

**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**March 21, 2016**

The Graduate Council met at 3:00 p.m. on March 21, 2016, in McCain Library, Room 203 with Dr. Douglas Rust, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Janie Butts, Dr. Dana Fennell, Dr. Leisa Flynn, Dr. David Holt, Dr. Faqing Huang, Dr. Bonnie Nicholson, Dr. Jake Schaefer, Dr. Kyna Shelley, Dr. Amy Slagle, Dr. Teresa Welsh and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Craig Carey for Dr. Jonathan Barron, Dr. Amy Slagle for Dr. Wendy Atkins-Sayre, Dr. Faqing Huang for Dr. Sarah Morgan, Dr. Chaoyang Zhang for Dr. Ras Pandey, Dr. SherRhonda Gibbs for Dr. Brian Collins and Dr. Teresa Welsh for Dr. Susan Hrostowski.

The following non-voting members were present: Dr. Karen Coats, Dr. Amy Miller, Dr. Douglas Masterson for Dr. David Hayhurst, Dr. Bill Powell, Dr. Eric Tribunella for Dr. Maureen Ryan, and Dr. Kathy Yadrack for Dr. Michael Forster.

The following guests were present: Ms. Desira Bailey, Ms. Linda Bass, Ms. Dana Berry, Ms. Jennifer Culley, Dr. Laura Guglani, Ms. Amber Hatten, Dr. Lillian Hill, Ms. Jennifer Lewis, Ms. Kathryn Lowery, Ms. Sheri Lyons, Dr. Ben McIlwain, Dr. Gwen Pate, Ms. Dawn Porter and Dr. Ward Sayre.

1.0 Call to Order

Dr. Rust called the meeting to order at 3:00 p.m.

2.0 Adoption of Agenda

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

- Add items 7.4.1 under 7.0 Policies and Procedures Committee report

Dr. Shelley moved and Dr. Flynn seconded a motion to approve the amended agenda. The motion passed.

3.0 Amy C. Miller and Jennifer Lewis, State Authorization Requirements

Dr. Miller and Ms. Lewis presented information in terms of state authorization. (see attached)

4.0 Approval of Minutes

Dr. Rust requested the February minutes be reviewed and voted on at the April 18, 2016 meeting to give Council time to review them.

5.0 Course and Program Proposals

5.1 College of Arts and Letters

*Department of Foreign Languages and Literatures*

Dr. Rust presented the request to add TSL 652. Dr. Nicholson moved and Dr. Butts seconded a motion approve the addition of TSL 652. The motion passed (17-0).

*School of Music*

Dr. Rust presented the request to modify MUS 721, MUS 722 and MUS 723. Dr. Shelley moved and Dr. Huang seconded a motion to accept these courses as a group. The motion passed. Dr. Nicholson moved and Dr. Butts seconded a motion to approve the modifications of MUS 721, MUS 722 and MUS 723. The motion passed. (17-0)

Dr. Rust presented the request to modify the admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve and acceptable score on the department's Graduate Writing Exam. Dr. Nicholson moved and Dr. Fennell seconded a motion to untable the request to modify the admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve and acceptable score on the department's Graduate Writing Exam. The motion passed.

Dr. Flynn moved and Dr. Butts seconded a motion to approve the request to modify the admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve and acceptable score on the department's Graduate Writing Exam. The motion passed. (16-1)

*Department of Political Science, International Development, International Affairs*

Dr. Rust presented the request to add IDV 753. Dr. Slagle moved and Dr. Shelley seconded a motion approve the addition of IDV 753. The motion passed. (17-0).

Dr. Rust presented the request to modify the minor requirements for the International Development Ph.D. program. Dr. Flynn moved and Dr. Fennell seconded a motion to approve the modification of the minor requirements for the International Development Ph.D. program. The motion passed (17-0).

5.2 College of Business

*School of Accountancy*

Dr. Rust presented the request to add ACC 615. Dr. Gibson moved and Dr. Welsh seconded a motion approve the addition of ACC 615. The motion passed (17-0).

5.3 College of Education and Psychology

*Department of Educational Leadership and School Counseling*

Dr. Rust presented the request to modify the plan of study for the Education (Educational Administration P-12) Ed.D. program. Dr. Nicholson moved and Dr. Slagle seconded a motion to approve the modification of the plan of study for the Education (Educational Administration P-12) Ed.D. program. The motion passed (17-0).

Dr. Rust presented the request to modify the plan of study for the Education (Educational Administration P-12) Ed.S. program. Dr. Fennell moved and Dr. Welsh seconded a motion to approve the modification of the plan of study for the Education (Educational Administration P-12) Ed.S. program. The motion passed (17-0).

Dr. Rust presented the request to modify the plan of study for the Education (Educational Administration P-12) Ph.D. program. Dr. Welsh moved and Dr. Slagle seconded a motion to approve the modification of the plan of study for the Education (Educational Administration P-12) Ph.D. program. The motion passed (17-0).

*Department of Psychology*

Dr. Rust presented the request to modify PSY 725. Dr. Shelley moved and Dr. Nicholson seconded a motion approve the modification of PSY 725. The motion passed (17-0).

Dr. Rust presented the request to modify the plan of study for the Psychology (Counseling) Ph.D. program. Dr. Butts moved and Dr. Fennell seconded a motion to approve the modification of the plan of study for the Psychology (Counseling) Ph.D. program. The motion passed (17-0).

*School of Library and Information Science*

Dr. Rust presented the request to add LIS 589. Dr. Nicholson moved and Dr. Shelley seconded a motion to untable LIS 589. The motion passed.

Dr. Welsh moved and Dr. Fennell seconded a motion approve the addition of LIS 589. The motion passed (17-0).

Dr. Rust presented the request to modify the Master of Library and Information Science with School Licensure (AA level) degree program. Dr. Nicholson moved and Dr. Butts seconded a motion to untable the Master of Library and Information Science with School Licensure (AA level) degree program. The motion passed. Dr. Welsh moved and Dr. Fennell seconded a motion approve the modification of the Master of Library and Information Science with School Licensure (AA level) degree program. The motion passed. (17-0)

5.4 College of Nursing

*Department of Advanced Practice*

Dr. Rust presented the request to modify NSG 611. Dr. Slagle moved and Dr. Nicholson seconded a motion approve the modification of NSG 611. The motion passed (17-0).

5.5 College of Science and Technology

*School of Construction*

Dr. Rust presented the request to modify the admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who already earned a master's degree or higher from an accredited institution. Dr. Welsh moved and Dr. Fennell seconded a motion to approve the modification of the admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who already earned a master's degree or higher from an accredited institution. The motion passed. (16-1)

Dr. Rust presented the request to modify the admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Dr. Slagle moved and Dr. Butts seconded a motion to approve the modification of the admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. The motion passed. (11-6)

## 6.0 Officers Report

6.1 Chair – Dr. Douglas Rust  
No report.

6.2 Chair-Elect – Dr. Janie Butts  
No report.

## 7.0 Standing Committee Reports

7.1 Bylaws Committee – Dr. Janie Butts  
No report.

7.2 Credentials Committee – Dr. Jake Schaefer  
Dr. Rust submitted the Credentials report for March 2016 for approval. The report was approved. (see attached).

7.3 Election Committee – Dr. Teresa Welsh  
No report.

7.4 Policies and Procedures Committee – Dr. Bonnie Nicholson

7.4.1 Academic and Graduate Councils Guidelines for Proposals and University Substantive Change Policy  
Dr. Nicholson presented Council with changes to the Guidelines for Proposals and the University Substantive Change Policy. Dr. Fennell moved and Dr. Butts seconded a motion to approve changes to the Guidelines for Proposals and Substantive Change Policy.  
The motion passed. (see attached)

7.4.2 Discussion of full-time enrollment status and of research courses  
Dr. Nicholson's draft report is attached.

7.5 Program Review Committee – Dr. Kyna Shelley  
No report.

## 8.0 Liaisons to University Committees

8.1 University Assessment Committee- Dr. Janie Butts  
No report.

8.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson  
No report.



8.3 Strategic Planning Committee – Dr. Bonnie Nicholson  
No report.

9.0 New Business

9.1 Graduate Student Senate Report  
No report.

9.2 Dean’s Report  
Dr. Coats presented a report to Council. (See attached)

10.0 Announcements

11.0 Adjournment

The meeting was adjourned. The next meeting is scheduled for February 22, 2016 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, February 5, 2016.

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Greg Pierce, Recording Secretary

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Dr. Douglas Rust, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**March 21, 2016**

**College of Arts and Letters**

*Department of Foreign Languages and Literatures*

Add: TSL 652                      Multiculturalism for ESOL Educators.  
3 hours. Effective fall 2016.

*School of Music*

Modify: MUS 721                      18<sup>th</sup> Century Analysis.

To: MUS 721                      18<sup>th</sup> Century Analysis.  
Course description.  
Effective fall 2016.

Modify: MUS 722                      19<sup>th</sup> Century Analysis.

To: MUS 722                      19<sup>th</sup> Century Analysis.  
Course description.  
Effective fall 2016.

Modify: MUS 723                      20<sup>th</sup> Century Analysis.

To: MUS 723                      20<sup>th</sup> Century Analysis.  
Course description.  
Effective fall 2016.

Modify: Admissions requirements for the Masters of Music (M.M.)  
Programs in Performance and Conducting by waiving the GRE test  
requirement.  
Effective summer 2016.

*Department of Political Science, International Development and International Affairs*

Add: IDV 753                      Economics and Society.  
3 hours. Effective spring 2017.

Modify: Minor requirements for the International Development Ph.D. program.  
Effective spring 2017. (see attached)

**College of Business**

*School of Accountancy*

Add: ACC 615                      Audit Analytics and IT Auditing.  
3 hours. Effective fall 2016.

## **College of Education and Psychology**

### *Department of Educational Leadership and School Counseling*

- Modify: Education (Educational Administration P-12) Ed.D. program.  
Effective summer 2016. (see attached)
- Modify: Education (Educational Administration P-12) Ed.S. program.  
Effective summer 2016. (see attached)
- Modify: Education (Educational Administration P-12) Ph.D. program.  
Effective summer 2016. (see attached)

### *Department of Psychology*

- Modify: PSY 725 Motivation.
- To: PSY 725 Motivation and Emotion.  
Course description.  
Effective fall 2016.
- Modify: Psychology (Counseling) Ph.D. program.  
Effective fall 2016. (see attached)

### *School of Library and Information Science*

- Add: LIS 589 School Library Practicum.  
1-3 hours. Effective fall 2016.
- Modify: Library and Information Science (Licensure) MLIS program.  
Remove LIS 511 and add LIS 589 to core courses; Add LIS 590 to  
electives and include in Choose two section with LIS 517 and LIS 518.  
Effective fall 2016. (see attached)

## **College of Nursing**

### *Department of Advanced Care*

- Modify: NSG 611 Curriculum and Teaching in Nursing.  
Face to face format.
- To: NSG 611 Curriculum and Teaching in Nursing.  
Face to face and online correspondence  
format. Course description.  
Effective summer 2016.

**College of Science and Technology**

*School of Construction*

Modify: Admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who already have a master's degree or higher from an accredited institution. Effective fall 2016.

Modify: Admissions requirements for the Logistics, Trade and Transportation M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Effective fall 2016.

**Revisions:**

- a. Academic and Graduate Councils Guidelines for Proposals
- b. Substantive Change Policy at The University of Southern Mississippi

DATE: March 21, 2016		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
<b>Name</b>	<b>Department</b>	<b>Recommendation Status</b>
<b>Associate Level 1</b>		
Adam, Peter J.	Coastal Sciences	A1
Pelts, Michael D.	School of Social Work	A1
Thoma, Brent P.	Coastal Sciences	A1
Woodrey, Mark S.	Coastal Sciences	A1
<b>Associate Level 2</b>		
<b>Associate Level 3</b>		
Chessin, Deborah A.	Center for Science & Math Education	A3
Jakacki, Pola C.	Curriculum, Instruction, & Special Education	A3
<b>Regular Level 1</b>		
<b>Regular Level 2</b>		
<b>Regular Level 3</b>		
Hayes, Christopher T.	Marine Science	R3
Ward, Kimberly	Speech & Hearing Science	R3
Credentials Committee		
Dr. Jake Schaefer, Chair		



**THE UNIVERSITY OF  
SOUTHERN MISSISSIPPI.**

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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](http://www.usm.edu/polisci)

To: Graduate Council, through College Council

From: Edward Sayre, Chair *ES*

Date: February 25, 2016

RE: Changes to the Minor Requirements for the International Development PhD program

The faculty of the Department of Political Science, International Development and International Affairs proposes a change to curriculum of the International Development PhD program (IDV). The IDV program is delivered through a hybrid delivery format and is housed out of the Gulf Park campus at USM. The request is that these changes take effect for students who enter the program beginning in the Spring 2017 semester.

The requested change is to change the nature of the courses taken to fulfill the minor field requirement. To complete the IDV program, students are required to have one major field and one minor field. Currently, a student must take two specified required field classes and two elective courses to complete the major field requirement. Currently, the minor field requirement is to take only one specific field class plus two electives. The one required class for the minor can be chosen from the two classes listed as required for the major. Thus, the required courses are dissimilar for the major and minor in the IDV program. This becomes problematic when individuals take comps in their minor field and some individuals have had one course and others have had the other.

To remedy this situation, the department proposes a change in the minor field requirements. Students will now need to take the same two required courses whether a student takes the field as a major or as a minor. For example in the Security Studies major, the required courses are IDV 795 (U.S. National Security Policy) and IDV 890 (International Security). With the change, both students with either the major or minor in Security Studies would take both IDV 795 and 890. Students who minor in Security Studies would have one additional Security Studies elective class, while students who major in Security Studies would have two additional Security Studies electives.

The faculty believes that having both majors and minors take the same core courses provides a common body of knowledge that is currently lacking. This common core of knowledge fulfills the idea that a minor field has similar characteristics with the corresponding major field, yet requires fewer elective courses. Furthermore, having common requirements will prepare students better for comprehensive examinations and dissertation writing. Faculty in the IDV program will assess the effectiveness of this change based on the pass rate for comprehensive exams for students' minor fields.

