut	Delaware (SECRRA State)/ all others must authorize if DE students	District of Columbia	Florida
Hawaii	Kentucky	Massachusetts	New Jersey	New York
North Carolina	Pennsylvania	South Carolina	Utah (have exemption as public institution)	Wisconsin (must authorize if teaching WI students online)

6 POTENTIAL PHYSICAL PRESENCE TRIGGERS vary by state definitions unless state requires authorization regardless of physical presence (i.e. DE and WI) – see particular states in which the action is a trigger referenced in parentheses below:

1. **ADVERTISING** in Local media targeting residents of state (including using Facebook with zip codes) (DC, PA, SC) or in national media (DC)
2. **EMPLOYMENT IN ANOTHER STATE:**
 - o *Full-time or adjunct faculty who teach via distance education to students within the other state (DC), who teach via distance education solely to students outside of the state (DC);*
KY-Less than 1% of our total faculty resides in KY per 13 KAR 1:020 Section 2.2c or we certify that the faculty members residing in KY do not teach Kentucky students.
 - o *Mentors, tutors, or preceptors in one state aiding residents of other state on an individual basis (DC, MA, NC, PA).*
3. **INSTRUCTIONAL EXPERIENCES:**
 - o Hosting of conference for credit (DC, FL, MA, NC, PA, SC);
 - o Permitting (for credit):
 - Experience found by university (DC, FL, NC, NJ, NY) ;or
 - Experience found by student (DC, NC).

Only the situations indicated below trigger physical presence:
 DC- more than 25% of degree requirements conducted in DC
 FL-medical clerkships.
 NJ conducting group sessions involved or supervisor of experience is in state and is a USM employee.
 NC-experiences such as field experiences, clinicals and student teaching.
 NY-placing student in clinical internship related to licensed professions (such as nursing, mental health counseling).
4. **PROPERTY IN STATE:**
 - o *Using property for instruction (CA, CT, DC, HI, KY, MA, NJ, NY, PA, SC) ;*
 - o *Using property for administration/recruiting (CA, CT, DC, HI, KY, MA, NJ, NY, PA, SC);*
 - o *Maintaining an in-state address or phone number (CA, CT, DC, HI, KY, MA, NJ, NY, PA, SC);*
 - o *Housing only computer servers or other equipment at physical location in state (NC, PA).*
5. **RECRUITING:**
 - o Occasional, consistent, on-the-ground recruiting (CT, DC, FL**, KY, MA, NC, PA, SC); and
 - o Occasional recruiting (DC, FL, KY, MA)
 FL-Do not take applications and application fees.
 AL-no recruiting until USM becomes a SARA state.
 NC-unsolicited telephone calls constitute recruitment
6. **THIRD PARTY AGREEMENTS:**
 - o *An in-state institution or entity to provide services for student such as a library or gym (CT, DC, MA, NC);*
 - o *Requiring a student to take a proctored exam at a location/with an entity in the state prescribed by institution (NC, PA); or*
 - o *Requiring a student to take a proctored exam with an entity in state chosen by student but approved by institution.*
KY- also considers having an articulation agreement with KY licensed college/state-supported institution.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

COLLEGE OF ARTS AND LETTERS/Interdisciplinary Studies
118 College Drive #9660| Hattiesburg, MS 39406-0001
Phone: 601.266.4317 / fax: 601.266.6541 /Email: bis@usm.edu

To: Academic Council, through College Council
From: Marek Steedman, Chair
Interdisciplinary Studies
Date: 11/24/15 (revised 1/28/16)
RE: Disability Concentration

Although concentrations do not formally require approval, the Department of Interdisciplinary Studies is sending new 36-hour concentrations through the Councils as informational items. Consistent with this practice, please find attached a proposed 36-hour Disability Concentration. The proposal has been developed by faculty and staff from a wide range units at the University, including the Director of the Institute for Disability Studies, and was approved by the faculty of the Department, October 30th, 2015. The concentration will only be available to majors in the Bachelor of Interdisciplinary Studies.

The strategy of the Bachelor of Interdisciplinary Studies program is to develop some set-menu 36-hour concentrations to structure plans of study for students selecting this option in the Bulletin. We seek to combine intellectual integrity and rigor while providing options that go beyond the existing majors and minors available at the University. We anticipate being able to offer about four of these concentrations at any one time. The concentrations will be assessed through the regular program assessment mechanisms, and those that are not successful will be removed and replaced. Each concentration is vetted with faculty and chairs in affected programs, and must be approved by the IDS faculty before notification to the Councils.

The goal of the present Disability Concentration is to introduce students to the social, cultural, and institutional systems that both shape the experience of, and provide services to, persons with disabilities, and their support networks, at all stages of life; and to provide students with the skills to understand disability as one dimension of social diversity. Students will take 6 hours of required courses before selecting one of three 18-hour 'tracks.' The concentration is completed with 12 additional hours of electives, as well as the 13 hours of interdisciplinary coursework required of all majors.

Attached please find the proposed concentration as well as email correspondence with chairs and faculty in affected programs.

As part of this concentration proposal the Department proposes one new course in the area of Disability:

- IDS 151: Disability and Society

This course has been developed by the Disability Concentration working group, in consultation with the Director of the Institute for Disability Studies. It provides one required introductory course in the academic field of disability studies.

Attached please find the appropriate add forms, checklists, and syllabus.

Disability Concentration working group members:

Beth Bryant (Institute for Disability Studies), Emily Stanback (English), Hollie G Filce (Special Education), Alisa Lowrey (Special Education), Jerry Alliston (Institute for Disability Studies), Audra I Classen (Special Education), Frederick Green (KIN), Suzanne Hebert (ODA), Amy Miller (Sociology), Susan Bourland (McNair), Larry Sparkman (Luckyday), Kathryn Anthony (Communication Studies), Lissa Stapleton (Educational Studies and Research).



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

Political Science, International Development and International Affairs
118 College Drive #5108 | Hattiesburg, MS 39406-0001
Phone: 601.266.4310 | Fax: 601.266.4172 | www.usm.edu/polisci

To: Academic Council, through College Council
From: Edward Sayre, Chair of Political Science
Date: 1/28/2016
RE: Placement of Center for Human Rights

The Department of Political Science, International Development and International Affairs would like to propose adding the Center for Human Rights to be included in the Bulletin description of the Department.

Recognizing the desire of the Department of Interdisciplinary Studies, as laid out by Dr. Steedman in his memorandum to Academic Council dated October 28, 2015 (and approved at the November 30th, 2015 AC meeting) and attached hereto; the Department of Political Science, International Development and International Affairs requests that the Center for Human Rights be listed in the Bulletin description of the Department.

The creation of the Center for Human Rights was led by the faculty of the Department and has been administered, maintained and assessed by the Department for much of its existence. The Department also administers, maintains and assesses the Human Rights minor. The Department believes that placing both the minor and the Center under the same Department listing will clarify the ambiguities referred to by Dr. Steedman in the above-mentioned memo.

Please also refer to the email from David Cochran, who has been sharing administrative duties with Tim Rehner for the Center. They are in agreement with placing the Center in the Department of Political Science.