□ Plan of Study:		Ph.D. in International Development			54 Hours Minimum			09/24/2015				
Name & e-mail & telephone		Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone						
<b>Coursework:</b>	<b>54 Hours Minimum</b>	Hours	Term Will Take	Hours Taken	Grade	Research Tools	Hours	Grade	Sub	Transfer Hours - 6 hrs only	Milestones (in order of completion) Check Deadlines	Date Filed
<b>Required:</b>	<b>24 Hours</b>										Qualifying Exam, if applicable	
	IDV 710	3									Plan of Study form filed in Graduate Studies	
	IDV 719	3									Research and Scholarly Integrity Education	
	IDV 721	3									*Transfer Transcripts Received (List as on Transcript	
	IDV 729	3									in Graduate School at least 1 month before graduation)	
	dissertation, IDV 898	12									Residency Requirement Met - Put dates	
	<b>total req</b>	<b>24</b>									No incomplete Grades	
											3.0 GPA required for graduation	
											Comprehensive Exam	
<b>Major Field:</b>	<b>12 hours</b>										Application for Degree filed in Graduate School	
	Required	3									at least one semester before planned graduation*	
	Required	3									Enrollment Requirement: Must be enrolled the	
	Electives	3									the semester that your degree is to be awarded	
	Electives	3									Exit Survey	
	<b>major total</b>	<b>12</b>									*Application fee paid.	
<b>Minor:</b>	<b>9 Hours</b>										<b>Dissertation:</b>	
	Required	3									Committee Approval Form	
	<del>Electives</del> <i>Required</i>	3									IRB/Human Subjects Committee Approval	
	Electives	3									Contact Graduate Reader: Submit Title Page	
	<b>minor total</b>	<b>9</b>									Proposal Approval Form	
											Oral Defense of Dissertation	
											Submit Draft to Graduate Reader	
											Copies Deposited in Grad School	
<b>Electives:</b>	<b>9 Hours</b>										UMI Forms to Grad School with copies	
	Electives	3									Survey of Earned Doctorates Form	
	Electives	3										
	Electives	3										
	<b>total electives</b>	<b>9</b>									<b>Dissertation Committee: Signatures</b>	

							<b>Survey of Earned Doctorates Form</b>	
<b>Total Hours:</b>	<b>54</b>						<b>Dissertation Committee: Signatures</b>	
<b>Signatures:</b>								
<b>Student*</b>								
<b>Advisor*</b>								
<b>Chair/Director*</b>								



**Plan of Study: Ph.D in Education (Educational Administration - K- 2, Building Level)\*\* 57-72 -54-69 Hours Minimum 09/27/2012**

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone	Date Filed
<b>Coursework:</b>						
<b>54 - 69 Hours Minimum</b>	<b>Hours</b>	<b>Term Will Take</b>	<b>Hours Taken</b>	<b>Grade</b>	<b>Sub</b>	<b>Hours - 6 hrs only</b>
<b>Required:</b>	<b>33 Hours</b>					<b>Research Tools Req: 12 Hours</b>
EDA elective from list:EDA-600	3					REF 601 *
EDA 740 EDA-620	3					REF 602*
EDA 755 OR EDA 628	3					REF 761
EDA 700	3					REF 762
EDA 702 EDA-704	3					REF 893 REF 736
EDA 706	3					Qualitative-Course REF 730 3
EDA 780 -EDA-708	3					<b>total 9 12</b>
EDA 710	3					
EDA 736 or 738	3					*REF 601 and 602 are Prereqs and do not count toward this degree
EDA 720 EDA-Elective	3					**These REF courses must be taken sequentially : REF 601, then 602, then 761, then 762, then others
EDA 722 EDA-Elective	3					
EDA Elective	3					
EDA 800						
<b>Dissertation/support: 15 Hrs 12 Hrs</b>						<b>total req 36- 39</b>
EDA 898	3					
EDA 898	3					<b>Minor (optional)</b>
EDA 898	3					(list courses below)
EDA 898 or EDA 792 Lit Rev	3					
<b>dissertation total</b>	<b>42</b>					<b>15</b>
<b>Notes:</b>						
**Substitutions from list may be approved when a student has previously taken a required course or its equivalent (attach documentation)						
**Licensure and/or Certification is a function of each state's department of education, and requirements for licensure and/or certification vary from state to state. It is the student's responsibility to be aware of his/her state's current requirements for licensure and/or certification and ensure that all current requirements are met through completed coursework. The College of Education and Psychology has a certification officer who assists students with filing appropriate licensure and/or certification paperwork, but it is the student's responsibility to provide the necessary forms. For these reasons, students seeking licensure and/or certification are encouraged to stay current with licensure and/or certification regulations within their respective states. If you have any questions about this policy, contact the department chair.						
<b>Signatures:</b>						
Student						
Advisor						
Chair/Date						
<b>Total Hours:</b>	<b>66</b>					<b>(54-69 Hours-Minimum) 57-72 Hours</b>
<b>Dissertation Committee: Signatures</b>						



**Plan of Study: Ph.D. in Education (Educational Administration - K-12)\*\* 57 - 72 Hours Minimum 11/05/15**

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone	Date Filed					
<b>Coursework:</b> 54 - 69 Hours Minimum Required: 39 Hours											
EDA 628B/755D	3	Course Taken	Term will Take	Grade	Transfer Hours - 6 hrs only	Research Tools	Hours	Term will Take	Grade	Milestones (in order of completion) Check Deadlines Qualifying Exam, if applicable Plan of Study form filed in Graduate Studies Integrity Assurance Program	
EDA 710	3				Req: 12 Hours	Pre					
EDA 702	3				REF 601	Pre					
EDA 706	3				REF 602	Pre					
EDA 700	3				REF 736	3					
EDA 736B/738D	3				REF 761	3					
EDA 720	3				REF 762	3					
EDA 722	3				REF 730	3					
EDA 800	3				<b>total (not including pre-requisites) 12</b>						
EDA 740	3				REF 601 and 602 are Prerequisites; they are not optional and do not count toward degree; take in first 3 semesters						
EDA 780	3				These REF courses must be taken sequentially : REF 601, then 602, then others						
EDA electives from list	6										
<b>total req</b>	<b>39</b>										
<b>Dissertation/support: 15 Hours</b>											
REF 899	3				<b>Minor (optional) list courses below</b>						
EDA 898 or EDA 807 Lit Rev	3										
EDA 898	3										
EDA 898	3										
EDA 898	3										
<b>total req</b>	<b>15</b>										
<b>Total Hours:</b>	<b>66</b>				<b>(57 - 72 Hours Minimum)</b>						
Notes:											
Electives must be from list: 600, 628, 701, 704, 720, 722, 740, 742, 755, 3 1-hr approved 792s. EDA 600 must be included if not already taken.											
**Licensure and/or Certification is a function of each state's department of education, and requirements for licensure and/or certification vary from state to state. It is the student's responsibility to be aware of his/her state's current requirements for licensure and/or certification and ensure that all current requirements are met through completed coursework. The College of Education and Psychology has a certification officer who assists students with filing appropriate licensure and/or certification paperwork, but it is the student's responsibility to provide the necessary forms. For these reasons, students seeking licensure and/or certification are encouraged to stay current with licensure and/or certification regulations within their respective states. If you have any questions about this policy, contact the department chair.											
Signatures: Student											
Advisor											
Chair/Date											
Dissertation Committee: Signatures											







**Plan of Study : Ed.D. in Education (Educational Administration - K-12)\*\* 57 - 72 Hours Minimum 11/05/15**

Name & e-mail & telephone	Student ID	Admit Term	Completion Term	Admit Type	Advisor & telephone
<b>Required</b>					
<b>Coursework:</b>	<b>Hours</b>	<b>Course Taken</b>	<b>Term will Take</b>	<b>Grade</b>	<b>Transfer Hours - 6 hrs only</b>
<b>54 - 69 Hours Minimum</b>					
<b>Required:</b>	<b>39 Hours</b>				
EDA 628B/755D	3				Req: 12 Hours
EDA 710	3				REF 601 Pre*
EDA 702	3				REF 602 Pre*
EDA 706	3				REF 736
EDA 700	3				REF 770
EDA 736B/738D	3				REF 791 A
EDA 720	3				REF 791 B
EDA 722	3				<b>total (not including pre-requisites) 12</b>
EDA 800	3				REF 601 and 602 are Prerequisites; they are not optional and do not count toward degree; take in first 3 semesters
EDA 740	3				
EDA 780	3				
EDA electives from list	6				**These REF courses must be taken sequentially : REF 601, then 602, then others
<b>total req</b>	<b>39</b>				
<b>Dissertation/support: 15 Hours</b>					
REF 899	3				Minor (optional) list courses below
EDA 898 or EDA 807 Lit Rev	3				
EDA 898	3				
EDA 898	3				
EDA 898	3				
<b>total req</b>	<b>15</b>				
<b>Total Hours:</b>	<b>66</b>	<b>(57 - 72 Hours Minimum)</b>			
<b>Notes:</b>					
Electives must be from list: 600, 628, 701, 704, 720, 722, 740, 742, 755, 3 1-hr approved 792s.					
**Licensure and/or Certification is a function of each state's department of education, and requirements for licensure and/or certification vary from state to state. It is the student's responsibility to be aware of his/her state's current requirements for licensure and/or certification and ensure that all current requirements are met through completed coursework. The College of Education and Psychology has a certification officer who assists students with filing appropriate licensure and/or certification paperwork, but it is the student's responsibility to provide the necessary forms. For these reasons, students seeking licensure and/or certification are encouraged to stay current with licensure and/or certification regulations within their respective states. If you have any questions about this policy, contact the department chair.					
<b>Signatures:</b>					
Student					
Advisor					
Chair/Date					
Milestones (in order of completion) Check Deadlines Qualifying Exam, if applicable Plan of Study form filed in Graduate Studies Integrity Assurance Program in Graduate School at least 1 month before graduation) Residency Requirement Met - Put dates No Incomplete Grades 3.0 GPA required for graduation Comprehensive Exam Application for Degree filed in Graduate School at least one semester before planned graduation* Enrollment Requirement: Must be enrolled the the semester that your degree is to be awarded Exit Survey *Application fee paid.					
<b>Dissertation:</b>					
Committee Approval Form					
Pre-proposal feedback form					
Prospectus Approval Form					
IRB/Human Subjects Committee Approval					
Contact Graduate Reviewer: Submit Title Page					
Oral Defense of Dissertation					
Submit Draft to Graduate Reader					
Copies Deposited in Grad School					
UMI Forms to Grad School with copies					
Survey of Earned Doctorates form					
<b>Dissertation Committee: Signatures</b>					



**Plan of Study: Ed.S. in Education Administration –(Building Level) 36-39-Hours Minimum 11/08/2012**

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Transfer Hours - 6 hrs only	Milestones (in order of completion) Check Deadlines	Date Completed
<p><b>Coursework:</b></p> <p><b>30 hours Minimum</b></p>							
<p><b>Prerequisites:</b></p> <p>REF 601 (do not count toward degree):</p>							
<b>Required:</b>							
REF 602	3					No Incomplete Grades	
EDA 600	3					3.25 GPA required	
EDA 620	3					Comprehensive Exam	
EDA 628	3					Application for Degree to be Filed in Graduate School	
EDA 651 EDA-700	3					at least one semester before planned graduation*	
EDA 704	3					Completed RCR Training	
EDA 730 EDA-706	3						
EDA 708	3						
EDA 616 -EDA-710	3						
EDA 736	3						
EDA-elective	3						
REF 601 REF 791-A	3						
REF 632 REF 791-B	3						
<b>total required</b>	<b>36-39</b>						
<p>**Licensure and/or Certification is a function of each state's department of education, and requirements for licensure and/or certification vary from state to state. It is the student's responsibility to be aware of his/her state's current requirements for licensure and/or certification and ensure all current requirements are met through completed coursework. The College of Education and Psychology has a certification officer who assists students with filing appropriate licensure and/or certification paperwork, but it is the student's responsibility to provide the necessary forms. For these reasons, students seeking licensure and/or certification are encouraged to stay current with licensure and/or certification regulations within their respective states. If you have any questions about this notice, contact the department chair.</p>							
<b>Signatures:</b>							
Student*					Date:		
Advisor*					Date:		
Dept Chair*					Date:		
				<b>Education History:</b>			
				Degree, University (BS/MS)		B.S., M.S.,	



**Plan of Study: Ed.S. in Educational Administration 36 Hours Minimum 11/05/15**

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Transfer Hours - 6 max with permission.	Advisor & telephone	Date Completed

Coursework: 36 hours Minimum	Hours	Course Taken	Term will Take	Grade	Transfer Hours - 6 max with permission.	Milestones (in order of completion) Check Deadlines Completed Integrity Assurance Training Plan of Study Form Submitted to Graduate School	Date Completed
Required:							
	3	EDA 628					
	3	EDA 600				Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 semester before graduation)	
	3	EDA 620				Residency Requirement Met - Put Dates	
	3	EDA 704				No Incomplete Grades	
	3	EDA 708				3.25 GPA required	
	3	EDA 651				Comprehensive Exam	
	3	EDA 736B/738D				Application for Degree to be Filed in Graduate School at least one semester before planned graduation*	
	3	EDA 616					
	3	EDA 730					
	3	REF 601					
	3	REF 602					
	3	REF 632					
	36	<b>total required</b>					

Notes:

\*\*1. Licensure and/or Certification is a function of each state's department of education, and requirements for licensure and/or certification vary from state to state. It is the student's responsibility to be aware of his/her state's current requirements for licensure and/or certification and ensure all current requirements are met through completed coursework. The College of Education and Psychology has a certification officer who assists students with filing appropriate licensure and/or certification paperwork, but it is the student's responsibility to provide the necessary forms. For these reasons, students seeking licensure and/or certification are encouraged to stay current with licensure and/or certification regulations within their respective states. If you have any questions about this policy, contact the department chair.

Signatures	Student	Date:
	Advisor	Date:
	Dept Chair	Date:







**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

January 21, 2016

To: Graduate Council

Via: College Curriculum Committee  
Diane Fisher, Chair

From: Dr. Joe Olmi, Chair, Department of Psychology

Re: Degree plan modification for PhD in Psychology, Emphasis in Counseling Psychology; Effective Fall, 2016

Please accept the following proposal to modify the degree plan for the PhD in Psychology, Emphasis in Counseling Psychology degree. This doctoral program is housed on the Hattiesburg campus and changes will be effective Fall, 2016. No additional resources are needed.

**Rationale:**

The degree plan has included several courses which are not routinely offered or which may no longer meet accreditation requirements and does not accurately portray the courses students take to earn their degree. To streamline the advising process, and to minimize the need to routinely waive program requirements, the following revisions are being made to the plan:

<b>Existing Degree Requirements</b>	<b>Proposed Degree Requirements</b>
PSY 661: Research Evaluation	PSY 661: Research Evaluation
PSY 662: Quantitative Methods I	PSY 662: Quantitative Methods I or REF 762: Quantitative Analysis II
PSY 663: Quantitative Methods II	PSY 663: Quantitative Methods II or REF: 830: Multivariate
PSY 698: Thesis (6 credits)	PSY 698: Thesis (3 credits)
PSY 624: Adv Behavioral Neuroscience or PSY 726: Perception	PSY 624: Adv Behavioral Neuroscience or PSY 726: Perception
PSY 621: Theories of Learning or PSY 722: Cognitive Processes	PSY 621: Theories of Learning or PSY 722: Cognitive Processes
PSY 750: Advanced Social Psychology or PSY 655: Survey of Industrial and Org Psychology	PSY 750: Advanced Social Psychology
PSY 635: Personality or PSY 679: Advanced Developmental Psychology	PSY 679: Advanced Developmental Psychology



PSY 718: History of Modern Psychology	PSY 718: History of Modern Psychology
PSY 898: Dissertation (12 hours)	PSY 898: Dissertation (9 hours)
PSY 613: Cultural Basis of Behavior	PSY 613: Cultural Basis of Behavior
PSY 607: Ethics	PSY 607: Ethics
PSY 614: Testing & Individual Analysis	PSY 614: Testing & Individual Analysis
PSY 630: Introduction to Counseling Psychology	PSY 630: Introduction to Counseling Psychology
PSY 650: Microskills Laboratory	
PSY 641: Cognitive Assessment	PSY 641: Cognitive Assessment
PSY 748: Child Cognitive Assessment	
PSY 701: Seminar in Teaching of Psychology	PSY 701: Seminar in Teaching of Psychology (1 hr)
PSY 710: Group Counseling & Psychotherapy	PSY 710: Group Counseling & Psychotherapy
PSY 712: Assessment & Diagnosis	PSY 712: Assessment & Diagnosis
PSY 780: Advanced Psychopathology	
PSY 713: Intermediate Counseling Theories	PSY 713: Intermediate Counseling Theories
PSY 714: The Psychology of Vocational Development	PSY 714: The Psychology of Vocational Development
PSY 740: Objective Personality Assessment	PSY 740: Objective Personality Assessment
PSY 811: Advanced Seminar in Psychotherapy	
PSY 836: Proseminar in Counseling Psychology	
PSY 870: Supervision: Theory & Practice	PSY 727: Counseling Supervision
PSY 652: Counseling Psychology Practicum I	PSY 652: Counseling Psychology Practicum I
PSY 762: Counseling Psychology Practicum II	PSY 762: Counseling Psychology Practicum II
PSY 763: Group Counseling Practicum	
PSY 835: Advanced Practicum (6-12 hours)	PSY 835: Advanced Practicum (18 hours)
PSY 840: Externship	
PSY 883: Internship (1-3 hours)	PSY 883: Internship (3 hours)
PSY 791: Research in Psychology (1-16 hours)	PSY 791: Research in Psychology (20 hours)
PSY 850: Advanced Research Seminar or REF 893: Advanced Educational Psychology	
30 credits required for the MA including: PSY 661 PSY 662 PSY 663 PSY 698 (6 credits) 9 credits of: <ul style="list-style-type: none"> <li>• PSY 624 or PSY 726</li> <li>• PSY 621 or PSY 722</li> <li>• PSY 750 or PSY 655</li> <li>• PSY 679 or PSY 635</li> </ul> 6 credits of electives	30 hours required for MA including: PSY 661 PSY 662 or REF 762 PSY 663 or REF 830 PSY 698 (3 credits) 9 credits of: <ul style="list-style-type: none"> <li>• PSY 624 or PSY 726</li> <li>• PSY 621 or PSY 722</li> <li>• PSY 750</li> <li>• PSY 679</li> </ul> 9 credits electives
Hours ranged from 118-142 including MA	114 hours total (MA: 30 hours earned en route to the doctorate; additional 84 hours for doctoral degree)

## Psychology (Counseling), Ph.D.

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### Doctoral Degree Programs

#### Doctor of Philosophy in Psychology

The department offers the Doctor of Philosophy in psychology in four emphasis areas: clinical, counseling, experimental, and school psychology. These doctoral emphasis areas are designed to ensure that students receive strong preparation in the research and theoretical literature of psychology as an experimental behavioral science.

Students are admitted to one of these doctoral programs and earn a master's degree (M.A.) in psychology en route to the doctorate. Applicants are judged on the basis of prior academic record, GRE scores, three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study, and scholarship personal statement. Applicants are expected to have completed appropriate undergraduate foundation courses in psychology (e.g., statistics, experimental, and history and systems). A student may be invited to come to campus for a personal interview as part of the application process. The department typically receives applications from a larger number of qualified applicants than it can enroll. Prospective students should specify their intended emphasis area at time of application. Descriptions of each of these areas are available online at [www.usm.edu/psychology](http://www.usm.edu/psychology). New students are admitted only for fall semester. Applications received by December 1 (clinical, counseling) or January 3 (school, experimental) will receive a full review.

The Department of Psychology values diversity, and members of underrepresented groups are strongly encouraged to apply. Additionally, whereas participation in on-campus admissions seminars and interviews is highly recommended for applicants who enter the final selection pool, alternative arrangements may be requested through the director of training for those individuals who are unable to travel to Hattiesburg.

#### Residency

Students must meet the residency requirements specified in this Bulletin.

**Plan of Study.** Students must submit their signed, official *Plan of Study form* to the Graduate School by the end of the **second semester** they are enrolled. The *Plan of Study forms* are available at [www.usm.edu/graduateschool/planofstudy.php](http://www.usm.edu/graduateschool/planofstudy.php). **click on the "Plans of Study" link.**

#### Research and Scholarly Integrity Education

All faculty holding Regular or Associate graduate faculty status, must complete CITI training modules required by the Graduate School and their departments. All graduate students must complete the CITI training modules required by the Graduate School and their departments the first semester they are enrolled in graduate school. The RSIE policy and training information are found on the Graduate School web page –[www.usm.edu/graduate-school](http://www.usm.edu/graduate-school). Contact the Dean of the Graduate School if you have any questions regarding the policy of training information.

## Comprehensive Exam

Doctoral qualifying exams may be required. A comprehensive exam is required for all doctoral students and must be passed before proceeding to the dissertation. A 3.0 GPA is required for graduation.

**Continuous Enrollment Requirement:** Students must meet the requirements specified in the front section of this *Bulletin* for continuous enrollment.

## Common Requirements for the Doctor of Philosophy in Psychology

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### Research Tool(s)

Research tools are completed as part of the master's in psychology (MA) earned en route to the doctorate.

PSY 661 - Research Evaluation in the Behavioral Sciences 3 hrs.

PSY 662 - Quantitative Methods I 3 hrs.

Or REF 762 – Quantitative Analysis II

PSY 663 - Quantitative Methods II 3 hrs.

Or REF 830 - Multivariate

Thesis, PSY 698 - Thesis 9 3 hrs.

### Departmental Courses:

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#### Psychological Foundations:

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Completion of 3 of the following 4 content areas is required for the MA in Psychology earned en route to the doctorate: (Completion of the remaining 4<sup>th</sup> content area is required for the doctoral degree.)

#### Biological area:

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- PSY 624 - Advanced Behavioral Neuroscience 3 hrs. or
- PSY 726 - Perception 3 hrs.

#### Cognitive area:

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- PSY 621 - Theories of Learning 3 hrs. or
- PSY 722 - Cognitive Processes 3 hrs.

#### Social area:

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- PSY 750 - Advanced Social Psychology 3 hrs. or
- PSY 655 - Survey of Industrial and Organizational Psychology 3 hrs.

#### Individual Differences and Life Span Development area:

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- PSY 635 - Personality 3 hrs. or
- PSY 679 - Advanced Developmental Psychology 3 hrs.

### Other Departmental Requirements

- PSY 718 - History of Modern Psychology 3 hrs.
- PSY 898 - Dissertation ~~12~~ 9 hrs.

**Note:**

Thirty credits are required to complete the MA, earned en route to the doctorate. The MA degree requirements include the Research Tools (12 credits), 3 of the 4 Psychology foundation courses (9 credits) and an additional 9 credits of electives. All choices between core courses as well as selection of elective courses must be approved by the student's major advisor and the emphasis area director of training.

## Requirements for an Emphasis in Counseling Psychology

In addition to the requirements listed under common requirements for the doctor of philosophy degree, the student must take the following:

### Psychological Foundations:

- PSY 613 - Cultural Bases of Behavior 3 hrs.

### Professional Core (38 33 hours):

- PSY 607 - Ethics and Current Issues in Psychology 3 hrs.
- PSY 614 - Testing and Individual Analysis 3 hrs.
- PSY 630 - Introduction to Counseling Psychology 3 hrs. or
- PSY 650 - Microskills Laboratory 3 hrs.
- PSY 641 - Adult Cognitive Assessment 3 hrs.
- PSY 748 - Child Cognitive Assessment 3 hrs.
- PSY 701 - Seminar in Teaching of Psychology 1 hr.
- PSY 710 - Group Counseling and Psychotherapy 3 hrs.
- PSY 712 - Assessment and Diagnosis 3 hrs. or
- PSY 780 - Advanced Psychopathology 3 hrs.
- PSY 713 - Intermediate Counseling Theory 3 hrs.
- PSY 714 - The Psychology of Vocational Development 3 hrs.
- PSY 740 - Objective Personality Assessment 3 hrs.
- PSY 811 - Advanced Seminar in Psychotherapy 3 hrs.
- PSY 836 - Proseminar in Counseling Psychology 3 hrs.
- PSY 870 - Supervision: Theory and Practice 3-6 hrs. (6 hrs. required)

PSY 727: Supervision 3 hrs.

### Practica, Externships, and Internship (~~24-30~~ 27 hours):

- PSY 652 - Counseling Psychology Practicum I 3 hrs.
- PSY 762 - Counseling Psychology Practicum II 3 hrs.
- PSY 763 - Group Counseling Practicum 3 hrs.
- PSY 835 - Advanced Practicum in Counseling Psychology 1-3 18 hrs. (6-12 hrs. required)
- PSY 840 - Externship 1-6 hrs.
- PSY 883 - Internship 1-3 hrs. (3 hrs. required)

## Research Design and Analysis (~~13-16~~ 20 hours):

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- Research Tools
- ~~PSY 791 - Research in Psychology 1-16~~ 20 hrs.
  
- ~~PSY 850 - Advanced Research Seminar 3 hrs.~~ or
- ~~REF 893 - Advanced Educational Research 3 hrs.~~

### Note:

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Electives must be approved by the student's major adviser and the emphasis area director of training.

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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](#)

[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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WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	❖	X	#		
<b>Course Modifications</b>						
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, <del>Keesler Air Force Base, Magnolia Speech School</del> , Stennis Space Center. [SACSCOC notification or approval may be necessary]	X	❖	X	X		
Establishing <del>or Terminating</del> 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](mailto: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](mailto: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](mailto: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](mailto: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.

# 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
<b>Expanding at current degree level (significant departure from current programs)</b>	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
<b>Initiating other certificate programs</b>					
<b>...using existing approved courses</b>	NA	NA	NA	NA	NA
<b>...at a new off-campus site (previously approved program)</b>	1	NA	NA	Yes	Prospectus
<b>...that is a significant departure from previously approved programs</b>	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 <b>or terminating</b> joint or dual degrees with another institution: (See <a href="#">"Agreements Involving Joint and Dual Academic Awards"</a> 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 <b>or closing</b> 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 <a href="#">Interpretation</a> .
Initiating distance learning...					
Offering 50% or more of a program <b>for the first time [USM has already met this requirement]</b>	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 <b>or terminating</b> 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 <b>or terminating</b> 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 " <a href="#">Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status</a> "	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 " <a href="#">Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status</a> "	Yes	6 months	Yes	Prospectus Due dates: April 8 or September 15
Relocating a main or branch campus	1	Yes	6 months	Yes	Prospectus
<b>Moving an off-campus instructional site (serving the same geographic area)</b>	2	Yes	Prior to implementation	NA	Letter of notification with new address and starting date
Initiating degree completion programs	1	NA	NA	Yes	Prospectus
<b>Closing a program, approved off-campus site, branch campus, or institution</b>					
<b>...Institution to teach out its own students</b>	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 " <a href="#">Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status</a> "	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 " <a href="#">Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status</a> "	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			
<b>Course Modifications</b>						
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)  
[Return to Table of Contents](#)

# DRAFT

## Policies and Procedures committee recommendation related to courses designated as “full time” for financial aid

Departments seeking to have courses counted as “full time” for financial aid need to seek the endorsement of the college curriculum committee and the graduate council. Only in exceptional circumstances should courses seek approval as “full time”. Decisions regarding approval of these courses requires a memo detailing why a particular course may be eligible for this designation to include details relevant to the expectations of the course.

e.g., PSY 881 is a course required by the Psychology Department to document a doctoral student enrolled in a full-time, predoctoral internship. All health service psychology doctoral training programs require a full-time, one-year, 2,000 hour, pre-doctoral internship as one criteria for completion of the doctoral degree. Further, as the doctoral programs in psychology are accredited programs, all doctoral students engage in a matching process which places the graduate student at an internship site anywhere in the country. During this period, the student is supervised and evaluated by a psychologists on site, and USM faculty have little oversight into the training experiences, evaluation measures or supervision provided. Most of these positions provide a modest salary; many graduate students find that additional student loans are necessary to allow them to support themselves during the internship year and complete their dissertations. The Department of Psychology is requesting permission to allow PSY 881: Internship to be designated as “full time” for financial aid (for the 1 credit which is required by the Department each semester).

# DRAFT

## Policies and Procedures Committee Recommendations

In an effort to ensure that students are remaining on track with research requirements, and completing the degree requirements within the allotted time (5 years for MA/ MS and 8 years for PhD), and to ensure some continuity regarding research courses across departments/ colleagues. The following recommendations are put forth for your consideration:

1. Thesis and dissertation courses should be graded as “satisfactory” or “unsatisfactory” each semester; no more grades of “E” will be available. Departments and committee chairs will be responsible for developing grading rubrics and communicating these expectations to all graduate students.
2. “Special topics” courses are to be used to signify a course with a variable title which has not been submitted for approval to the graduate council. These courses require a syllabus, should be graded (A-F) and need to include a subtitle that is transcribed. Any course taught regularly should be submitted for approval through the graduate council. College curriculum committees should discuss additional measures to ensure that courses using the special topics designation are being regularly reviewed.
3. “Independent study” should be used minimally and only in cases where a) a regular course is not offered and b) enrollment is limited to 1-2 students.
4. Research courses (i.e., 691; 791) are used at the discretion of the department but should be graded (A-F). A rubric outlining the grading criteria should be available from the instructor and/or in the published department handbook.
5. The need for “Special Problems” courses is not clear. If departments utilize these types of classes, the rationale should be made clear given the criteria outlined above.
6. Grades are assigned in each of these courses. Departments enrolling students in these course options should have a clear rationale and grading rubric in place. Courses cannot be used as placeholders in order to reach the minimum needed for a tuition waiver.
7. The grade policy will require revision such that students receiving a “U” will be placed on probation. Failure to remediate the “U” will result in dismissal.

# Aiming High: Highlights and Updates from the Graduate School at Southern Miss

Dean's Report (March 2016)

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## Showcasing New Programs

### Food and Nutrition Systems Partners with the Aramark Dietetic Internship Program to Establish a New Online Master of Science Degree



Elaine Molaison, Ph.D., R.D.

The Department of Nutrition and Food Systems (NFS) and the Aramark Dietetic Internship Program are partnering to provide an online Master of Science degree in Nutrition and Food Systems. The program will be piloted during academic year 2016-17 and include interns from across the country. The Aramark Dietetic Internship Program accepts sixty interns annually, and all sixty positions will be transitioned to require the master's degree over a five-year period. The partnership between Southern Miss and



Roxanne Kingston, M.S., R.D., L.D.

Aramark is responsive to a recent mandate by the dietetics credentialing agency requiring dietitians and nutritionists taking the registration examination to hold a master's degree by January 1, 2024. According to Dr. Elaine Molaison, Professor and Chair of the Department of Nutrition and Food Systems, "Dietetic internships without a direct tie to a university are in jeopardy of losing their programs because they cannot provide the required master's degree." In early February Dr. Molaison and Roxanne Kingston, Instructor and Dietetic Internship Director, met with representatives of the Aramark Dietetic Internship Program over a two-day period for discussions which resulted in the partnership. Dr. Molaison is also in discussion with two additional programs to establish a similar relationship, with the combined enrollment of the additional programs exceeding 150 students per year.



## Student Spotlight

### Biological Sciences Doctoral Student's Hummingbird Research Featured by International News Magazines



T.J. Zenzal trapping hummingbirds

In a spotlight of the article, *The Auk* publishers noted, "Using a computer program to estimate flight range based on birds' mass and wingspan, they estimated that the average hummingbird has a flight range of around 2,200 kilometers [over 1300 miles]. Older birds and males were predicted to be able to travel farther at a time than younger birds and females." Furthermore, they stated, "This research provides some of the first details of their annual fall journey from the eastern United States to Central America, showing that their fall migration peaks in September and that older birds travel ahead of younger ones." While the data do not prove that the birds fly cross the Gulf of Mexico during migration, as has been reported anecdotally, they do show that most of them would have the ability to do so, pending appropriate weather conditions. This report is part of T.J.'s dissertation research, which he successfully defended recently. He will graduate with his Ph.D. in May.

For more information see the following links:

<https://www.allaboutbirds.org/tiny-hummingbirds-incredible-migration/>

<http://www.csmonitor.com/Science/2016/0311/These-tiny-birds-can-fly-over-1-000-miles-nonstop>

<http://blogs.discovermagazine.com/d-brief/2016/03/10/hummingbirds-migration-endurance/#.VuR7vHqo0mQ>



Ruby-throated hummingbird Photo by Gary Fairhead



## Psychology graduate students recognized at Capitol



Department chair Dr. Joe Olmi (left) and Applied Behavior Analysis graduate students were hosted by Secretary of State Delbert Hosemann (center) and Representative Steve Massengill (right) at the Mississippi State Capitol.

Hosemann met with Dr. Olmi and the students to discuss the importance of the program to the children of Mississippi. After meeting with Secretary Hosemann they were given a tour of the Capitol and were recognized during session in the House Chamber by Rep. Massengill. Dr. Olmi and the students were also able to meet area representatives and Southern Miss alumni Toby Barker and Chris Johnson.

On Friday, February 26, Dr. Joe Olmi, Chair of the Department of Psychology, along with students in the first cohort of the new Psychology M.S. program with an emphasis in Applied Behavior Analysis, visited the State Capitol. They were greeted by Representative Steve Massengill, author of House bill 885, which led to the launch of the program. Secretary of State Delbert

LaTrisha Blunt

## MLIS Student Receives National Recognition

LaTrisha Blunt, a student in the Master of Library and Information Science program and Library Technician at the East Baton Rouge Parish Public Library, was named the recipient of the EBSCO American Library Association (ALA) Conference Sponsorship. This award will reimburse her expenses up to \$1,000 to attend the ALA Annual Conference in Orlando, June 23-28. Among LaTrisha's other awards and recognition, she was awarded a paid Summer Transportation Internship at the Federal Highway Administration Research Library in Washington, D.C. in 2014. In 2015 she was awarded the 2015 Association of Research Libraries (ARL) Career Enhancement Fellowship,



which included a paid summer internship at the University of Kentucky Library and a trip to the ARL Annual Leadership Symposium in Chicago, held last winter.

## Coastal Sciences Graduate Student Wins Best Paper Award



Danielle Simning, M.S. student in the Department of Coastal Sciences, was selected as recipient of the 2016 James D. Watkins Student Award for Excellence in Research at the 2016 Gulf of Mexico Oil Spill & Ecosystem Science Conference in January. Danielle was applauded by the Program Manager for the Gulf of Mexico Research Initiative of the Consortium for Ocean Leadership, based in Washington, D.C., for a presentation that “was just outstanding both in the content and particularly the way the material was delivered.” Danielle received a \$500 cash award and a plaque recognizing her achievement. Danielle’s major professor is Dr. Joe Griffitt, Associate Professor and Interim Chair of the department.