039MEMORANDUM

To: College of Arts and Letters (CoAL) Undergraduate Programs Committee and
College of Business (CoB) Undergraduate Programs and Assessment Committee

From: Brigitte Burgess, Associate Professor, Department of Marketing and Merchandising,
Associate Dean, CoB
John Warrick, Associate Professor and Chair, Department of Theatre, CoAL

CC: Faye W. Gilbert, Dean of CoB
Maureen Ryan, Interim Dean of CoAL

RE: Proposal of Apparel Construction and Design Certificate (ACDC)

Over the past several years merchandising students have expressed increasing demand for the proposed content and Merchandising faculty have observed increasing inquiries regarding apparel design courses from high school students at recruiting events. Addition of these skill sets to Merchandising students will better prepare those who wish to become designers, there are those who need to know the basics of construction and design to effectively interact with textiles, apparel, and design professionals.

Simultaneously, Costume Design students have expressed a desire to learn about textiles to help them become better costume designers. As a result, students in Merchandising have been taking electives in Theatre and vice versa. This crossover sparked a relationship between the programs resulting in an informal agreement to encourage interested students to enroll in courses in the other's department. Merchandising students typically take THE 201 (Introduction to Costume), and THE 201L (Costume Laboratory) while Theatre students take MER 330 (Textile Industrial Complex).

As student interest and demand increases, Merchandising and Theatre faculty began discussing other courses from which students will benefit, however, adding electives does not allow the students to formally declare the value added to their degree by doing so. After exploring options, both departments agreed to create a certificate that will allow students to continue taking courses across departments, but do so in a formalized way that will be recognized in their transcript. Based upon discussions with the Provost's Office, we believe that this is the first certificate to cross Colleges, and based on faculty research, is the first such option to combine merchandising and theater in the United States. The proposed name is Apparel Construction and Design Certificate (ACDC).

In the past couple of years, approximately four students have taken courses across both disciplines per year. We anticipate this number to grow to approximately ten students per year once the certificate is in place and is marketed to students. We request the certificate be available on the Hattiesburg campus in the Fall of 2016. Doing so will require no

additional personnel or resources. The course requirements are outlined in the Table below, and vary depending on the student's declared major.

Learning Objectives:

Students who successfully complete the ACDC will be able to:

1. Students will demonstrate an understanding of the principles of design and construction.

Related Measure:

Students are assigned project(s) designed to exhibit their understanding of the principle of design and construction.

Source of Evidence: Project, either individual or group.

2. Students will demonstrate that they have acquired technical skills to produce design/product.

Related Measure:

Students are assigned project(s) at the end of or throughout semester that is/are designed to display their skills to produce design/product.

Source of Evidence: Project, either individual or group.

Requirements:

1. All current USM students are eligible for admission into the ACDC. However, those who are not currently enrolled at USM, must be considered for admission to the program by submitting the following:
 - A. Application for undergraduate admissions
 - B. \$35 nonrefundable application fee
 - C. Official transcript from last school attended or GED certificate.

Note: Students enrolled in certificate programs at The University of Southern Mississippi wishing to seek an undergraduate degree must meet full admission requirements.

2. Degree Plan for Merchandising, Theatre and other students
To receive this certificate, student will required having a total of 12-13 out of 24 available credit hours:

Table. Required Courses for Apparel Construction and Design Certificate Determined by Major

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required: THE 201 – Introduction to Costume (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)
THE 401 – Costume Design (3 hours)	MER 335 – History of Apparel (3 hours)	THE 201 – Introduction to Costume (3 hours)
THE 441 – Costume Technology Studio (3 hours)	MER 437 – Apparel Product Development (3 hours)	Select Two: MER 332 - Societal Influences on Consumer Behavior (3 hours)
THE 460 – Advanced Costume Design (3 hours)		MER 335 – History of Apparel (3 hours)
		MER 437 – Apparel Product Development (3 hours)
		THE 401 – Costume Design (3 hours)
		THE 441 – Costume Technology Studio(3 hours)
		THE 460 – Advanced Costume Design (3 hours)

Apparel Construction and Design Certificate

Housing of the Certificate in the Bulletin:

- College of Business

Contact Person:

- Brigitte Burgess

The IR program Inventory:

- Merchandising - 52.1902
- Theater - 50.0501

Certificate Degree Plan Narrative for the Bulletin:

This certificate provides students with the education needed to begin a career in a field related to apparel design. The Apparel Construction and Design Certificate (ACDC) is open to *all* majors and members of the community that have an interest in developing their apparel construction and design skills. For admission to the certificate program for applicants who are not currently enrolled at USM, the following must be submitted:

- A. Application for undergraduate admissions
- B. \$35 nonrefundable application fee
- C. Official transcript from last school attended or GED certificate.

Please note that students who enroll in certificate programs at The University of Southern Mississippi and later wish to seek an undergraduate degree must meet full admission requirements.

Degree Plan for Merchandising, Theatre and other students

To receive this certificate, students will be required to have a total of 12-13 out of 24 available credit hours:

Merchandising Student Requirements	Theatre Student Requirements	Other Student Requirements
Required: THE 201 – Introduction to Costume (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)	Required: MER 330 – Textile Industrial Complex (3 hours)
THE 201L – Costume Laboratory (1 Hour)	MER 332 - Societal Influences on Consumer Behavior (3 hours)	THE 201L – Costume Laboratory (1 Hour)

THE 401 – Costume
Design (3 hours)

MER 335 – History of
Apparel (3 hours)

THE 201 – Introduction to
Costume (3 hours)

THE 441 – Costume
Technology Studio (3
hours)

MER 437 – Apparel
Product Development (3
hours)

Select Two:

MER 332 - Societal
Influences on Consumer
Behavior (3 hours)

MER 335 – History of
Apparel (3 hours)

MER 437 – Apparel
Product Development (3
hours)

THE 401 – Costume
Design (3 hours)

THE 441 – Costume
Technology Studio(3
hours)

THE 460 – Advanced
Costume Design (3 hours)



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

OFFICE OF THE UNIVERSITY REGISTRAR

118 College Drive # 5006 | Hattiesburg, MS 39406-0001

Phone: 601.266.5006 | Fax: 601.266.5816 | www.usm.edu/registrar

To: Academic Council
From: Greg Pierce, University Registrar
Re: Academic Restart Policy

The Registrar's Office is proposing adding the following requirements to the Academic Restart Policy:

"Student must petition for Academic Restart within their first semester of readmission to Southern Miss, following 24 consecutive months of non-enrollment at any post-secondary institution."

Academic Council Minutes
The University of Southern Mississippi
April 4, 2016

The Academic Council met at 3:00 p.m. on April 4, 2016, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Mac Alford, Dr. Sam Bruton, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Dr. Sungwook Lee, Ms. Kelly Lester, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Emily Yowell for Dr. Jon Beedle, Dr. Stephen Oshrin for Dr. Rick Green, Dr. Elizabeth Tinnon for Dr. Kathleen Masters and Dr. Denis Wiesenburg for Ms. Claire Hamilton.

The following non-voting members were present: Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Kathy Yadrick for Dr. Mike Forster, Dr. Diane Fisher for Dr. Ann Blackwell, Ms. Courtney Day and Dr. Bill Powell.