Danielle Simning

## Faculty Kudos

The Texas Catholic Historical Society named Dr. Eric Platt a recipient of the Patrick Foley Award for his article on Archbishop Joseph F. Rummel. Dr. Platt’s article was published in the 2015 issue of Catholic Southwest. He also was awarded a grant by the Spencer Foundation for his research entitled "Ethnic Schooling in the Ecclesiastical Square: Educational Opportunity, Social Divide, and the Congregation of the Most Holy Redeemer in Nineteenth and Early Twentieth Century New Orleans." The Spencer Foundation, established in 1962 by Lyle M. Spencer, is “dedicated to the belief that research is necessary to the improvement in education,” thus “supporting high-quality investigation of education through its research programs” (<http://www.spencer.org/mission>). Dr. Platt is an assistant professor in the Department of Educational Studies and Research/Educational Leadership.



Dr. Eric Platt

## Bragging Points from Graduate Programs

### From the College of Business

- *Journal of Sport Safety and Security* is a new peer-reviewed, international journal published by USM and the National Center for Spectator Sports Safety and Security (NCS4). This open access, online journal is “dedicated to the dissemination of knowledge created from theoretical and applied research studies in sport safety and security management” (<http://aquila.usm.edu/jsss/>). Dr. Stacey A. Hall, Associate Professor of Sport Management and Dr. Doug Manning, Assistant Professor of Sport Management, both in the Department of Economic Development, Tourism, and Sport Management, serve as Editor-In-Chief and member of the editorial board, respectively.

### From the College of Education & Psychology

- Dr. Kimberly Bunch-Crump, Assistant Professor in the Department of Curriculum, Instruction, and Special Education, was selected as a participant in the Council for Exceptional Children’s Division for Research Beginning Career Researcher Workshop, to be held in St. Louis, MO in April. Being selected to participate in this workshop is an award limited to 20 participants nationwide. Selection is based on evidence of exceptional promise in research.
- Jesse Emling, a doctoral student in Instructional Technology and Design, won the Mississippi Educational Computing Association mini-grant. This is a small grant to help Jesse integrate Dot and Dash robots into his fifth grade computer science course to teach coding, writing, math, and music.
- Dr. Danielle Forest, Assistant Professor in the Department of Curriculum, Instruction, and Special Education, and her colleague from Old Dominion University are receiving the best paper award from the Media, Culture, and Learning Special Interest Group at the 2016 meeting of the American Educational Research Association to be held in Washington, D.C. in April. The paper is entitled “It was . . . the Word ‘Scrotum’ on the First Page”: Educators’ Perspectives of Controversial Literature.”
- Three graduate students in the Ph.D. program in Higher Education Administration were honored with the Dean’s Award for two research presentations at the recent annual meeting of the Southwest Educational Research Association. Amanda Griffin and Lauren Lassabe received the award for their study, “Learning how to teach: Examining the relationship between practice teaching opportunities and preparedness for student teaching”. Ms. Griffin was also honored with the award for her research with Lenore Schaffer “Life after sexual assault: Likelihood to report and persistence in college after sexual assault.”

### From the College of Health

- Amy Rosonet, Clinical Instructor and Speech-Language Pathology Clinic Coordinator in the Department of Speech and Hearing Sciences, was elected 2017 Mississippi Speech and Hearing Association President Elect.

## Graduate School Recruiting

- **Mississippi Valley State University to Visit USM**

The Graduate School will host about 20 prospective students from Mississippi Valley State University for a campus visit on Wednesday, March 23. Arriving at 10:00 AM, the students will be greeted by Graduate School staff who will discuss the benefits of a graduate degree, how to apply, and how to progress successfully to completion of a degree. They will be taken on a guided tour the campus. Following a luncheon in the Hall of Honors, representatives from a wide variety of degree programs will briefly highlight their programs and take questions from the students.

## Professional Development Upcoming Events

- **Susan A. Siltanen Graduate Student Research Symposium**

Join the Graduate Student Senate for an exciting day showcasing excellent research by graduate students! Poster and oral presentations will be delivered by graduate students in the Arts and Humanities; Social Sciences and Business; Education and Psychology; Health and Nursing; Physical Sciences and Mathematics; and Life Sciences. Awards will be presented in all categories for both oral and poster presentations. This event will be held Thursday, March 24, 2016 from 9:00 AM to approximately 12:30 PM at the Thad Cochran Center. For more information contact Vanessa Molden at [Vanessa.molden@usm.edu](mailto:Vanessa.molden@usm.edu).

- **Graduate Student Appreciation Week: April 4-8**

The Graduate School will celebrate the accomplishments and contributions of Southern Miss graduate students during Graduate Student Appreciation Week (April 4-8). Events and activities will highlight resources that are available to help students successfully complete their degree program, and professional development workshops and seminars will be featured. Events will include the following, and other events are being scheduled and will be announced soon.

- Graduate Student Hall of Fame Portrait Unveiling and Open House  
Monday, April 4 | 2-4 p.m. | McCain Library Second Floor
- “I Don’t Like the Other Grad Students in My Program: Am I a Bad Person?”  
Negotiating relationships of all kinds with peers in graduate department will be discussed. Led by Dr. Rebecca Woodrick Malley, Title IX Coordinator  
Wednesday, April 6 | Two opportunities: Noon-1 p.m. and 5:30-6:30 p.m. | Luckyday Multipurpose Room
- “Leadership Development: An Exception to the Rule” Guest speaker: Dr. Samuel Jones, Dean of Student Affairs, Jones County Community College  
Thursday, April 7 | Noon-2 p.m. | Bennett Auditorium
- Copyright Seminar, led by Dr. Chase Kasper, Assistant Vice President for Research Technology Transfer & Corporate Relations  
Friday, April 8 | Time and Location (TBD)
- Graduate Student Mixer/Social  
Friday, April 8 | 4-6 p.m. | R. C. Cook Lounge

## Graduate School Policies and Procedures

- Graduate School Fees (Information Only)

The following fee schedule is included to inform students and faculty of fees that are required for services as students make progress to the degree. Note that graduation fees ARE required for graduate students (differs from undergraduates). All fees must be paid by specified deadlines. Details can be found at the following link:

<https://commerce.cashnet.com/cashnetg/selfserve/BrowseCatalog.aspx>.

Table 1. Schedule of fees required for graduate students

Application fee	\$60
Readmission application fee	\$60
Graduation fee for certificate programs	\$50
Graduation fee for doctoral degree	\$325
Graduation fee for master's with thesis	\$100
Copyright fee for thesis (Optional)	\$55
Graduation fee for master's or specialist without thesis	\$50
Graduation late fee	\$50
Very late degree application	\$100
Late/rush degree application	\$150
Graduation late fee if filed exam/commencement week	\$250
Graduation deferment fee (first deferment is free)	\$50
Revalidation fee per course	\$50

- Course Revalidation Update

The time limitation on courses used to complete a degree correspond with the time limit for a degree (Master's = 5 years; Specialist = 6 years; Doctorate = 8 years). In the event that an over-time-limit student successfully petitions for an extension, over-age coursework will require revalidation. To provide guidance, Graduate Council approved the following language for inclusion in the 2016-17 *Graduate Bulletin*, "Revalidation can include course retake, partial content revalidation (to bring the content of the course taken up to date with current standards), literature review, completion of a comprehensive examination on revalidated course content and/or other option proposed by the department and approved by the Dean of the Graduate School." In the February meeting of the Graduate Council, council members approved the following modification to the course revalidation fee structure: the fee is \$50 per revalidated course with a *maximum revalidation fee of \$400*.

**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**January 25, 2016**

The Graduate Council met at 3:00 p.m. on January 25, 2016, in McCain Library, Room 203 with Dr. Douglas Rust, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Janie Butts, Dr. Dana Fennell, Dr. Leisa Flynn, Dr. David Holt, Dr. Susan Hrostowski, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Scott Piland, Dr. Amy Slagle, and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Sarah Morgan for Dr. Wendy Atkins-Sayre, Dr. Craig Carey for Dr. Jonathan Barron, Dr. Doug Rust for Dr. Kyna Shelley and Dr. SherRhonda Gibbs for Dr. Brian Collins.

The following non-voting members were present: Dr. Karen Coats, Dr. Douglas Masterson for Dr. David Hayhurst, Dr. Bill Powell, Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Diane Fisher for Dr. Ann Blackwell and Dr. Kathy Yadrick for Dr. Michael Forster.

The following guests were present: Ms. Desira Bailey, Ms. Linda Bass, Dr. Anita Boykins, Dr. Gordaon Cannon, Dr. Nicolle Jordon, Ms. Petra Marlin, Dr. Elaine Molaison, Dr. Ray Newman, and Ms. Dawn Porter.

1.0 Call to Order

Dr. Rust called the meeting to order at 3:00 p.m.

2.0 Adoption of Agenda

Dr. Rust presented the agenda for approval. Dr. Piland moved and Dr. Flynn seconded a motion to approve the agenda. The motion passed.

3.0 Dr. Gordon Cannon, Vice President for Research

Dr. Gordon Cannon explained the new practice currently being applied to tuition waivers associated with extramurally-funded grants/contracts that was approved last fall. He explained the practice is necessary to provide fiscal responsibility to the tuition waiver budget while still incentivizing the inclusion of graduate assistantships in grant proposals. This model brings USM more in line with the practices of our sister and other research intensive universities. The following practices are now in use:

- Grants from conventional agencies (NSF, NIH, DOD, DOE, etc.) that pay full allowable F&A and have an annual total budget of less than \$200K will be granted graduate in-state and out-of-state tuition waivers by the university for students receiving a full stipend that is paid from the grant budget.
- Grants from such agencies with an annual budget over \$200K should include in-state tuition in the budget for students receiving a full stipend that is paid from the grant budget. If an out-of-state tuition waiver is needed for the supported student it will be awarded by the university and need not be included in the grant budget.
- Commercial and “for-profit” grants will be expected to pay all graduate tuition for students supported on those grants regardless of whether those grants flow through an agency.
- Program grants and multi-investigator grants will be assessed on a case-by-case basis by the graduate dean, the VPR, and the controller’s office.

#### 4.0 Approval of Minutes

Dr. Rust requested the November minutes be reviewed and voted on at the February 22, 2016 meeting to give Council time to review them.

#### 5.0 Course and Program Proposals

##### 5.1 College of Arts & Letters

###### *Department of Interdisciplinary Studies*

Dr. Rust presented the request to modify WS 601. Dr. Morgan moved and Dr. Piland seconded a motion to approve the modification of WS 601. The motion passed (16-0).

Dr. Rust presented the request to modify WS 692. Dr. Flynn moved and Dr. Hrostowski seconded a motion to approve the modification of WS 692. The motion passed (16-0).

Dr. Rust presented the request to modify WS 503, WS 510, WS 520, WS 525, WS 527, WS 528, and WS 602. Dr. Piland moved and Dr. Flynn seconded a motion to approve the modifications of WS 503, WS 510, WS 520, WS 525, WS 527, WS 528, and WS 602. The motion passed (16-0).

###### *School of Music*

Dr. Rust presented the request to add MED 557. Dr. Piland moved and Dr. Butts seconded a motion to table the addition of MED 557. The motion passed (16-0).

Dr. Rust presented the request to add MED 558. Dr. Piland moved and Dr. Morgan seconded a motion to table the addition of MED 558. The motion passed (16-0).

Dr. Rust presented the request to modify the admissions requirements for the Doctor of Musical Arts graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who already have a master's degree or higher in a relevant area from an accredited institution. Dr. Morgan moved and Dr. Piland seconded a motion to approve the request to modify the admissions requirements for the Doctor of Musical Arts graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who already have a master's degree or higher in a relevant area from an accredited institution. The motion passed.

Dr. Rust presented the request to modify the admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve an acceptable score on the department's Graduate Writing Exam. Dr. Butts moved and Dr. Hrostowski seconded a motion to table the request to modify the admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve an acceptable score on the department's Graduate Writing Exam. The motion passed. Council had concerns how the exam would be administered and assessed. They asked the department for more information clarifying these concerns.

5.2 College of Business

*Department of Economic Development, Tourism, and Sport Management*

Dr. Rust presented the request to modify the Sport Management M.S. program and the Sport Management (Sport Event Security Management) M.S. program. Dr. Fennell moved and Dr. Morgan seconded a motion to approve the modification of the Sport Management M.S. program and the Sport Management (Sport Event Security Management) M.S. program. The motion passed (9-7).

Dr. Rust presented the request to untable SM 660, the Sport Management M.S. program and the Sport Management (Sport Event Security Management) M.S. program (tabled 11-16-2015). Dr. Butts moved and Dr. Piland seconded a motion to untable these requests. The motion passed. The department is asking to withdraw these items from the agenda.

5.3 College of Education and Psychology

*Department of Curriculum, Instruction and Special Education*

Dr. Rust presented the request to modify the Instructional Technology Graduate Certificate. Dr. Nicholson moved and Dr. Flynn seconded a motion to approve the modification of the Instructional Technology Graduate Certificate. The motion passed (16-0).

*School of Library and Information Science*

Dr. Rust presented the request to add LIS 589 and modify the Master of Library and Information Science with School Licensure (AA level) degree program. Dr. Hrostowski moved and Dr. Flynn seconded a motion to table these items. The motion passed. The department requested these items be tabled until the February 2016 meeting pending PEC committee approval.

5.4 College of Health

*Department of Nutrition and Food Systems*

Dr. Rust presented the request to modify NFS 630 and NFS 640. Dr. Hrostowski moved and Dr. Butts seconded a motion to take these courses as a group. The motion passed. Dr. Nicholson moved and Dr. Flynn seconded a motion to approve the modifications of NFS 630 and NFS 640. The motion passed (16-0).

Dr. Rust presented the request to modify the Master of Science in Nutrition and Food Systems (Dietetics Practice) degree program. Dr. Hrostowski moved and Dr. Nicholson seconded a motion to approve the modification of the Master of Science in Nutrition and Food Systems (Dietetics Practice) degree program. The motion passed (16-0).

*Department of Public Health*

Dr. Rust presented the request to modify DPH 611. Dr. Morgan moved and Dr. Flynn seconded a motion to approve the modification of DPH 611. The motion passed (16-0).



## 5.5 College of Nursing

### *Department of Advanced Nursing Practice*

Dr. Rust presented the request to modify NSG 833. Dr. Butts moved and Dr. Nicholson seconded a motion to approve the modification of NSG 833. The motion passed (16-0).

Dr. Rust presented the request to delete the Master of Science in Nursing (RN-MSN Family Nurse Practitioner) degree program. Dr. Morgan moved and Dr. Nicholson seconded a motion to approve the deletion of the Master of Science in Nursing (RN-MSN Family Nurse Practitioner) degree program. The motion passed (16-0).

Dr. Rust presented the request to delete the Master of Science in Nursing (RN-MSN Psychiatric Mental Health Nurse Practitioner) degree program. Dr. Piland moved and Dr. Nicholson seconded a motion to approve the deletion of the Master of Science in Nursing (RN-MSN Psychiatric Mental Health Nurse Practitioner) degree program. The motion passed (16-0).

## 5.6 College of Science and Technology

### *Department of Coastal Sciences*

Dr. Rust presented the request to establish four emphasis areas for the Coastal Sciences graduate degree programs (M.S. and Ph.D.). Dr. Piland moved and Dr. Hrostowski seconded a motion to approve the request to establish four emphasis areas for the Coastal Sciences graduate degree programs (M.S. and Ph.D.). The motion passed (15-1). Council has requested the department begin to establish substantial courses to replace the Special Topics courses.

## 6.0 Officers Report

6.1 Chair – Dr. Douglas Rust  
No report.

6.2 Chair-Elect – Dr. Janie Butts  
No report.

## 7.0 Standing Committee Reports

7.1 Bylaws Committee – Dr. Janie Butts  
No report.

7.2 Credentials Committee – Dr. Jake Schaefer  
Dr. Rust submitted the Credentials report for January 2016 for approval. The report was approved. (see attached).

7.3 Election Committee – Dr. Teresa Welsh  
No report.

7.4 Policies and Procedures Committee – Dr. Bonnie Nicholson  
No report.

- 7.5 Program Review Committee – Dr. Kyna Shelley  
No report.
- 8.0 Liaisons to University Committees
- 8.1 University Assessment Committee- Dr. Janie Butts  
No report.
- 8.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson  
No report.
- 8.3 Strategic Planning Committee – Dr. Bonnie Nicholson  
No report.
- 9.0 New Business
- 9.1 Office of International Admissions proposal to accept PTE test scores for International applicants.  
Ms. Petra Marlin presented a proposal from Office of International Admissions requesting PTE test scores be accepted for International applicants. Dr. Hrostowski moved and Dr. Flynn seconded a motion to accept PTE scores for International applicant’s admission. The motion passed. (see attached).
- 9.2 Graduate Student Senate Report  
No report.
- 9.3 Dean’s Report  
Dr. Coats presented a report to Council. (See attached)
- 10.0 Announcements
- 11.0 Adjournment  
The meeting was adjourned. The next meeting is scheduled for February 22, 2016 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, February 5, 2016.