The following guests were present: Ms. Linda Bass, Ms. LeAnne Cadigan, Dr. Cynthia Gaudet, Dr. Gary Krebs, Ms. Kathryn Lowery, Dr. Chris Miles, Ms. Deidra Minor, Ms. Dawn Porter, Dr. Tim Rehner and Ms. Delories Williams.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda with the following amendments for approval:

- Remove item 4.2.1.1 School of Music item (modify MUS 301)

Dr. Bruton moved and Dr. Iglesias seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the March 7, 2016 minutes for approval. Dr. Wiesenburg moved and Dr. Oshrin seconded a motion to approve the March 7, 2016 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

No old course proposals.

4.2 New Proposal Business

4.2.1 College of Arts and Letters

No proposals.

4.2.2 College of Business

No proposals.

4.2.3 College of Education and Psychology

Department of Curriculum, Instruction, and Special Education

Dr. Steedman presented the request to modify CIS 302 and CIS 313. Dr. Oshrin moved and Dr. Smith seconded a motion to approve the modifications of CIS 302 and CIS 313. The motion passed.

Dr. Steedman presented the request to add CIS 303. Dr. Iglesias moved and Dr. Hayden seconded a motion to approve the addition of CIS 303. The motion passed.

Department of Psychology

Dr. Steedman presented the request to modify PSY 251. Ms. Lester moved and Dr. Lee seconded a motion to approve the modification of PSY 251. The motion passed.

4.2.4 College of Health

School of Kinesiology

Dr. Steedman presented the request to modify the location of the Sport Coaching Education program at Gulf Park. Dr. Bruton moved and Dr. Smith seconded a motion to approve the modification of the location of the Sport Coaching Education program at Gulf Park. The motion passed.

School of Social Work

Dr. Steedman presented the request to add SWK 202. Dr. Yowell moved and Dr. Oshrin seconded a motion to approve the addition of SWK 202. The motion passed.

4.2.5 College of Nursing

No proposals.

4.2.6 College of Science and Technology

Department of Human Capital Development

Dr. Steedman presented the request to move the Applied Technology B.S. program from the College of Science and Technology Dean's Office to the Department of Human Capital Development. Dr. Oshrin moved and Dr. Iglesias seconded a motion to move the Applied Technology B.S. program from the College of Science and Technology Dean's Office to the Department of Human Capital Development. The motion passed.

5.0 Old Business

No old business.

6.0 New Business

No new business.

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported The Department of Foreign Languages and Literatures modified the prerequisites to FRE 442 and FRE 445 to allow any 300 level French course as a prerequisite and the Department of Nutrition and Food Systems removed the co-requisite NFS 463 from NFS 463L.

7.2 Chair-Elect Report – Ms. Kelly Lester

No report.

- 7.3 Secretary Report-Ms. Linda Ginn
No report.
- 7.4 Standing Committees
- 7.4.1 Academic Standards – Dr. Bridget Hayden
Dr. Hayden reported the Academic Standards Committee did not support the proposal to change how USM calculates students’ GPAs. It was felt that the ends (if desired), could be accomplished more directly with a change to the probation policy without risking unintended consequences in other contexts where the GPA is used, for example in determining class standing.
- 7.4.2 Bylaws – Dr. Georgianna Martin
No report.
- 7.4.3 Elections – Dr. Mac Alford
No report.
- 7.4.4 General Education – Dr. Emily Yowell
No report.
- 7.4.5 Intercollegiate – Dr. Heath Grames
No report.
- 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
No report.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
No report.
- 8.0 Adjourn
Dr. Steedman adjourned the meeting at 4:46 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY

April 4, 2016

College of Arts and Letters

Department of Foreign Languages and Literatures

Modify:	FRE 442	<u>Survey of French Literature.</u>
To:	FRE 442	<u>Survey of French Literature.</u> Course description (change prerequisite). Effective spring 2017.
Modify:	FRE 445	<u>Topics in French Literature.</u>
To:	FRE 445	<u>Topics in French Literature.</u> Course description (change prerequisite). Effective spring 2017.

College of Education and Psychology

Department of Curriculum, Instruction and Special Education

Modify:	CIS 302	<u>Classroom Management.</u>
To:	CIS 302	<u>Classroom Management for Secondary Environments.</u> Course description. Effective spring 2017.
Modify:	CIS 410	<u>Principles of Teaching High School.</u>
To:	CIS 410	<u>Principles of Teaching High School.</u> Course description. Effective spring 2017.
Add:	CIS 303	<u>Classroom Management for K-12 Environments.</u> 3 hours. Effective spring 2017.

Department of Psychology

Modify:	PSY 251	<u>Careers in Psychology.</u> Face to face format.
To:	PSY 251	<u>Careers in Psychology.</u> Face to face and online correspondence format. Effective spring 2017.

College of Health

School of Kinesiology

Modify: Sport Coaching Education BS degree plan.
Remove program from the Gulf Park location.
Effective summer 2017. (see attached)

Department of Nutrition and Food Systems

Modify: NFS 463L Community Nutrition Lab.
To: NFS 463L Community Nutrition Lab.
Course description (change prerequisite).
Effective spring 2017.

School of Social Work

Add: SWK 202 Professional Social Work Communications I.
3 hours. Effective spring 2017.

College of Science and Technology

Department of Human Capital Development

Modify: Applied Technology BS degree plan.
Move the program from the Dean's Office to the Department of
Human Capital Development. (see attached).
Effective fall 2016.

**Academic Program, Emphasis Area, Minor or Certificate
Processing Form**

Please complete this form to process teaching locations of approved programs, emphasis areas, minors or certificates. Return the form with signatures to **Institutional Research, Box 5167**. Academic/Graduate Council should have been notified of the changes requested below.

The designated location of an academic program or emphasis area is based on the teaching site where students can earn 50% or more of their degree. All departments must conduct assessments by site if students can earn 50% or more of their degree at a teaching site. Establishment of new teaching sites must be approved by the Provost. In addition, the Office of the Provost **must** be informed of any course offering at locations that are not recognized teaching sites.

Date: 4/4/2016

Department Name: Kinesiology

Contact Person: Gary Krebs

Email: gary.krebs@usm.edu

Have the changes requested below been submitted to Academic/Graduate Council? Yes No

Program (Emphasis)

Minor

Certificate

Title AND Degree: Sport Coaching Education B.S. on Gulf Coast **CIP Code (6 digits):** 13.1314

For Certificates: # Hours for Completion: 124 **Cert. Level:** UGRD GRAD Post-Baccalaureate GRAD Post-Masters

Offer the Program, Emphasis Area, Minor or Certificate at the checked locations listed below (check ALL the locations where the program/emphasis/minor/certificate listed above will NOW be offered):

Hattiesburg Gulf Park 100% Gulf Park (50-99%) GCRL Stennis
 Online 100% Online (51-99%) Meridian Jackson, MS Keesler

Is the program/emphasis/minor/certificate a NCATE major? Yes No

If Online 100% is checked, are all courses available online at this time? Yes No

Inactivate/Suspend the Program/ Emphasis Area/ Minor/Certificate listed above at Gulf Park **ALL** locations:

Last semester student can be admitted (e.g. Fall 2014): ___ Fall 2015

Additional Instructions/Comments: Resulting from periodic budgetary cutbacks and dwindling resources, the Sport Coaching Education BS program at Gulf Park has been found to be non-compliant in meeting Comprehensive Standard 3.5.4 - At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate or the equivalent of the terminal degree. (Terminal degrees of faculty).