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Greg Pierce, Recording Secretary

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Dr. Douglas Rust, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**January 25, 2016**

**College of Arts and Letters**

*Department of Interdisciplinary Studies*

Modify:	WS 601	<u>Theories and Methods in Women's Studies.</u>
To:	WGS 601	<u>Theories and Methods in Women's and Gender Studies.</u> Effective fall 2016.
Modify:	WS 692	<u>Special Problems in Women's Studies.</u>
To:	WGS 692	<u>Special Problems in Women's and Gender Studies.</u> Effective fall 2016.
Modify:	WS 503	<u>British Women Writers.</u>
To:	WGS 503	<u>British Women Writers.</u> Effective fall 2016.
Modify:	WS 510	<u>Women in American Society.</u>
To:	WGS 510	<u>Women in American Society.</u> Effective fall 2016.
Modify:	WS 520	<u>Women and Politics.</u>
To:	WGS 520	<u>Women and Politics.</u> Effective fall 2016.
Modify:	WS 525	<u>Sociology of Gender.</u>
To:	WGS 525	<u>Sociology of Gender.</u> Effective fall 2016.
Modify:	WS 527	<u>Family Law.</u>
To:	WGS 527	<u>Family Law.</u> Effective fall 2016.
Modify:	WS 528	<u>Family Violence, Investigation and Deterrence.</u>
To:	WGS 528	<u>Family Violence, Investigation and Deterrence.</u> Effective fall 2016.

Modify: WS 602 Topics in Writing by Women.  
To: WGS 602 Topics in Writing by Women.  
Effective fall 2016.

*School of Music*

Add: MED 557 String Pedagogy.  
2 hours. Effective fall 2016.  
Add: MED 558 Wind/Percussion Pedagogy.  
2 hours. Effective fall 2016.

Modify: Admissions requirements for the Doctor of Musical Arts graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who already have a master's degree or higher in a relevant area from an accredited institution.  
Effective fall 2016.

**Tabled: Admissions requirements for the Masters of Music graduate programs in Performance and Conducting by waiving the GRE test requirements for applicants who can achieve and acceptable score on the department's Graduate Writing Exam.**

**College of Business**

*Department of Economic Development, Tourism, and Sport Management*

Modify: Sport Management M.S. program.  
Delete KIN 670, KIN 677, KIN 696; Add SM 605, SM 676 and SM 700.  
Effective fall 2016.  
Modify: Sport Management (Sport Event Security Management) M.S.  
program.  
Delete KIN 670, KIN 677, KIN 696; Add SM 605, SM 676 and SM 700.  
Effective fall 2016.

**College of Education and Psychology**

*Department of Curriculum, Instruction and Special Education*

Modify: Instructional Education Graduate Certificate.  
Required courses: IT 601, IT 648, IT 709.  
Selective courses: IT 625, IT 636, IT 644, IT 755, IT 780.  
To: Instructional Education Graduate Certificate.  
Required courses: IT 648, IT 650, IT 720.  
Selective courses: IT 601, IT 610, IT 636, IT 644, IT 645, IT 755, IT 709,  
IT 780, IT 860.  
Effective summer 2016.

*School of Library and Information Science*

**Tabled:**                    **LIS 589**                    **School Library Practicum.**

**Tabled:**                    **Library and Information Science (School Licensure emphasis)**  
**(AA level) M.L.I.S. program modification.**

**College of Health**

*Department of Nutrition and Food Systems*

Modify:                    NFS 630                    Food Systems Management.  
Face to face format.

To:                            NFS 630                    Food Systems Management.  
Face to face and online  
correspondence format.  
Effective summer 2016.

Modify:                    NFS 640                    Advanced Medical Nutrition  
Therapy.  
Face to face format.

To:                            NFS 640                    Advanced Medical Nutrition  
Therapy.  
Face to face and online  
correspondence format.  
Effective summer 2016.

Modify:                    To allow online delivery for the Master of Science in Nutrition and Food  
Systems (Dietetics program).  
Effective summer 2016.

*Department of Public Health*

Modify:                    DPH 611                    Internship in Public Health.  
P/F grading basis.

To:                            DPH 611                    Internship in Public Health.  
A/F grading basis and course  
description.  
Effective fall 2016.

**College of Nursing**

*Department of Advanced Practice*

- Modify: NSG 833 Advanced Pharmacology for Anesthesia II. Face to face format.
- To: NSG 833 Advanced Pharmacology for Anesthesia II.  
Face to face and online correspondence format.  
Effective summer 2016.
- Delete: Nursing (RN-MSN Psychiatric Mental Health Nurse Practitioner) MSN degree program.  
Effective summer 2018.
- Delete: Nursing (RN-MSN Family Nurse Practitioner) MSN degree program.  
Effective summer 2018.

**College of Science and Technology**

*Department of Coastal Sciences*

- Add: Coastal Sciences (Aquacultural emphasis) M.S.  
Effective fall 2016.
- Add: Coastal Sciences (Aquacultural emphasis) Ph.D.  
Effective fall 2016.
- Add: Coastal Sciences (Fisheries and Fisheries Oceanography emphasis) M.S.  
Effective fall 2016.
- Add: Coastal Sciences (Fisheries and Fisheries Oceanography emphasis) Ph.D.  
Effective fall 2016.
- Add: Coastal Sciences (Aquatic Health Sciences emphasis) M.S.  
Effective fall 2016.
- Add: Coastal Sciences (Aquatic Health Sciences emphasis) Ph.D.  
Effective fall 2016.
- Add: Coastal Sciences (Coastal Ecology and Ecosystem Processes emphasis) M.S.  
Effective fall 2016.
- Add: Coastal Sciences (Coastal Ecology and Ecosystem Processes emphasis) Ph.D.  
Effective fall 2016.

DATE: January 25, 2016  
 TO: Graduate Council  
 FM: Graduate Credentials Committee  
 RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
<b>Associate Level 1</b>		
Anglin, Elizabeth M.	Music	A1
Bladsacker, Nancy G.	Systems Leadership & Health Outcomes	A1
Del Prado, Ivan	School of Music	A1
Eguae, Babatunde "Terry"	School of Kinesiology	A1
Freeman, Sarilyn R.	Systems Leadership & Health Outcomes	A1
Frey, Stacie D.	Child & Family Studies	A1
Gibson, Sheree L.	Educational Studies & Research	A1
Girard, Beverly L.	Nutrition & Food Services	A1
Harper, Lin	Anthropology & Sociology	A1
Houze, Shea K.	Educational Studies & Research	A1
McLaughlin, Matthew P.	Economic Dev., Tourism & Sport Management	A1
Simons, Casey	Chemistry & Biochemistry	A1
Slade, L. Deloris	Systems Leadership & Health Outcomes	A1
<b>Associate Level 2</b>		
<b>Associate Level 3</b>		
Buchanan, Randy K.	Computing	A3
Deary, Alison L.	Coastal Sciences	A3
Elmore, Paul	Computing	A3
Mann, Roger	Coastal Sciences	A3
Paprzycki, Peter P.	Educational Studies & Research	A3
<b>Regular Level 1</b>		
Johnson, William F.	Finance, Real Estate & Business Law	R1
Kanuri, Srinidhi	Finance, Real Estate & Business Law	R1
<b>Regular Level 2</b>		
Chism, Kimberly A.	Criminal Justice	R2
Hill, Joshua B.	Criminal Justice	R2
Homer, William E.	Mathematics	R2
Ross, Susan C.	Mathematics	R2
<b>Regular Level 3</b>		
Mayfield-Johnson, Susan	Public Health	R3
Phillips, Nicole M.	Biological Sciences	R3
Simon, Yoan	Polymers & High Performance Materials	R3
Credentials Committee		
Dr. Jake Schaefer, Chair		

# PTE ACADEMIC™

## Proposal for PTE Academic Recognition by the University of Southern Mississippi as an Approved English Language Test for International Students

Prepared by Meredith Stokes  
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October 27, 2015

### Proposal Sections:

1. Background and Overview
2. Key Benefits of PTE Academic
3. PTE Academic and Accuracy
4. PTE Academic and Relevancy
5. PTE Academic and Objectivity
6. PTE Academic and Security
7. Benefits to University Admissions and Recruiting Professionals
8. Benefits for Teachers in the Classroom
9. Concordance with TOEFL iBT and IELTS
10. Setting your PTE Academic Cut Score
11. Current Test Center List
12. How to Begin Recognizing PTE Academic Scores

PTE Academic is an international computer-based test of academic English that effectively measures the English language skills of non-native English speaking students. Using 20 innovative test items, PTE Academic is the most accurate way to measure the academic listening, speaking, reading and writing skills of international applicants.

This evidence-based proposal is in support of the **University of Southern Mississippi** recognizing PTE Academic as an approved English language test for international applicants.



## Background and Overview

PTE Academic was first made available in 2009 as a modern, technologically advanced and more secure English language admissions test. It is owned by Pearson, a known leader in the publishing, education and testing fields and the company behind brands such as Penguin Publishing, Edexcel, Pearson Longman, Prentice Hall, and Addison-Wesley.

PTE Academic has already been recognized as an approved English language admission test by nearly 3,000 academic programs including those at Purdue, Michigan State, Harvard, NYU, Yale, Rutgers, University of Chicago, UC Berkeley, Notre Dame, nearly all universities in the UK and Australia, and more than 1600 other programs in the United States.

International students from over 40 countries are choosing PTE Academic to support their applications to English speaking universities. PTE Academic test centers are available globally, test scores are returned within a few days instead of weeks, and the test is priced in line with TOEFL iBT in most major markets.

PTE Academic is listed by EducationUSA, alongside TOEFL iBT and IELTS, as an English language test option for international students looking to study at US colleges and universities.

This proposal will detail the benefits of PTE Academic for the **University of Southern Mississippi**. We will also explain: why the test has grown so quickly, how it is recognized by the most prestigious universities, and how you can begin accepting PTE Academic scores from international applicants, thus helping improve the recruitment and assessment of your own international applicants.

## A Summary of the Key Benefits of PTE Academic

*“If your English language test doesn’t effectively measure what it’s supposed to measure, what’s the point in testing at all?”*

-Professor John De Jong, SVP, Quality and Standards, Pearson

**PTE Academic is not just another English language test; it is a solution to the challenges faced by admissions professionals who are responsible for fairly evaluating an international applicant’s fit at the university.**

### 1) PTE Academic is a more accurate test

When it comes to English language testing, the key factor for most institutions is how accurate the test is, i.e. that it provides an accurate and precise measure of students’ language ability. PTE Academic was specifically developed to provide institutions with a more accurate measure of academic English. This means better admissions decisions and fewer problems with English skills in the classroom. *For detailed information, see pages 4-6.*

### 2) PTE Academic is a more secure test

Cheating is unfair and undermines the efforts of the honest majority. Delivered through Pearson’s highly secure test center network, state-of-the-art biometrics are applied consistently to ensure the highest levels of security throughout the entire PTE Academic testing process. This means less fraudulent test scores and, again, fewer problems with English in the classroom. *For detailed information, see pages 7-8*

### 3) PTE Academic is created with relevant academic content

How well a test reflects the real life demands of study is an important quality of a test of academic English. PTE Academic does this through the use of genuine academic test content, setting academically relevant tasks, and by measuring skills in an integrated way, i.e. assessing the ability to listen to a lecture and then provide an oral summary. This ensures that an applicant’s test scores reflect their ability to succeed in the classroom, not just at the testing center. *For detailed information, see pages 9-10*

### 4) PTE Academic is a more objective and reliable test

The best tests are objective and therefore give results that can be relied upon. It should not matter when or where the test is taken, or who scores the test; admissions professionals should be confident of getting a result which is consistent to the applicant’s ability. PTE Academic does this by using patented, proprietary and proven automated scoring technology. This means you can trust the test score to measure the English language ability of your applicant and nothing else. *For detailed information, see pages 11-13*

### 5) PTE Academic is attractive to students

Providing unlimited score reports, faster results, and on-demand scheduling, PTE Academic brings test convenience into the 21st century for students as well as universities. PTE Academic is administered by Pearson VUE, owners of the world’s largest computer-based test center network. Already available in 50+ countries, including numerous locations throughout China and India, PTE Academic is helping to ensure that whenever students need a test, they can find one. *For a current sampling of test centers, see page 16*

**PTE Academic Test Format**

<b>Part 1: Speaking and Writing</b>		
<b>Section</b>	<b>Item type</b>	<b>Time allowed</b>
Section 1	Personal introduction	1 minute
Section 2	Read aloud	30 – 35 minutes
	Repeat sentence	
	Describe image	
	Re-tell lecture	
	Answer short question	
Section 3 – 4	2 x Summarize written text	20 minutes
Section 5	Summarize written text OR Essay	10 or 20 minutes
Section 6	Essay	20 minutes

<b>Part 2: Reading</b>	
<b>Item type</b>	<b>Time allowed</b>
Multiple-choice, choose single answer	32 – 41 minutes
Multiple-choice, choose multiple answers	
Re-order paragraphs	
Reading: Fill in the blanks	
Reading & Writing: Fill in the blanks	

<b>Part 3: Listening</b>		
<b>Section</b>	<b>Item type</b>	<b>Time allowed</b>
Section 1	2 or 3 Summarize spoken text	20 or 30 minutes
Section 2	Multiple-choice, choose multiple answers	23 – 28 minutes
	Fill in the blanks	
	Highlight correct summary	
	Multiple-choice, choose single answer	
	Select missing word	
	Highlight incorrect words	
	Write from dictation	

## PTE Academic Accuracy

*“PTE Academic gives us a powerful tool for ensuring that the international students we admit are able to express themselves easily in spoken and written English so that they can take full advantage of the world-class academic experience that Yale provides.”*

**Rebekah Westphal, Associate Director, Admissions and Director of International Admissions  
- Yale University**

When it comes to English language testing, it is crucial that the test you use provides an accurate and precise measure of language ability. PTE Academic was specifically developed to provide a more accurate measure of academic English.

We demonstrate the accuracy of PTE Academic in the following ways:

### **Standard Error of Measurement (SEM)**

All tests contain an element of error. According to Classical Test Theory<sup>1</sup>, a test taker’s observed score – that is, the score reported as a result of a test – comprises their true score and an error component. Typically the true score remains unknown, which means the observed score constitutes the sole record of a test taker’s ability.

In order to obtain an accurate measure of this ability, it is important that the observed score is as close as possible to the true score. To achieve this, a test needs to contain the smallest possible error component. The size of the error component is a function of the reliability of a test and is known as the Standard Error of Measurement (SEM).

SEM is therefore used to track proximity between observed and true scores. The range of scores in which the true score is expected to be found represents the confidence interval associated with an observed score. Generally speaking, an interval of one or two SEMs around the observed score is used to discuss accuracy within the academic-testing world.

So, if we imagine a test where a test taker obtains a score of 50 out of 100 and the SEM is given as 2 points, then using one SEM would give a true score range of 50 plus or minus 2; that is, between 48 and 52. Statistically, there is a 68% certainty that the true score will lie within the observed score, plus or minus one SEM, and a 95% certainty within plus or minus two SEMs. Therefore, we could say that in this case we are 68% certain that the test taker’s true score would be between 48 and 52, and 95% certain that it would be between 46 and 54. The smaller the SEM, the more accurate the test.

Each of the major academic English tests reports its SEM. To compare these SEMs, we need to transfer all scores onto the same scale to make sure we are comparing like with like. Using the concordance tables in the PTE Academic Score Guide<sup>2</sup>, TOEFL iBT and IELTS scores can be placed on the same scale as PTE Academic. The scale used is the Pearson Scale of English, which runs from 10 to 90.

In the tables below, we use a 95% confidence level and an example score of 59. This shows that for PTE Academic, you can be 95% confident that the test taker's true score falls within the 10-point range shown in the table. For TOEFL iBT the range is 16 points, and for IELTS it is 21 points.