Signatures for Approval

Chair/Director: 

Date: 4/4/16

Dean: 

Date: 4/4/16



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

School of Kinesiology

118 College Drive #5142 | Hattiesburg, MS 39406-0001
Phone: 601.266.5364 | Fax: 601.266.4445 | scott.piland@usm.edu

Date: February 12th, 2016
To: Dr. William Powell, Associate Provost
Through: Dr. Michael Forster, Dean of the College of Health
From: Dr. Scott Piland, Director School of Kinesiology
Subject: Teach-Out Plan for Sport Coaching Education BS program at Gulf Park

Resulting from periodic budgetary cutbacks and dwindling resources, the Sport Coaching Education BS program at Gulf Park has been found to be non-compliant in meeting Comprehensive Standard 3.5.4 - At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate or the equivalent of the terminal degree. (Terminal degrees of faculty). The School of Kinesiology has formulated a plan that has immediately brought this program back into compliance. However, it has been realized that due to a combination of factors (recent resignation of only dedicated faculty member, consistently low and stagnant enrollment numbers), the long-term maintenance of compliance is not achievable. Therefore, it has been decided that the Sport Coaching Education BS program at Gulf Park will be permanently closed. The Sport Coaching Education program on the Hattiesburg Campus will remain open and will continue to serve all Southern Miss students who maintain an interest in this area of study.

The final semester for students to complete their SCE BS degree at the Gulf Park campus will be spring 2017. To achieve this, the following actions have been taken or are underway:

- Enrollment into this program has been suspended effective January 1, 2016.
 - o Advising staff, Admission Office for both campuses were informed via e-mail and telephone.
- Declared majors are currently being contacted individually by the School of Kinesiology and advised of the closure.
 - o Each student met individually with a member of the School of Kinesiology Student Success Center.
- Each current major will receive course sequence (see appendix A) which will provide them a pathway to successful degree completion.
- Current majors, provided the student stays in the provided sequence, will be able to graduate within the scope of their original degree plans.

- Current majors, provided the student stays in the provided sequence, will incur no additional cost to their degree or experience any disruptions to their degree progress.
- Due to the dual-campus nature of the SCE degree program, opportunities are provided for students, if they fall out of sequence (grades, etc.) to complete the degree on the Hattiesburg campus or Online or via Interactive Video.
- To assure compliance to Comprehensive Standard 3.5.4, the teach-out sequence has been arranged to provide well above 25% of the courses to be delivered by terminally prepared faculty.
- The single faculty member who was charged with on-site supervision of the Gulf Park program resigned in January 2016. Allocated resources will go to support a one-year Visiting Instructor to teach on the Gulf-Park campus.

There are currently 22 majors declaring Sport Coaching Education at the Gulf Park campus. Eight students are currently on-track to complete their degree at the end of spring 2016. Six students are scheduled to complete at the end of the fall 2016 semester. An additional eight students will, if provided course sequence is maintained, graduate in the spring of 2017. This will effectively bring a close to this program.

Appendix A: Teach-Out course progression

Spring 2016	Course Title	Delivery	Term. Degree	Hours	Est. Enrollment
KIN 109	First Aid	Face-to-Face	NO	2	6
KIN 306	Sport Pedagogy	Face-to-Face	Yes	3	3
KIN 409	Sport Psychology	IVN	Yes	3	3
KIN 423	Biomechanics	Face-to-Face	Yes	3	10
KIN 423L	Biomechanics Lab	Face-to-Face	Yes	1	8
KIN 429	Coaching Baseball	Face-to-Face	Yes	3	1
KIN 468	Sport Law	Face-to-Face	Yes	3	4
KIN 470	Strength & Conditioning	Face-to-Face	No	3	7
KIN 474	Senior Capstone	Face-to-Face	NO	3	14
KIN 419	Coaching Practicum	Online	Yes	3	13
Fall 2016					
KIN 301	Kinesiology	IVN	Yes	3	6
KIN 351	Inclusive Sport/Diverse Society	IVN	Yes	3	5
KIN 370	Prevention & Care of Injuries	Face-to-Face	No	3	6
KIN 377	Social Issues in Sport Coaching	IVN	Yes	3	2
KIN 405	Governing Agencies	Online	No	3	3
KIN 419	Coaching Practicum	Online	Yes	3	6
KIN ??? (TBD)	Coaching Methods	Face-to-Face	TBD	3	8
KIN ??? (TBD)	Coaching Methods	Face-to-Face	TBD	3	3
Spring 2017					
KIN 419	Coaching Practicum	Online	Yes	3	2
KIN 423	Biomechanics	Face-to-Face	Yes	3	6
KIN 423L	Biomechanics Lab	Face-to-Face	Yes	3	6
KIN 474	Senior Capstone	IVN???	Yes	3	4
KIN 470	Strength & Conditioning	Face-to-Face	TBD	3	6
KIN ??? (TBD)	Coaching Methods	Face-to-Face	TBD	3	2

**Appendix 9c: Modifications to Existing Degree Program Proposal
(Suspension or Deletion)
(Submit Appendix 9c in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi		
Date of Implementation:	Number of Students Presently Enrolled:	Number of Faculty Affected:
January 1, 2016	22	1
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:		Six Digit CIP Code:
Sport Coaching Education B.S.		13.1314
Degree(s) Awarded:	Credit Hour Requirements:	
16	124	
List any institutions within the state offering similar programs:		
None		
Responsible Academic Unit(s):	Institutional Contact:	
School of Kinesiology	Dr. Scott Piland	
Reason for Request:		
<p>Resulting from periodic budgetary cutbacks and dwindling resources, the Sport Coaching Education BS program at Gulf Park has been found to be non-compliant in meeting Comprehensive Standard 3.5.4 - At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate or the equivalent of the terminal degree. (Terminal degrees of faculty). The School of Kinesiology has formulated a plan that has immediately brought this program back into compliance. However, it has been realized that due to a combination of factors (recent resignation of only dedicated faculty member, consistently low and stagnant enrollment numbers), the long-term maintenance of compliance is not achievable. Therefore, it has been decided that the Sport Coaching Education BS program at Gulf Park will be permanently closed.</p>		
Effect on Institutional Role and Mission:		
<p>The Sport Coaching Education program on the Hattiesburg Campus will remain open and will continue to serve all Southern Miss students who maintain an interest in this area of study.</p>		

Chief Academic Officer Signature

Date

Institutional Executive Officer Signature

Date

**Appendix 13b: Modifications to Existing Academic Unit Proposal
(Reorganization)
(Submit Appendix 13b in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi		
Present Unit Title(s): Applied Technology B.S. Program	New Unit Title: n/a	
Present Unit Location(s): College of Science and Technology Dean's Office	New Unit Location: Department of Human Capital Development	
Unit Head: Cyndi Gaudet	Institutional Contact: Cyndi Gaudet (cyndi.gaudet@usm.edu)	
Date of Implementation: Fall 2016	Six Year Cost of Implementation: \$10,000	
Total Number of Faculty/Faculty Displaced: One	Total Number of Staff/Staff Displaced: None	Total Number of Students: 75
Organizational Units to Operate under Unit: Applied Technology	Degree Programs to be Offered within Unit: B.S. Applied Technology	
<p>Reason for Request: Currently, the Applied Technology degree program is not aligned with a single academic unit. The proposed realignment represents the best fit possible for growth and development of the Applied Technology B.S. degree program at USM. Synergy with other academic programs can best be facilitated if Applied Technology is a formal part of an academic unit. The strategic alignment will give an improved opportunity to define curricular linkages with other academic programs and associated interdisciplinary connections to include specific courses and resources.</p>		
_____ Chief Academic Officer Signature		_____ Date
_____ Institutional Executive Officer Signature		_____ Date

Institution:

1. Does the proposed modification further the mission of your institution?

Yes, specifically to increase the number of students enrolled in a completing undergraduate degrees. In addition, the strategic realignment supports the current Southern Miss mission by providing career advancement for Mississippi's STEM related technical workforce a career path for those completing a Career & Technical 2-year program at the community college to advance in their fields and apply knowledge to transform their lives and communities.

2. Does the proposed modification help meet the priorities/goals of your strategic plan?

Yes, specifically the modification better positions Applied Technology as a high-interest degree program to be marketed for high growth potential.

3. Will the proposed modification change the administration of the unit? If so, describe how the proposed unit will be administered including the name and title of person(s) who will be responsible for the proposed unit.

The Applied Technology B.S. program coordinator will now report administratively to the Chair of the Department of Human Capital Development.

4. Will the proposed modification result in the expansion of the institution's academic degree program inventory?

No.

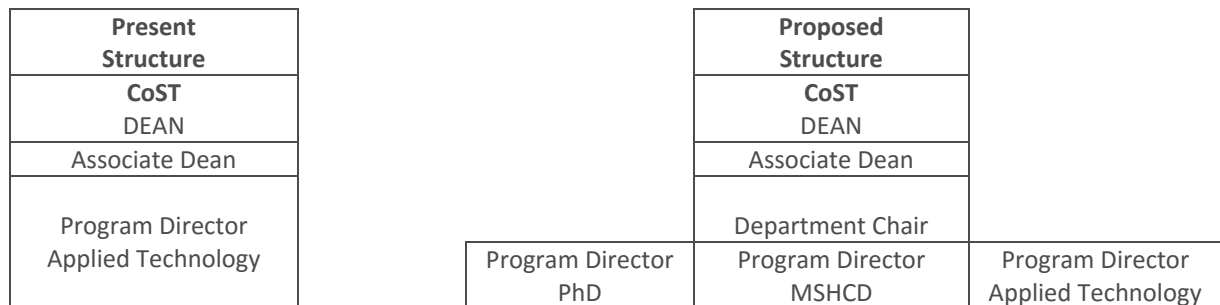
5. Will the proposed modification make it necessary to add faculty and staff to operate the proposed unit? If so, give the desired qualifications of the persons to be added, a timetable for adding new faculty and staff, and the cost associated.

No.

6. Is the proposed modification consistent with the academic unit structures of peer institutions?

Yes, among peer institutions offering similar degrees housed in the College of Science and Technology are Eastern Washington University, Bloomsburg University, Idaho State University, University of South Florida, University of Southern Maine and University of Texas at Brownville.

7. Provide organizational charts showing the present administrative scheme and the proposed administrative scheme.



8. Describe the evaluation process which led to the request for the proposed modification.

An internal assessment was made within the Dean's Office to determine that a permanent academic home was needed for the Applied Technology undergraduate program. In addition, an external review of similar programs was completed to determine the best fit possible for growth and development of the Applied Technology B.S. program.

Academic Council Minutes
The University of Southern Mississippi
May 2, 2016

The Academic Council met at 3:00 p.m. on May 2, 2016, in Thad Cochran Center room 216 with Dr. Marek Steedman, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Mac Alford, Dr. Sam Bruton, Ms. Claire Hamilton, Dr. Bridget Hayden, Dr. David Holt, Dr. Luis Iglesias, Ms. Kelly Lester, Dr. Kathleen Masters, Dr. Stephen Oshrin, Dr. Bill Smith, Dr. Denis Wiesenburg, Dr. Emily Yowell and Dr. Ken Zantow.

The following voting members were represented by proxies to constitute a quorum: Dr. Laurie Neelis for Dr. Rick Green.

The following non-voting members were present: Dr. Julie Reid for Dr. Maureen Ryan, Dr. Bridget Burgess for Dr. Faye Gilbert, Dr. Kathy Yadrick for Dr. Mike Forster, Dr. Diane Fisher for Dr. Ann Blackwell, Dr. Douglas Masterson for Dr. David Hayhurst and Dr. Bill Powell.

The following guests were present: Dr. Catherine Bomhold, Ms. LeAnne Cadigan, Dr. Angel Herring, Dr. J. Taylor Hightower, Ms. Dawn Porter, and Dr. Bob Press.

1.0 Call to Order

The meeting was called to order at 3:00 p.m. with Dr. Marek Steedman presiding.

2.0 Adoption of the Agenda

Dr. Steedman presented the agenda for approval. Dr. Iglesias moved and Dr. Bruton seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of the minutes

Dr. Steedman presented the April 4, 2016 minutes for approval. Dr. Alford moved and Dr. Oshrin seconded a motion to approve the April 4, 2016 minutes for approval. The motion passed.

4.0 Proposals

4.1 Old Proposal Business

4.1.1 College of Education and Psychology
Department of Child and Family Studies

Dr. Steedman presented the request to modify the Child and Family Studies (Child Development) and the Child and Family Studies (Family Studies) B.S. degree plans. Dr. Bruton moved and Ms. Hamilton seconded a motion to approved the modifications of the Child and Family Studies (Child Development) and the Child and Family Studies (Family Studies) B.S. degree plans. The motion passed.

4.2 New Proposal Business

4.2.1 College of Arts and Letters
Department of English

Dr. Steedman presented the request to modify ENG 099. Dr. Hayden moved and Ms. Lester seconded a motion to approve the modification of ENG 099. The motion passed.

Dr. Steedman presented the request to add ENG 432. Dr. Alford moved and Dr. Hayden seconded a motion to approve the addition of ENG 432. The motion passed.

Department of Interdisciplinary Studies

Dr. Steedman presented the request to add WGS 355, WGS 423 and WGS 430. Dr. Oshrin moved and Ms. Lester seconded a motion to take these courses as a group. The motion passed. Dr. Alford moved and Ms. Hamilton seconded a motion to approve the additions of WGS 355, WGS 423 and WGS 430. The motion passed.

School of Music

Dr. Steedman presented the request to modify MUS 301. Dr. Alford moved and Dr. Oshrin seconded a motion to approve the modification of MUS 301. The motion passed.

Department of Political Science, International Development and International Affairs

Dr. Steedman presented the request to add PS 455. Dr. Iglesias moved and Dr. Oshrin seconded a motion to approve the addition of PS 455. The motion passed.