Comparison tables: Confidence intervals for PTE Academic, TOEFL iBT and IELTS on a common scale (Pearson Scale of English)

TEST	ERROR	EXAMPLE SCORE	ROUNDED FROM	MIN	MAX	95% INTERVAL	95% INTERVAL
PTE Academic	2.32	59	58.5-59.4	54	64	10 points	10 points
TOEFL iBT	5.64	87	86.5-87.4	75	99	23 points	
TOEFL on GSE		59		50	68		18 points
IELTS	0.23	6.5	6.25-6.74	5.8	7.2	1.4 band	
IELTS on GSE		59		50	72		22 points

	2xSEM	Range	Score 59											
PSE			49	51	53	55	57	59	61	63	65	67	69	71
PTE Academic	10 points	54 - 64						PTE Academic						
TOEFL iBT	18 points	50 - 68				TOEFL iBT								
IELTS	22 points	48 - 70	IELTS											

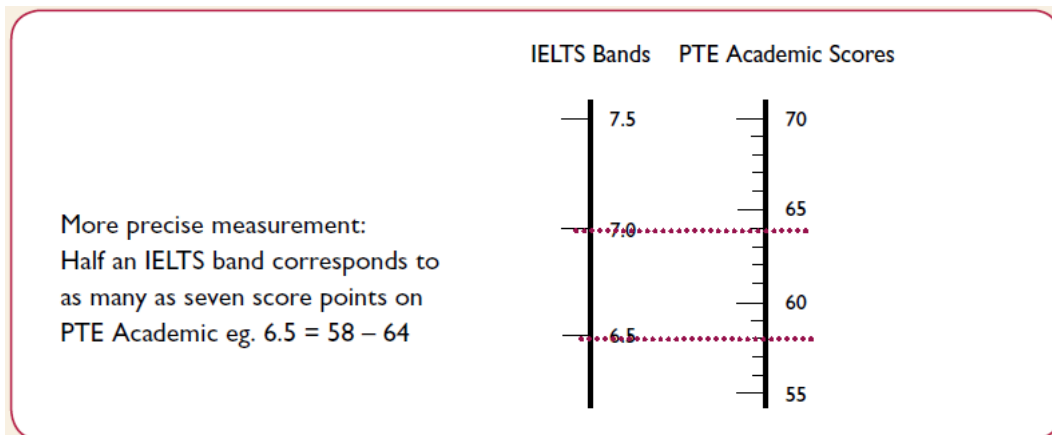
This demonstrates that PTE Academic has the smallest SEM and is therefore the most accurate test of academic English.

**Precision of scores**

The three tests mentioned above each use different reporting scales. PTE Academic and TOEFL iBT both use a numerical score scale, whereas IELTS uses bands. Both Pearson<sub>2</sub> and ETS (TOEFL iBT)<sub>6</sub> have published studies comparing their scores with IELTS.

Pearson shows that within a single IELTS half band there can be up to seven PTE Academic score points. For example, if an IELTS candidate gets an overall band score of 6.5, this could be equivalent to a PTE Academic score of anywhere from 58 to 64 (see table below).

Comparison table: Difference in score precision between IELTS and PTE Academic



This demonstrates that PTE Academic provides a greater level of score precision.

**References**

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3. Educational Testing Service (2005) TOEFL®iBT Standard Setting Facilitator Notebook; Setting the final cut score.  
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## PTE Academic Security

*“The test is administered with the same high standards of security that characterize the Graduate Admissions Test® – GMAT®- assuring that the test taker and the applicant for admission are the same individual.”*

**John Elliott, Dean of the Zicklin School of Business, Baruch College, CUNY New York, UConn**

Test security focuses on protecting the confidentiality of test content, ensuring that tests are administered in such a way that test takers are unable to gain an unfair advantage through cheating and providing confidence that the results received are genuine and represent the true ability of the test taker.

Delivered through Pearson’s highly secure test centers, state-of-the-art biometrics are applied to ensure the security of the testing process for PTE Academic. These include using digital photographs, palm-vein scanning, and electronic signatures to authenticate test taker identity. Test center administrators also implement video and audio monitoring in the test center to provide the highest level of security. To protect test content, PTE Academic uses secure question banking software and unique test forms are randomized to minimize question exposure and fraud. All of this is done quickly and efficiently at the test center, streamlining the registration and check-in process for test takers.

We demonstrate the security of PTE Academic in the following ways:

### **Randomized test forms**

Each PTE Academic test is built from a large pool of content and through a process of using the best possible assembly, each test ends up with an almost identical level of difficulty. The test taker is therefore presented with a test that is of comparable difficulty to the tests given to other test takers but with a different compilation of questions. The tests are assigned randomly to test takers. In this way no two test takers will be taking the same test at the same time in the same test center and it is highly unlikely that they will have more than two or three questions in common. This makes attempts at communicating test content to other test takers futile, reduces the likelihood of test memorization, and renders the organized gathering of test questions almost impossible.

This demonstrates that PTE Academic reduces the risk of copying within the test center and the organized theft of test questions.

### **Paperless testing**

From registration through to the final delivery of results, PTE Academic is the only fully computerized, paperless, academic English language test in the world. Paperless testing further enhances test security by eliminating the possibility of exam papers being copied, stolen, leaked or lost. It also prevents certificates from being forged.

Pearson uses the following test and test taker data security procedures consistently across all test centers: Prior to their appointment, the data required to admit a test taker and deliver a test are automatically downloaded from Pearson’s central hub. This is done via a protected communications link and stored securely on the test center file-server for subsequent test delivery. Biometric data is collected from the test taker at the time of admission, captured by the system, and stored securely on the test center file-server. While on the server, the biometric data is protected from unauthorized access by numerous safeguards (including network access restrictions and a locked server room).

During test delivery, questions are individually decrypted for presentation to the test taker. Responses are individually written to the encrypted results file. At no time during test delivery is more than one question or response available to the system in an unencrypted form.



Following test delivery, the test results file and biometric data are packaged for upload to the Pearson hub. No data remains in the test center.

Users of the PTE Academic Results Service access score reports via a secure verification website. In order to avoid the potential for forgery, only PTE Academic scores stored on this site are guaranteed to be authentic. Both test takers and score report users have secure login credentials to enable them to access score data.

PTE Academic is the only major test of academic English that is entirely paperless for both the test delivery and the certification. By removing paper altogether PTE Academic can guarantee a greater level of security.

### ***Consistent use of test security measures across all centers***

PTE Academic is the only major academic English test that uses test security measures consistently across all centers. This includes three types of biometrics and video monitoring and recording. Other tests apply no or limited use of biometrics, often applied only in select test centers.

By using consistent security measures, PTE Academic guarantees an equally high level of security for all test results, no matter where the test is taken.

### ***Palm vein authentication***

All around the world, test centers that deliver PTE Academic are equipped with advanced palm vein recognition technology. These devices capture and recognize the unique patterns in a test taker's palm veins using non-intrusive scanning technology. During the check-in process a comparison is made between the pattern recorded and Pearson's "No Test List". This ensures that individuals who have previously been prohibited from testing are not able to do so under an assumed identity or as a proxy for another test taker. Furthermore all test taker identities are automatically verified when taking and returning from breaks.

The system also provides an enhanced service, known as 'one-to-many matching'. It is configured to compare each test taker's biometrics to an entire test taker database prior to the release of the test results. The system detects duplicate record creation, including proxy testing, and where duplicates are identified the results are automatically held whilst an investigation takes place.

PTE Academic is the only test to offer this type of biometric assessment as an automated security feature. This use of innovative technology demonstrates that PTE Academic is at the forefront of the fight against proxy test taking.

### ***Invigilator to test taker ratios***

The ratio of invigilators to test takers is an important indication of the level of test security within the test room. Lower ratios mean an increased level of vigilance of the individual test takers. PTE Academic has an invigilator to test taker ratio of 1:15.

### ***References***

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## PTE Academic Relevancy

*“As an accurate measure of ability to study in an academic environment where English is the primary language of instruction, PTE Academic will be an important tool in our admissions process for international students.”*

**Cynthia Pérez, Director of Admissions, Graduate School of Business Administration, Fordham University/NYU**

How well a test reflects the real life demands of study is an important quality of a test of academic English. Authenticity is an integral part of PTE Academic ensuring that students are able to use their English effectively in academic settings. We do this through the use of genuine academic test content, setting academically relevant tasks, and by measuring skills in an integrated way, for example - assessing the ability to listen to a lecture and then provide an oral summary.

We demonstrate the relevancy of PTE Academic in the following ways:

### **Use of Integrated Tasks**

Not all English language tests are the same when it comes to the type and format of the questions. PTE Academic contains 20 different question types<sup>1</sup>, 11 of which are what we refer to as ‘integrated’ i.e. questions that contain tasks that address more than one language skill. For example, PTE Academic test takers are asked to listen to a lecture, take notes and then provide an oral or written summary, or they have to read and summarize written information, or understand and repeat what they have heard.

PTE Academic includes these integrated tasks to reflect the real life language skills that students will need to apply in an academic environment. Research<sup>2</sup> highlights the importance and advantages of using integrated tasks to improve test validity and increase authenticity.

In the table below we are defining integrated tasks as ones that require the use of a combination of skills and then give a score for the different skills used. This table demonstrates that PTE Academic has by far the largest number of integrated tasks of all major tests of academic English. Indeed, over half the test is made up of integrated tasks.

In the table below we are defining integrated tasks as ones that require the use of a combination of skills and then give a score for the different skills used. PTE Academic has by far the largest number of integrated tasks of all major tests of academic English<sup>3,4</sup>. Indeed, over half the test is comprised of integrated tasks.

	Number of Integrated Task Types	Number of Integrated Tasks (within one test)
PTE Academic	11	47 - 55

This demonstrates that by using more integrated tasks, PTE Academic is more relevant to the actual way in which students use their language skills at academic institutions

### **Use of Genuine Academic Content**

Another way to increase test authenticity is to ensure the use of authentic content. Content for the questions used in PTE Academic is totally authentic. It is taken from real-life situations which test takers will encounter in an academic environment. Reading texts appropriate for PTE Academic include study texts of academic interest and texts related to all aspects of student life and the lectures are genuine academic lectures, not actors reading scripts. Question writers are required to use actual texts as stimulus material and no question without a source reference is accepted.

Other academic English tests use simulated materials. The use of genuine academic materials in PTE Academic demonstrates our commitment to ensuring students are better prepared to use their English for academic study.

***Use of International Academic Content***

PTE Academic delivers real-life measures of test takers' language ability to institutions requiring an agreed standard of proficiency in international academic English. An international flavor is ensured by selecting texts and settings encountered in Australia, Canada, New Zealand, the United Kingdom and the United States of America. Using the main varieties of English ensures that all test takers are on an equal footing. Tests that use only one specific English variety put test takers not familiar with that variety at a clear disadvantage.

Furthermore PTE Academic is the only academic English test to include non-native English accents. This reflects the diversity of English that students are likely to experience at any university where English is the medium of instruction, and where students will be taught by professors and teaching assistants who are not native speakers of English.

This use of international varieties of English and non-native accents demonstrates that PTE Academic is highly relevant to today's modern international academic institutions.

***References***

1. PTE Academic Score Guide

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**PTE Academic Objectivity**

*“Having had students from 90 countries, the colleges in our group have seen significant differences in quality in respect to the same standard. It is important to be able to rely on a robust test that takes away the risk of assessor subjectivity. We particularly like the automated scoring system and are pleased to recognize PTE Academic.”*

**Christopher Campbell, Chairman & Managing Director, Academies, Australia Group of Colleges**

The best tests are objective and therefore give results that can be relied on. It should not matter when the test is taken, where the test is taken, or who scores the test; the goal is to get a result which is consistent with the ability of the test taker. Likewise you need to have confidence that a test score accurately reflects the ability of the test taker in order to effectively measure English language learning progress.

We demonstrate the objectivity of PTE Academic in the following ways:

**Reliability estimates**

All major tests of academic English report a reliability estimate. A reliability estimate is expressed as a number between 0 and 1, where 0 means totally unreliable and 1 means perfectly reliable. For tests that are used to make important decisions, high reliability (0.90 or higher) is required. High reliability means that score users can trust the results, i.e., that the results on repeating the test will be the same or very close. How close you can expect repeat results to be is indicated by the reliability estimate: the higher the reliability estimate, the closer the repeat results.

The table below captures the reported reliability estimates for PTE Academic, IELTS and TOEFL iBT. PTE Academic has the highest reliability estimates for both the overall score and the communicative skills scores of all the major academic English tests.

	<b>PTE Academic</b>	<b>IELTS</b>	<b>TOEFL iBT</b>
Overall Reliability	0.97 <sup>2</sup>	0.96 <sup>3</sup>	0.94 <sup>4</sup>
Communicative Skills Reliability			
Reading	0.92	0.90	0.85
Listening	0.91	0.91	0.85
Writing	0.91	0.81-0.89	0.74
Speaking	0.91	0.83-0.86	0.88

This demonstrates that PTE Academic produces consistent, trustworthy results.

**Objectivity through automated scoring**

An aspect of test fairness is how a test is scored. The major academic English tests use different approaches for assessing test taker performance. This comprises human raters only, human raters combined with machine scoring or machine scoring only. PTE Academic uses machine scoring only (although there is some human intervention used as a backup when the automated scoring detects certain anomalies).

	PTE Academic	IELTS	TOEFL iBT
Scoring Method: Writing	Automated scoring	Human rating	Human rating Automated rating used for two tasks
Scoring Method: Speaking	Automated Scoring	Human rating	Human rating

It is widely recognized that the scores human raters give can be influenced by irrelevant factors, particularly when only one person rates the test taker’s performance. Automated scoring has the benefit of removing this effect as it is indifferent to a test taker’s appearance and personality, and is not effected by issues such as examiner tiredness, mood and leniency. Automated scoring also allows individual features of a language sample (e.g. vocabulary or pronunciation) to be analyzed independently, so that weakness in one area of language does not affect scoring in others.

Although PTE Academic is computer-based and machine-scored, responses to all new tasks that require constructed responses (e.g. essays) are initially human scored so that the intelligent scoring systems can be appropriately trained and calibrated. PTE Academic only uses well-trained human raters who are retrained and certified before each rating session. And because PTE Academic’s automated scoring is based on the collective wisdom of a large pool of skilled human raters (over 200) and not, as in human scoring, on the views of one or a handful of individuals, every single response receives a replicable, objective and completely impartial score.

The most common way of determining the fairness of scoring is to look at how well two or more raters agree on a test taker’s score. This comparison may also be established between a human rater and a machine. Research carried out by Shohamy, Gordon and Kraemer<sup>8</sup> in 1992 showed that agreement between two human raters typically ranged from 80% to 93%, depending on the level of training involved and the scales being used. With PTE Academic, however, the overall agreement between human ratings and machine generated scores is 97%<sup>2</sup>.

In addition, using automated scoring means that the test takers’ natural accents are all dealt with objectively. During the development of PTE Academic, close to half a million responses from more than ten thousand test takers originating from 158 countries of birth and speaking 126 different languages at home were used to optimize Pearson’s speech recognizer. The speech recognizer was trained to treat all their accents equally using the same criteria. Most human raters are likely to be more accustomed to some accents than others which will make it difficult for them to treat accents they are not familiar with equally. Some may be accustomed to perhaps half a dozen accents but it is extremely unlikely that they will be able to treat over hundred different foreign accents objectively as PTE Academic does.

This demonstrates that PTE Academic results are an objective and unbiased reflection of a test taker’s true language skills.

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IELTS is a registered trademark of the University of Cambridge ESOL Examinations Syndicate. TOEFL iBT is a registered trademark of Educational Testing Service (ETS).

## PTE Academic Benefits for Admissions and Recruiting Professionals

**Your job is difficult enough when you're not worrying about whether the tests you rely on to help you are doing their job. With PTE Academic, your English language test will be doing its job better than ever before so you can be confident that you are recruiting the right caliber of students to your university.**

### ***For Admissions***

- With PTE Academic you take fewer risks in the student selection process because scores are marked accurately, objectively and consistently, no matter where in the world the test is taken.
- PTE Academic's state-of-the-art security gives you more confidence that the scores you receive are the work of the actual applicant.
- PTE Academic test takers prove their ability to communicate in English, not just their ability to implement tactics that improve their score on a test.
- PTE Academic scores are delivered with a 30 second voice sample, allowing you a chance to hear every applicant speak, even if you do not interview them.
- PTE Academic scores provide you the most insights about an applicants' English language skills – 11 scores, instead of the 5 you're using now.
- PTE Academic score reports are delivered within five days, not two weeks, so you can make decisions faster.
- With PTE Academic, you won't turn away qualified applicants because of unreliable English language test scores.
- PTE Academic Scores can be viewed online or downloaded onto your current Student Information System, a paper-free and secure process.