4.2.2 College of Business
No proposals.

4.2.3 College of Education and Psychology
No proposals.

4.2.4 College of Health
No proposals.

4.2.5 College of Nursing
No proposals.

4.2.6 College of Science and Technology
No proposals.

5.0 Old Business
No old business.

6.0 New Business

6.1 Proposed Policy on Academic Policies

Dr. Powell presented Council with a proposal to revise the policy on Academic Policies.

Dr. Yowell moved and Dr. Masters seconded a motion to approve the revision the policy on Academic Policies. The motion passed (See attached).

7.0 Reports

7.1 Chair Report- Dr. Marek Steedman

Dr. Steedman reported the request of the Department of Psychology to correct course descriptions by removing the prerequisite. See below for list of courses on attached memo.

7.2 Chair-Elect Report – Ms. Kelly Lester
No report.

7.3 Secretary Report-Ms. Linda Ginn
No report.

- 7.4 Standing Committees
 - 7.4.1 Academic Standards – Dr. Bridget Hayden
No report.
 - 7.4.2 Bylaws – Dr. Georgianna Martin
No report.
 - 7.4.3 Elections – Dr. Mac Alford
No report.
 - 7.4.4 General Education – Dr. Emily Yowell
No report.
 - 7.4.5 Intercollegiate – Dr. Heath Grames
No report.
 - 7.4.5 Program Reviews – Ms. Claire Hamilton
No report.
- 7.5 SACS/QEP/Alternative Learning – Dr. Bill Powell/Dr. Julie Howdeshell
No report.
- 7.6 University Assessment Committee (UAC) Liaison – Dr. Marek Steedman
No report.
- 7.7 Professional Education Council Liaison Report – Dr. Jon Beedle
No report.
- 7.8 General Education Curriculum Assessment Committee (GECAC) – Dr. Kathy Masters
Dr. Iglesias reported on April 15, 2016, the GECAC met to discuss the 2016/2017 period report reviews. On schedule for review are GEC 03, GEC 06 and GEC 09. However, given that GEC 06: Computer Competency will be removed as a GEC requirement as of 2017/2018, the committee voted not to remove GEC 06 from next year’s periodic review. We will only review GEC 03 and GEC 09: Capstone as required by the schedule. We’ll recycle GEC 06 into the rotation once it becomes Mathematics where appropriate in the review calendar.
- 8.0 Adjourn
Dr. Steedman adjourned the meeting at 4:46 p.m.

Greg Pierce, Recording Secretary

Marek Steedman, Chair

ACADEMIC COUNCIL MINUTES SUMMARY

May 2, 2016

College of Arts and Letters

Department of English

Modify:	ENG 99	<u>Introduction to Composition.</u> Face to face format.
To:	ENG 99	<u>Introduction to Composition.</u> Face to face and online correspondence format. Course description. Effective spring 2017.
Add:	ENG 432	<u>Special Topics in Public Writing and Rhetoric.</u> 3 hours. Effective spring 2017.

Department of Interdisciplinary Studies

Add:	WGS 355	<u>Gender, Race, and Media.</u> 3 hours. Effective fall 2016.
Add:	WGS 423	<u>Gay and Lesbian History.</u> 3 hours. Effective fall 2016.
Add:	WGS 430	<u>History of Women and War.</u> 3 hours. Effective fall 2016.

School of Music

Modify:	MUS 301	<u>Twentieth-Century Harmony.</u>
To:	MUS 301	<u>20th-21st Century Music.</u> Course description. Effective fall 2016.

Department of Political Science, International Development and International Affairs

Add:	PS 455	<u>Women and Human Rights.</u> 3 hours. Effective spring 2017.
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College of Education and Psychology

Department of Child and Family Studies

Modify: Child and Family Studies (Child Development) BS degree plan.
Online correspondence format.
Effective fall 2016. (see attached)

Modify: Child and Family Studies (Family Studies) BS degree plan.
Online correspondence format.
Effective fall 2016. (see attached)



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

DEPARTMENT OF PSYCHOLOGY

118 College Drive #5025 | Hattiesburg, MS 39406-0001
Phone: 601.266.4177 | Fax: 601.266.5580 | www.usm.edu

To: Academic Council

Via: College Curriculum Council
College of Education and Psychology
Dr. Diane J. Fisher, Chair

From: Dr. Joe Olmi
Chair, Department of Psychology

Date: October 15, 2015

Re: Correcting Prerequisites in Psychology Course Descriptions

Thank you for considering this request to correct the course descriptions for the following courses. We have recently discovered that the following sentence appears in the course description: "Prerequisite: additional prerequisite for PSY majors: with grade C or better, or permission of department chair."

There are not prerequisites to these classes and believe this language has the potential to create some confusion with potential students who may be browsing the course catalog. Kathryn Lowery suggested that a memo may be sufficient (no additional forms are required) documentation in consideration of this request.

The classes affected are detailed below:

PSY 400: Health Psychology
PSY 413: Multicultural Counseling
PSY 418: History & Systems
PSY 420: Sensation and Perception
PSY 422: Psychology of Learning
PSY 423: Group Procedures
PSY 424: Animal Behavior
PSY 425: Cognitive Psychology
PSY 426: Behavioral Neuroscience
PSY 427L: Laboratory Techniques in Behavioral Neuroscience
PSY 432: Behavioral Interventions
PSY 433: Workshop in Counseling Procedures
PSY 435: Alcoholism & Drug Abuse Intervention
PSY 436: Abnormal Psychology
PSY 450: Social Psychology
PSY 451: Survey of Industrial and Organizational Psychology
PSY 452: Sleep and Behavior

PSY 455: Psychology of Personality
PSY 456: Psychology of Aging and Dying
PSY 457: Psychology of Religion
PSY 470: Psychology of Gender
PSY 482: Moral Development in Childhood & Adolescence

We are requesting that this phrase be removed from each course description: “Prerequisite: additional prerequisite for PSY majors: with grade C or better, or permission of department chair.” No other changes to the course descriptions are being considered at this time.

Child and Family Studies

The Department of Child and Family Studies (CFS) offers the Bachelor of Science (BS) degree. Students may choose one of two emphasis areas: Child Development or Family Relations. The Bachelor of Science degree in CFS is offered on our Hattiesburg campus, our Gulf Park campus, and in a fully online format. Students gain a broad knowledge of the child and family through courses in family systems, typical and atypical child development, family life cycle development, parenting, behavior and guidance of children, communication, public policy and advocacy. Students apply knowledge gained in coursework in supervised labs, practicum and internship experiences.

The Bachelor of Science degree in Child and Family Studies is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences.

Graduates with an emphasis in Child Development work as teachers and administrators of early child care and education programs or as child development specialists who plan and implement developmentally effective activities with children in other settings. Child development students may also pursue their educator licensure through the MS Department of Education to teach pre-kindergarten through kindergarten in the public school system. Students who plan to obtain their educator licensure are encouraged to complete their supervised practicum experience in a public school setting and must pass the Praxis Core Academic Skills for Educators tests (5712, 5722, and 5732) in the semester prior to their practicum experiences. To obtain licensure through the Mississippi State Department of Education, students must also pass the Praxis Principles of Learning and Teaching: Early Childhood (5621) and the Praxis II Education of Young Children (5024). Students wishing to obtain a license to teach in another state should verify requirements with that state's Department of Education and determine if licensure reciprocity is available.

Graduates with an emphasis in Family Relations work in human service organizations such as child abuse prevention agencies, parent and family resource centers, department of human service, justice courts, community mental health centers, and agencies on aging. Graduates are also prepared to work with the Cooperative Extension Service. Graduates who complete the course requirements for a child and family studies degree with an emphasis in family relations may be eligible for provisional membership as a Certified Family Life Educator which is provided by the National Council on Family Relations.

Students must earn a grade of C or better in all courses required for the major area of study, specialization area, any courses substituted for major, and specialization area courses in order to graduate.

Offerings for Non-Majors

A number of courses offered within the Department of Child and Family Studies do not have prerequisites and are excellent choices for electives. A minor is also available in child and family studies.

[CD 350 - Child Development](#)
[FAM 150 - Social and Professional Development](#)
[FAM 151 - Personal Development and Interpersonal Relationships](#)
[FAM 351 - Marital and Family Relationships](#)
[FAM 352 - Families and Adolescents](#)
[FAM 442 - Personal and Family Financial Management](#)
[FAM 450 - Sexuality in the Family System](#)
[FAM 452 - Parenthood](#)

Laboratory and Field Experiences

Laboratory and field experiences, as well as academic work, are integral to students' preparation. The Center for Child Development offers all students opportunities to observe and participate in directed experiences with infants, toddlers and preschoolers. Students with an emphasis in family relations gain valuable knowledge through field experiences in human services or community agencies.

Special Program Requirements

Admission to the CFS Online Undergraduate ~~Program~~Pathway

Students interested in the CFS Fully Online Undergraduate ~~Program~~Pathway at Southern Miss must first apply to the University as an online student. If they meet the University's admission standards, they will be considered a Pre-CFS ~~Online~~ major until prerequisites have been completed.

In order to ~~become a complete the undergraduate major through the Online Pathway, CFS Online Undergraduate major,~~ students must have met the following requirements:

1. Completed a minimum of 30 hours
2. Completed at least nine hours of Pre-CFS courses offered by the department (e.g., FAM 150, FAM 151, FAM 351, CD 350)
3. Earned a grade of "C" or better in each course that counts toward the CFS degree
4. ~~Earned a cumulative USM GPA of at least 2.50 or above~~

Once a student has fulfilled the aforementioned requirements, he/she can apply to the CFS Online Undergraduate ~~Program~~Pathway. An online application must be submitted the semester prior to the semester intending to be accepted (e.g., applications for the fall semester submitted during the preceding spring and/or summer semester). Students accepted into the ~~program pathway~~ will take the same courses as students located on our Hattiesburg and Gulf Park campuses, but all courses (both as a Pre-CFS and CFS Online Undergraduate Student) will be taken online.

Programs

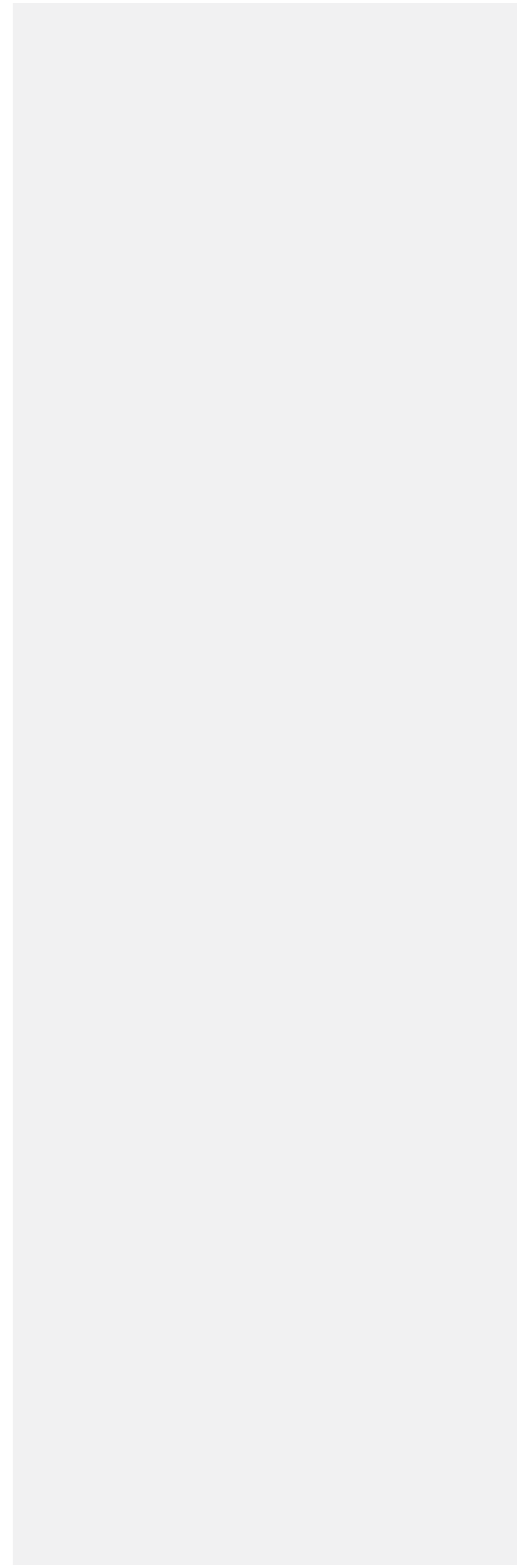
Commented [K1]: Wasn't transfer student criteria going to be specified as well?

Bachelor of Science

- [Child and Family Studies \(Child Development\), B.S. Degree Requirements](#)
- [Child and Family Studies \(Child Development\), B.S. Semester-by-semester Guide](#)
- [Child and Family Studies \(Family Relations\), B.S. Degree Requirements](#)
- [Child and Family Studies \(Family Relations\), B.S. Semester-by-semester Guide](#)

Non-degree

- [Child and Family Studies Minor](#)





Responsible University Executive: Provost
Responsible Administrator: Associate Provost
Origination Date: TBD
Current Revision Date: current date
Next Review Date: TBD
End of Policy Date: NA
Status: Pending, Effective, etc.

Policy on Academic Policies

Policy Statement

Academic policies that pertain university-wide to students and/or faculty and staff must be endorsed by the pertinent constituent bodies, which include, but are not limited to the Academic Council (for undergraduate curricular issues), the Graduate Council (for graduate curricular issues), the Faculty Senate, the Council of Chairs, and the Faculty Handbook Committee and approved by the Provost. Upon approval, information about a policy is to be disseminated through appropriate communication mechanisms to those in the University community that are affected by the policy.

[The Policy Statement is generally two to four short sentences that provide a brief, general description of the University's stance on particular subjects and/or its response to specific situations, including the policy's intent, who must follow the policy, when the policy applies, and any mandated actions or constraints.]

Reason for Policy/Purpose

The Policy on Academic Policies exists in order to ensure that the development of academic policies follows appropriate approval processes and adheres to the University commitment to shared governance. The Policy also ensures that information about an academic policy is disseminated to those affected by the policy.

[The information in this section answers questions as to why the policy exists. It should state the legitimate interests of all parties, describe the problem or conflict the policy addresses, and cite any legal or regulatory reasons for the policy.]