### ***For Recruiting***

- PTE Academic is securely administered in all major recruiting markets, providing additional testing options for students you are trying to recruit.
- PTE Academic offers flexible test dates and on-demand scheduling, a benefit applicants will appreciate.
- Universities that recognize PTE Academic Test Scores are listed on the Pearson website and shared with Test Preparation Partners, providing another way for students to hear about you
- The US State Department funded EducationUSA is the #1 way that international students learn how to study in the United States and PTE Academic is listed as a testing option for potential applicants, alongside TOEFL iBT and IELTS.
- PTE Academic is already accepted throughout the UK and Australia, as well as many top US programs. By accepting PTE Academic Scores, you become an option for those choosing to take PTE Academic over TOEFL.

## **PTE Academic Benefits to Faculty**

**Fraudulent applications and inaccurate English language test scores are most problematic after the student is admitted and enters the classroom. PTE Academic helps to ensure that every international student that enrolls at your university has the level of English required.**

### ***For Faculty***

- The greater precision and accuracy of PTE Academic means that international students admitted into your classroom have actually proven that they have the English skills to be there.
- PTE Academic uses genuine academic content, like college lectures and readings from textbooks, so your students have been tested on academic English, not randomly generated test items.
- With more integrated tasks than any other test - like listening to a lecture, taking notes then speaking about it - PTE Academic reflects the real skills students need to study at your university. Students will therefore be prepared to not only learn, but participate.
- PTE Academic is administered with state-of-the-art security measures, reducing the risk of a disruption to teaching and learning as a result of students admitted with fraudulent scores
- PTE Academic tests English language skills in more ways than any other test. This means that students are more able to cope with tasks expected of them in your classroom.
- Students who do not have the right level of English will hinder the teaching process and may lower the overall standards at your university. With PTE Academic, students are more likely to thrive in their studies with you.
- The use of international and non-native English content makes PTE Academic the most appropriate test for today's international campus.

## Concordance with TOEFL iBT and IELTS

Setting your PTE Academic Cut Score is easy. We have done concordance studies with TOEFL iBT and IELTS so you can quickly set your preferred cut score based on your current requirements.

To access all scoring information please visit: [www.pearsonpte.com](http://www.pearsonpte.com)

**Current TOEFL Score:** **71** **79**  
**Recommended PTE Score:** **48** **53**

### Estimates of Concordance between PTE Academic, TOEFL iBT, and IELTS

TOEFL iBT Score	PTE Academic Score
No data	85 - 90
120	84
119	83
118	82
117	81
115 - 116	80
114	79
113	78
112	77
110 - 111	76
109	75
107 - 108	74
106	73
105	72
103 - 104	71
102	70

TOEFL iBT Score	PTE Academic Score
101	69
99 - 100	68
98	67
97	66
95 - 96	65
94	64
93	63
91 - 92	62
90	61
89	60
87 - 88	59
86	58
85	57
83 - 84	56
82	55
81	54

TOEFL iBT Score	PTE Academic Score
79 - 80	53
78	52
76 - 77	51
74 - 75	50
72 - 73	49
70 - 71	48
67 - 69	47
65 - 66	46
63 - 64	45
60 - 62	44
57 - 59	43
54 - 56	42
52 - 53	41
48 - 51	40
45 - 47	39
40 - 44	38
No data	10 - 37

IELTS Score	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0	4.5	No data
PTE Academic Score	86 - 90	83 - 85	79 - 82	73 - 78	65 - 72	58 - 64	50 - 57	42 - 49	36 - 41	29 - 35	10 - 28



**Current Sampling of Test Center Locations:****Australia**

Adelaide  
Brisbane  
Melbourne  
Perth  
Sydney

**Azerbaijan**

Baku

**Bangladesh**

Dhaka

**Belgium**

Brussels

**Brazil**

Belo Horizonte  
Brasilia  
Curitiba  
Porto Alegre  
Rio de Janeiro  
Sao Paulo

**Bulgaria**

Varna

**Canada**

Calgary  
Edmonton  
Montreal  
Ottawa  
Pickering  
Toronto

**Chile**

Santiago

**China**

Beijing  
Changsha  
Chengdu  
Dalian  
Guangzhou  
Harbin  
Jinan  
Nanjing  
Shanghai North  
Shanghai South  
Xiamen  
Xi'An

**Colombia**

Bogota

**Ecuador**

Quito

**Finland**

Helsinki

**France**

Paris

**Germany**

Berlin  
Frankfurt

**Ghana**

Accra

**Greece**

Athens

**Hong Kong**

Hong Kong

**India**

Ahmedabad  
Bangalore  
Chandigarh  
Chennai  
Coimbatore  
Gandhinagar  
Hyderabad  
Jalandhar  
Kolkata  
Ludhiana  
Mumbai  
New Delhi

Patiala

Pune

Rajkot

Vijayawada

**Indonesia**

Jakarta  
Surabaya

**Iraq**

Erbil, Kurdistan  
Hilla  
Soran, Kurdistan  
Soran

**Ireland**

Dublin

**Israel**

Tel Aviv

**Japan**

Osaka  
Tokyo

**Jordan**

Amman  
Irbid

**Kazakhstan**

Almaty

**Kenya**

Nairobi

**Kuwait**

Salmiyah

**Lebanon**

Beirut

**Libya**

Tripoli

**Malaysia**

Kota Kinabalu, Sabah  
Kuala Lumpur  
Penang  
Selangor  
Sibu

**Mexico**

Mexico City

**Nepal**

Kathmandu

**Nigeria**

Abuja  
Ibadan  
Ikeja  
Kaduna  
Lagos  
Owerri  
Port Harcourt

**Oman**

Muscat

**Philippines**

Manila

**Puerto Rico**

San Juan

**Russia**

Moscow

**Saudi Arabia**

Dammam  
Jeddah  
Riyadh

**Singapore**

Singapore

**South Africa**

Cape Town  
Johannesburg

**South Korea**

Seoul

**Spain**

Barcelona  
Madrid

**Sri Lanka**

Colombo

**Taiwan**

Taipei City

**Thailand**

Bangkok

**Turkey**

Adana

Ankara  
 Denizli  
 Diyarbakir  
 Erzurum  
 Istanbul  
 Kayseri  
**U.A.E**  
 Abu Dhabi  
 Ajman  
 Dubai  
 Sarjah  
**United Kingdom**  
 Aberdeen  
 Belfast  
 Birmingham  
 Bournemouth  
 Brighton  
 Bristol  
 Canterbury  
 Cardiff  
 Edinburgh  
 Greater London  
 Leeds  
 Liverpool  
 Manchester  
 Newcastle upon Tyne  
 Nottingham  
 Redding  
 Sheffield  
**United States**  
 Auburn University, AL  
 Birmingham, AL  
 Little Rock, AR  
 Phoenix, AZ  
 Anaheim, CA  
 Gardena, CA  
 Oakland, CA  
 Ontario, CA  
 Pasadena, CA  
 San Diego, CA

San Francisco, CA  
 Westminster, CO  
 Wethersfield-Hartford, CT  
 Washington DC  
 Deerfield Beach, FL  
 Jacksonville, FL  
 Miami, FL  
 Orlando, FL  
 Tallahassee, FL  
 Tampa, FL  
 Atlanta, GA  
 Honolulu, HI  
 Chicago, IL  
 Schaumburg, IL  
 Fort Wayne, IN  
 Indianapolis, IN  
 Purdue University, IN  
 West Lafayette, IN  
 West Des Moines, IA  
 Wichita, KS  
 Baltimore, MD  
 Bethesda, MD  
 Columbia, MD  
 Boston, MA (2)  
 Springfield, MA  
 Waltham, MA  
 Worcester, MA  
 Ann Arbor, MI  
 Grand Rapids, MI  
 Lansing, MI  
 Troy, MI  
 Bloomington (MSP), MN  
 Eagan (MSP), MN  
 Rochester, MN  
 Jackson, MS  
 Kansas City, MO  
 Springfield, MO  
 St. Louis, MO  
 Las Vegas, NV  
 Concord, NH

Lyndhurst, NJ  
 Princeton, NJ  
 Somerset, NJ  
 Brooklyn, NY  
 East Syracuse, NY  
 Lake Success, NY  
 New York, NY (2)  
 White Plains, NY  
 Williamsville, NY  
 Charlotte, NC  
 Raleigh, NC  
 Winston Salem, NC  
 Bismarck, ND  
 Columbus, OH  
 Dayton, OH  
 Beaverton-Portland, OR  
 Salem, OR  
 King of Prussia, PA  
 Lancaster, PA  
 Warrington, PA  
 West Pittsburgh, PA  
 Columbia, SC  
 Austin, TX  
 Bellaire-Houston, TX  
 Dallas, TX  
 El Paso, TX  
 Houston (SE), TX  
 Hurst, TX  
 San Antonio, TX  
 Richmond, VA  
 Vienna, VA  
 Renton, WA  
 Seattle, WA  
 Charleston, WV  
**Vietnam**  
 Hanoi  
 Ho Chi Minh City  
**Zimbabwe**  
 Harare

**Recognizing PTE Academic scores is a process we know well having worked with countless deans, admissions directors and committees.**

1. Use this document to help educate your colleagues on the benefits of adding PTE Academic as an approved English language test
2. Contact us if you have any further questions or need additional support
3. Visit [www.pearsonpte.com](http://www.pearsonpte.com) for more information
4. Fill-out the brief recognition form
5. Enjoy the benefits of PTE Academic

**Contact me:**

**Meredith Stokes**

PTE Academic Consultant

Language Testing

Pearson

[Meredith.stokes@pearson.com](mailto:Meredith.stokes@pearson.com)

# Interpreting the PTE Academic Score Report


## 1. Get your scores

After taking the test, you will be notified by email when your PTE Academic scores are available (typically within five business days from your test date). Using the online account you set up when you registered for the test, you can view your results and then request to make them available to an unlimited number of institutions of your choice.

The PTE Academic Score Report includes your overall score, communicative skills scores and enabling skills scores.

### PTE Academic Test Taker Score Report

**Example Test Taker**

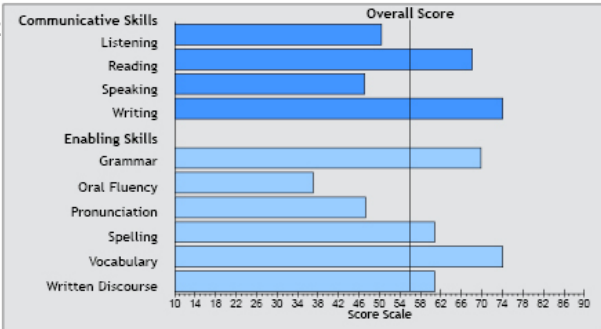
<b>Test Taker ID:</b>	PTE123456789	
<b>Date of Birth:</b>	06 January 1980	
<b>Country of Citizenship:</b>	United Kingdom	
<b>Country of Residence:</b>	United Kingdom	
<b>Gender:</b>	Male	
<b>Email Address:</b>	pltsupport@pearson.com	
<b>Registration ID:</b>	123456789	
<b>Test Date:</b>	13 September 2011	
<b>Test Centre Country:</b>	United States	
<b>Test Centre ID:</b>	00001	
<b>First-Time Test Taker:</b>	Yes	
<b>Report Issue Date:</b>	18 September 2011	
<b>Scores Valid Until:</b>	13 September 2013	

**Overall Score: 56** 1

The Overall Score for the PTE Academic is based on the test taker's performance on all items in the test. The scores for Communicative Skills and Enabling Skills are based on the test taker's performance on only those items that pertain to these skills specifically. As many items contribute to more than one Communicative or Enabling Skill, the Overall Score cannot be computed directly from the Communicative Skill scores or from the Enabling Skill scores. The graph below indicates this test taker's Communicative Skills and Enabling Skills relative to his or her Overall Score.

When comparing the Overall Score and the scores for Communicative Skills and Enabling Skills, please be aware that there is some imprecision in all measurement, depending on a variety of factors. For more information on interpreting PTE Academic scores, please refer to *Interpreting the PTE Academic Score Report* which is available at [www.pearsonpte.com/pteacademic/scores](http://www.pearsonpte.com/pteacademic/scores).

#### Skills Profile

<b>Communicative Skills</b> <span style="float: right;">2</span>	
Listening 51	
Reading 69	
Speaking 47	
Writing 74	
<b>Enabling Skills</b> <span style="float: right;">3</span>	
Grammar 70	
Oral Fluency 37	
Pronunciation 47	
Spelling 61	
Vocabulary 74	
Written Discourse 61	

**NOTE TO INSTITUTIONS:** This score report is not valid unless authenticated on the PTE Academic Score Report Website: [www.pearsonvue.com/ptescores](http://www.pearsonvue.com/ptescores).

ALWAYS LEARNING PEARSON

1. The **overall score** reflects your overall English language ability. The score is based on performance on all items in the test.

The range for the overall score is 10-90 points.

2. **Scores for communicative skills** (listening, reading, speaking and writing) are based on all test items that assess these skills, either as a single skill or together with other skills.

The range for each communicative skill score is 10-90 points.

3. **Scores for enabling skills** (grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse) are based on all test items assessing one or more of these skills.

The range for each enabling skill score is 10-90 points.

4. The display of the scores in a graph allows you to quickly see your strengths and weaknesses, and how each skill relates to your overall performance.

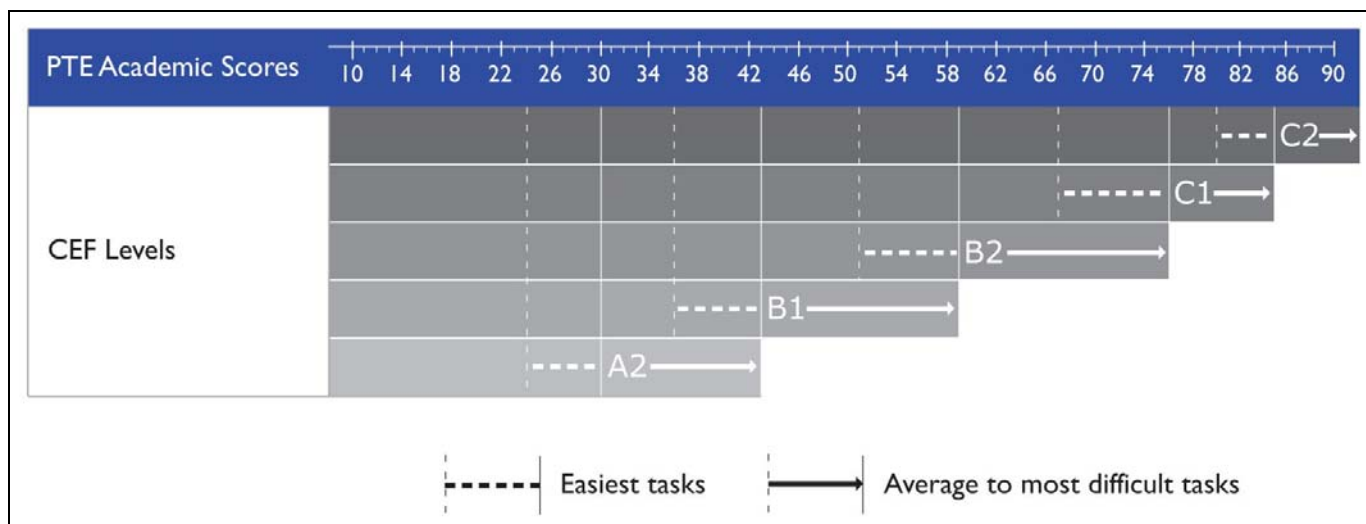
Example Test Taker Score Report

## 2. Understand the PTE Academic Score Scale and the CEF

PTE Academic is aligned to the Common European Framework (CEF or CEFR). This is a widely recognized benchmark for language ability developed by the Council of Europe (2001). The explanation of this alignment is that to stand a reasonable chance at successfully performing any of the tasks defined at a particular CEF level, you must be able to demonstrate that you can do the average tasks at that level.

As you grow in ability, for example within the B1 level, you will become successful at doing even the most difficult tasks at that level and will also find you can cope with the easiest tasks at the next level. In other words, you are entering into the B2 level.

The table below shows PTE Academic scores aligned to the CEF levels A2 to C2. The dotted lines on the scale show the PTE Academic score ranges that predict that you are likely to perform successfully on the easiest tasks at the next higher level. For example, if you score 51 on PTE Academic, this means that you are likely to be able to cope with the more difficult tasks in the CEF B1 level. At the same time, according to your PTE Academic score, it predicts that you are likely to perform successfully on the easiest tasks at B2.