Who Needs to Know This Policy

- Academic Council
- Academic Deans
- Council of Chairs
- Dean of Students
- Departmental chairs/School directors
- Faculty Handbook Committee
- Faculty Senate
- Graduate Council
- Office of the Registrar
- Vice President for Student Affairs
- University Counsel
- USMS faculty
- USM staff
- USM students

[A list of constituencies that need to know about the proposed policy and/or who may be likely impacted by the proposed policy.]

Website Address for this Policy

<http://www.usm.edu/provost>

Definitions

Academic policy A policy that affects undergraduate students, graduate students, faculty and other instructional personnel, and/or academic units and involves procedures, requirements and/or expectations within Academic Affairs.

Academic policies include the following:

- Policies included in University bulletins that affect all students covered by a particular bulletin
- Policies that ensure University compliance with SACSCOC Principles for Accreditation, including in particular the University Substantive Change Policy and the USM Instructor of Record Policy
- Policies that pertain to University faculty and instructional personnel in such matters as the delivery of instruction, the evaluation of faculty and other instructional personnel, classroom conduct, and engaging in outside employment or consulting
- University policies for tenure and promotion

- Other policies that might be included or referenced in the USM Faculty Handbook
- Policies to be followed by academic units on a University-wide basis
- Grievance policies regarding any of the above

[List unique terms that, by being defined, would add to the reader's understanding of the basic policy or procedures. Terms that are unfamiliar or technical, as well as terms with special meanings, should be defined. The list of definitions will be posted in alphabetical order.]

Policy/Procedures

- 1.0 Initiation A policy proposal is submitted to or developed by an appropriate university body.
 - 1.1 Proposals for academic policies can be initiated at the following levels: departments, colleges, various standing committees (including the Faculty Handbook Committee), special ad-hoc committees, student government, University Organizational Chart administrative units, the academic deans, Office of the Provost, Graduate School, Executive Cabinet, Academic Council, or Graduate Council.
 - 1.2 Academic policy proposals should be submitted in the form of a memo with all approval levels, as appropriate to the initiating body, clearly identified and with the appropriate signatures. Proposals should follow the approval procedures applicable to the initial review body and include a rationale, the proposed implementation date, and documentation to support that the policy adheres to good educational practice
- 2.0 Distribution for Review The proposed policy is discussed by the initiating entity and, if approved by the body, distributed to other affected University entities as appropriate for review and comment.
- 3.0 Additional Review The proposed policy will undergo additional review by appropriate designated University entities
 - 3.1 If the proposed policy would affect the academic requirements or procedures for students and be included in University bulletins and/or posted on University websites, it will be reviewed by the Office of Institutional Effectiveness and the Office of Institutional Research to ensure compliance with existing policies and procedures
 - 3.2 If the proposed policy would affect expectations of or requirements for faculty and other instructional personnel, it will be reviewed by the Faculty Handbook Committee.
 - 3.3 If appropriate, the Office of University Counsel will be included in the review and comment phase.
- 4.0 Provost Action Once reviewed by appropriate constituent and/or review bodies, the proposal will be submitted to the Provost for review.
 - 4.1 The Provost can approve the policy.
 - 4.2 The Provost can choose to return the proposed policy to the originating entity for revisions for resubmission.
 - 4.3 The Provost may choose not to approve the policy.
- 5.0 Dissemination If approved by the Provost, the Office of the Provost and/or the appropriate University entities will inform those members of the University community affected by policy, and the policy will be published in appropriate documents or websites [e.g.,

University bulletin(s), Faculty Handbook, Office of the Provost webspace, Academic and Graduate Council Guidelines for Proposals, etc.].

6.0 Revisions Proposals for revising an academic policy can be submitted at any time and should follow the process outlined in Steps 1-5.

6.1 The Office of the Provost is responsible for and has the authority to make routine or minor revisions to an academic policy, such as updating titles or correcting typographical errors.

Review

An Associate Provost is responsible for review of this policy every four years. The appropriate constituent group(s) should be consulted during the review.

[Provide the name of the Responsible University Officer responsible for review of the policy and the time period for review. All policies must be reviewed at a minimum of once every four years.]

Forms/Instructions

NA

[If there will be University-wide forms used in following this policy, identify the forms by name. A hypertext link to these forms will be included. If there are no forms, use NA to indicate such.]

Appendices

NA

[List any laws, regulations, or checklists that may pertain to the policy or that may supplement the information provided in the policy. Links may be provided for those listed. If there are no appendices, use NA to indicate such.]

Related Information

Faculty Handbook

<http://www.usm.edu/provost/faculty-handbook>

Undergraduate Bulletin

<http://catalog.usm.edu/>

Graduate Bulletin

<http://catalog.usm.edu/>

Office of Provost webspace (Policies and Procedures)

<http://www.usm.edu/provost>

Academic and Graduate Councils Guidelines for Proposals

<https://info.usm.edu/group/849/page/proposals-guidelines>

[List any references to related policies or procedures. A hypertext link to such related policies or procedures may also be provided. If there is no related information, use NA to indicate such.]

History

Amendments: Month, Day, Year – summary of changes

[List day, month, year – 04/02/16: - followed by any information about the history of the policy, such as date created, other policies it replaces, changes made, ownership changes, etc.]

Draft 4-18-16

Authorization

[Before a policy is implemented, it must be approved by the following persons as evidenced by their signature. Please make sure authorization begins on a separate page.]

Title: *[Title of the policy]*

Policy number: *[Policy number from page 1]*

APPROVED:

Provost

Date

Draft 4-18-16

Academic Council Minutes
The University of Southern Mississippi
May 2, 2016

The Academic Council met at 4:30 p.m. on May 2, 2016, in Thad Cochran Center room 216 with Ms. Kelly Lester, Chair of the Academic Council, presiding.

The following voting members were present: Dr. Lin-Miao Agler, Dr. Catharine Bomhold, Dr. Sam Bruton, Dr. Angel Herring, Dr. David Holt, Dr. Luis Iglesias, Ms. Kelly Lester, Dr. Stephen Oshrin, Dr. Denis Wiesenburg, and Dr. Emily Yowell.

The following non-voting members were present: Dr. Bill Powell.

The following guests were present: Ms. Dawn Porter.

1.0 Call to Order

The meeting was called to order at 4:30 p.m. with Ms. Kelly Lester presiding.

2.0 Thank Marek Steedman for his service to Academic Council

Ms. Lester thanked Dr. Marek Steedman for his service to the Council this past year.

3.0 Official Welcome of New Members

Ms. Lester welcomed the new members to Council.

4.0 Election of Officers

4.1 Elect new Chair-Elect.

Ms. Lester nominated Dr. Luis Iglesias. Dr. Oshrin moved and Dr. Yowell seconded a motion to close nominations. The motion passed.

4.2 Elect new Corresponding Secretary

Ms. Lester nominated Ms. Linda Ginn. Dr. Wiesenburg moved and Dr. Oshrin seconded a motion to close nominations. The motion passed.

4.3 Other officers

Ms. Lester stated Mr. Greg Pierce and Ms. Dawn Porter will continue as the Recording Secretary.

5.0 Other Business

6.0 Adjourn

Ms. Lester adjourned the meeting at 3:40 p.m.

Greg Pierce, Recording Secretary

Kelly Lester, Chair