Preliminary alignment of PTE Academic scores to CEF levels

## 3. Find out what PTE Academic scores mean

PTE Academic alignment with the CEF can only be fully understood if it is supported with information showing what it really means to be 'at a level'. In other words, are you likely to be successful with tasks at the lower boundary of a level; do you stand a fair chance of doing well on any task, or will you be able to do almost all the tasks, even the most difficult ones, at a particular level? The table below shows for each of the CEF levels A2 to C2 which PTE Academic scores predict the likelihood of you performing successfully on the easiest, average and most difficult tasks within each of the CEF levels.

PTE Academic scores predicting the likelihood of successful performance on CEF level tasks			
CEF Level	Easiest	Average	Most Difficult
C2	80	85	NA
C1	67	76	84
B2	51	59	75
B1	36	43	58
A2	24	30	42

For example, if your PTE Academic score is 36, this predicts that you will perform successfully on the easiest tasks at B1. From 36 to 43, the likelihood of successfully performing the easiest tasks develops into doing well on the average tasks at B1. Finally, reaching 58 predicts that you will perform well at the most difficult B1 level tasks. (For detailed information on what PTE Academic scores in the range from 10 to 84 (A1 to C1) mean, see the table on p.4).

#### 4. Find out what score you need

A score of **at least 36** is required for UKBA tier 4 student visas for students wanting to study on a course below degree level.

A score of **at least 51** is required for UKBA tier 4 student visas for students wanting to study on a course at or above degree level at an institution that is not a UK Higher Education Institution.

If you wish to study at degree level or above at a UK Higher Education Institution, then it is the university that decides on the score you will need. Our experience suggests that most universities require:

for **undergraduate studies** a minimum score **between 51 and 61**

for **postgraduate studies** a minimum score **between 57 and 67**

for **MBA studies** a minimum score **between 59 and 69**

Use the table below to find out what PTE Academic scores in the range from 10 to 84 (A1 to C1) mean. The table shows the score ranges that predict some degree of performance at the next level, and it explains what you are likely to be able to do within those score ranges.

PTE Academic Score	Common European Framework Level	Level Descriptor © Council of Europe	What does this mean for a score user?
76 - 84	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	C1 is a level at which a student can comfortably participate in all post-graduate activities including teaching. It is not required for students entering university at undergraduate level. Most international students who enter university at a B2 level would acquire a level close to or at C1 after living in the country for several years, and actively participating in all language activities encountered at university.
59 - 75	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2 was designed as the level required to participate independently in higher level language interaction. It is typically the level required to be able to follow academic level instruction and to participate in academic education, including both coursework and student life.
51 - 58	Predicts success on easiest tasks at B2	Has sufficient command of the language to deal with most familiar situations, but will often require repetition and make many mistakes. Can deal with standard spoken language, but will have problems in noisy circumstances. Can exchange factual information on familiar routine and non-routine matters within his/her field with some confidence. Can pass on a detailed piece of information reliably. Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard speech.	
43 - 58	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst in an area where the language is spoken. Can produce simple connected text on topics, which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	B1 is insufficient for full academic level participation in language activities. A student at this level could 'get by' in everyday situations independently. To be successful in communication in university settings, additional English language courses are required.
36 - 42	Predicts success on easiest tasks at B1	Has limited command of language, but it is sufficient in most familiar situations provided language is simple and clear. May be able to deal with less routine situations on public transport e.g., asking another passenger where to get off for an unfamiliar destination. Can re-tell short written passages in a simple fashion using the wording and ordering of the original text. Can use simple techniques to start, maintain or end a short conversation. Can tell a story or describe something in a simple list of points.	
30 - 42	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	A2 is an insufficient level for academic level participation.
10 - 29	A1 or below	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	A1 is an insufficient level for academic level participation.

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## How do I set my minimum score?

PTE Academic is scored against the Global Scale of English, a granular score scale from 10-90. Like other major English language tests, the Global Scale of English is aligned to the Common European Framework of Reference.

PTE Academic has been field tested using over 10,000 test takers born in over 150 countries with 126 different languages. During the field tests, several sets of secondary data were collected including ratings for all test takers on descriptive scales published by the Council of Europe.

Since the time of launch, additional information has become available supporting our preliminary concordance estimates, including:

- use of test scores by thousands of tertiary education institutions
- publications by third parties
- additional concordance gathered via surveys

For further guidance  
on setting your minimum  
score requirements, contact  
[usreco@pearson.com](mailto:usreco@pearson.com).

### Estimates of Concordance between PTE Academic and TOEFL iBT

TOEFL iBT Score	PTE Academic Score
No data	85 - 90
120	84
119	83
118	82
117	81
115 - 116	80
114	79
113	78
112	77
110 - 111	76
109	75
107 - 108	74
106	73
105	72
103 - 104	71
102	70

TOEFL iBT Score	PTE Academic Score
101	69
99 - 100	68
98	67
97	66
95 - 96	65
94	64
93	63
91 - 92	62
90	61
89	60
87 - 88	59
86	58
85	57
83 - 84	56
82	55
81	54

TOEFL iBT Score	PTE Academic Score
79 - 80	53
78	52
76 - 77	51
74 - 75	50
72 - 73	49
70 - 71	48
67 - 69	47
65 - 66	46
63 - 64	45
60 - 62	44
57 - 59	43
54 - 56	42
52 - 53	41
48 - 51	40
45 - 47	39
40 - 44	38
No data	10 - 37

### Estimates of Concordance between PTE Academic and IELTS

IELTS Score	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0	4.5	No data
PTE Academic Score	86 - 90	83 - 85	79 - 82	73 - 78	65 - 72	58 - 64	50 - 57	42 - 49	36 - 41	29 - 35	10 - 28

See back for sample PTE Academic minimum scores



For further guidance  
on setting your minimum  
score requirements, contact  
[usreco@pearson.com](mailto:usreco@pearson.com).

## Sample PTE Academic Minimum Scores

Institution	School/College	PTE Academic Score
Harvard University	School of Business	75
Case Western Reserve University	Weatherhead School of Management	70
Pepperdine University	Graduate	70
University of Chicago	Graduate	70
University of Southern California	Marshall School of Business	70
Boston College	Carroll School of Management	68
Colorado College	Undergraduate	68
Emory University	Goizueta School of Business	68
Georgetown University	School of Business	68
Mount Holyoke College	Undergraduate	68
Loyola Marymount University	College of Business	68
Rutgers State University	School of Business	68
Tufts University	Undergraduate	68
University of Buffalo	School of Management	68
University of California Davis	Graduate School of Management	68
University of Cincinnati	College of Business	68
Drexel University	LeBow College of Business	61
Arizona State University	Graduate	60
Portland State University	Graduate	60
Willamette University	Atkinson Graduate School of Management	60
George Mason University	Graduate	59
University Of North Carolina-Chapel Hill	Undergraduate	59
Baylor University	Graduate	58
Purdue University	Graduate	58
American University	Undergraduate	53
Arizona State University	Undergraduate	53
DePaul University	Kellstadt Graduate School of Business	53
Eastern Michigan University	Graduate	53
Michigan State University	Graduate	53
Portland State University	Undergraduate	53
Rutgers State University	Undergraduate	53
University Of Bridgeport	Graduate	53
University Of Illinois-Springfield	College of Business and Management	53
University Of Mississippi	Undergraduate	53
University Of Mississippi	Graduate	53
University Of Rhode Island	Undergraduate	53
University Of San Francisco	Graduate	53
Western Michigan University	Graduate	53
Western Michigan University	Undergraduate	53
University of Cincinnati	Undergraduate	47
California State University - Northridge	Undergraduate	45
DePaul University	Graduate	44



# PTE Academic US Recognizing Institutions

- Single 3 hour sitting
- Results within 5 business days (typically 48 hours)
- Unlimited score report assignments
- Flexible and convenient testing dates
- Recognized by institutions across the USA

## ALABAMA

Auburn University (U)  
Jacksonville State University  
Miles College  
Samford University (B)  
Spring Hill College  
Troy University  
University of Alabama  
University of Alabama at Birmingham  
University of North Alabama

## ARIZONA

Arizona State Board of Nursing  
Arizona State University  
Embry-Riddle Aeronautical University  
Gateway Community College  
Glendale Community College  
Mesa Community College  
Northcentral University (G)  
Phoenix College  
Pima Community College  
Rio Salado College  
Scottsdale Community College  
South Mountain Community College  
Thunderbird School of Global Management  
University of Arizona  
University of Phoenix

## ARKANSAS

Arkansas Board of Nursing  
Arkansas State University  
Fayetteville Christian School  
John Brown University  
University of Arkansas, Fayetteville  
University of Arkansas, Fort Smith

## CALIFORNIA

Academy of Art University  
American Academy of English  
Azusa Pacific University  
California College of the Arts  
California Institute of Advanced Mgt  
California Institute of Integral Studies  
California Lutheran University (U,B)  
California State University, Channel Islands  
California State University, Chico  
California State University, Fullerton  
California State University, LA  
California State University, Fresno  
California State University, Long Beach  
California State University, Northridge  
California State University, Sacramento  
California State University, San Bernardino  
Canada College  
Chaffey College  
Chapman University  
Citrus College

City College of San Francisco  
Claremont Graduate University (B)  
College of San Mateo  
De Anza College  
Diablo Valley College  
Dominican University of California  
East Los Angeles College  
El Camino College  
Folsom Lake College  
Foothill College  
Gemological Institute of America  
Glendale Community College  
Golden Gate University  
Golden West College  
Holy Names University  
Hult International Business School  
Humboldt State University  
John F. Kennedy University  
Keck Graduate Institute, part of  
Claremont University  
Lincoln University California  
Long Beach City College  
Loyola Marymount University (B)  
Menlo College  
Mount St. Mary's College  
National University  
Notre Dame de Namur University  
O'Reilly School of Technology  
Otis College of Art and Design  
Pacific Union College  
Palomar College  
Pasadena City College  
Patten University  
Pepperdine University  
Peralta Community College District  
Sacramento City College  
Saint Mary's College of California  
San Francisco State University  
San Jose State University  
Santa Ana College  
Santa Clara University  
Santa Monica College  
Santa Rosa Junior College,  
Skyline College  
Stanford University (B)  
The Minerva Schools at KGI (U)  
University of California, Davis (B)  
University of California, Irvine (B)  
University of California, San Diego  
University of La Verne (U)  
University of Redlands  
University of San Francisco  
University of Southern California  
University of the People (U)  
Woodbury University (G)

## COLORADO

Colorado College  
Colorado Heights University  
Colorado School of English  
Colorado School of Mines  
Colorado State University  
Fountain Valley School  
INTO Colorado State University  
Metropolitan State College of Denver  
University of Northern Colorado  
University of Colorado, Boulder (B)  
University of Colorado, Denver

## CONNECTICUT

Connecticut College  
Eastern Connecticut State University  
Quinnipiac University  
Sacred Heart University  
University of Bridgeport  
University of Connecticut (G)  
University of Hartford (U)  
University of New Haven  
Yale University (U)

## WASHINGTON D.C.

American University  
George Washington University  
Georgetown University (B)  
Howard University (B)  
University of Potomac

## FLORIDA

Boca Beauty Academy  
Florida Institute of Technology  
Florida International University (G)  
Florida State University  
Full Sail University  
Jacksonville University  
Lynn University  
Miami Ad School  
Miami Dade College  
Nova Southeastern University  
Rasmussen College  
Rollins College (B)  
Stetson University  
University of South Florida

## GEORGIA

College of Coastal Georgia  
DeVry, Alpharetta Campus  
Emory University (B)  
Savannah College of Art and Design

## HAWAII

Brigham Young University Hawaii (U)  
Hawaii Pacific University

## IDAHO

Brigham Young University Idaho (U)  
University of Idaho

## ILLINOIS

AdSum Online  
Columbia College Chicago  
Computer Systems Institute  
DePaul University  
Dominican University  
Illinois Institute of Technology  
Northwestern University (G\*)  
University of Chicago (U,B)  
University of Illinois at Chicago  
University of Illinois at Springfield

## INDIANA

Indiana Institute of Technology  
Indiana University East  
Indiana University Kokomo  
Indiana University Northwest  
Indiana University South Bend  
IPFW  
IUPUI  
Manchester University  
Purdue University  
Purdue University, Calumet (G)  
Study Abroad Foundation  
Headquarters  
University of Notre Dame (B)  
Valparaiso University (G)

## IOWA

Allen College  
Coe College  
Graceland University  
Iowa Board of Nursing  
Iowa State University  
Maharishi University of Management  
Northwestern College Iowa  
St. Ambrose University  
University of Iowa  
Wartburg College

## KANSAS

Benedictine College  
Butler Community College  
Dodge City Community College  
Emporia State University  
Johnson County Community College  
Kansas State University  
Newman University (U)  
Pittsburg State University  
Washburn University  
Wichita State University (U)

For a complete list of recognizing institutions visit [www.pearsonpte.com/test-takers/accepts/](http://www.pearsonpte.com/test-takers/accepts/)

“The University of Southern California is pleased to recognize PTE Academic as a great way for international applicants to demonstrate their English ability. We are intrigued by the validity of this assessment and value Pearson’s commitment to offering an examination that is both secure and accurate. We hope that USC’s recognition of PTE Academic will provide interested students with maximum flexibility as they seek to fulfill our application requirements.”

-Tim Brunold  
Dean of Admissions  
University of Southern California

#### LOUISIANA

Louisiana State University  
Tulane University (B)  
University of New Orleans (G)

#### MAINE

University of Maine (G)

#### MARYLAND

Frostburg State University  
Johns Hopkins University (G)  
University of Maryland (G)  
Washington College

#### MASSACHUSETTS

American International College  
Assumption College  
Bentley University (B)  
Berklee College of Music  
Boston Architectural College  
Boston College (B)  
Boston University (B)  
Brandeis University (B,G)  
Bunker Hill Community College  
Cambridge College  
Clark University (U)  
Dean College  
Elms College  
Emmanuel College  
Fisher College  
Harvard Extension (U, G)  
Harvard University (B)  
HULT International Business School  
Lasell College (U)  
Merrimack College  
Mount Holyoke College  
Northeastern University  
Quincy College  
Regis College (U)  
Springfield College  
Stonehill College  
Strictly English  
Suffolk University  
Tufts University (U, B)  
University of Massachusetts, Amherst (G)  
University of Massachusetts, Boston (G)  
Wentworth Institute of Technology  
Western New England University  
Wheaton College (Massachusetts)  
Worcester Polytechnic Institute

#### MICHIGAN

Andrews University  
Central Michigan University  
Eastern Michigan University  
Ferris State University  
Finlandia University  
Michigan State University (B,G)  
Michigan Technological University (U)  
University of Michigan, Ann Arbor (B)  
University of Michigan-Flint

Western Michigan University

#### MINNESOTA

Augsburg College  
Bemidji State University(U)  
Capella University  
Concordia College  
Concordia University - St. Paul (U)  
Hamline University  
Luther Seminary  
Minnesota Board of Nursing  
Saint Cloud State University  
St. Cloud State University  
University of Minnesota (B)  
University of St. Thomas  
Walden University

#### MISSISSIPPI

Jackson State University  
Mississippi College  
Mississippi University for Women  
University of Mississippi

#### MISSOURI

Avila University  
Drury University (U)  
Fontbonne University  
Lindenwood University  
Maryville University of St. Louis  
Missouri Baptist University  
Missouri Southern State University  
Northwest Missouri State University  
Park University  
Saint Louis University  
Southeast Missouri State University  
University of Missouri Saint Louis  
University of Central Missouri  
Wentworth Military Academy & College

#### MONTANA

Montana State University/Bozeman  
Montana State University /Billings

#### NEBRASKA

University of Nebraska, Omaha  
University of Nebraska Medical Center –  
Kearney, Lincoln, Norfolk, Omaha,  
Scottsbluff

#### NEVADA

Nevada State Board of Nursing  
University of Nevada, Las Vegas  
University of Nevada, Reno

#### NEW HAMPSHIRE

Dartmouth College (G)  
New Hampshire Board of Nursing  
Plymouth State University  
Southern New Hampshire University

#### NEW JERSEY

Burlington County College  
Centenary College  
Computer Insight Learning Center  
Drew University (U)  
Fairleigh Dickinson University  
Princeton University (U)  
Rutgers, State University of New Jersey  
Seton Hall University  
Stevens Institute of Technology

#### NEW YORK

Berkeley College (U)  
Brandeis University (B,G)  
C.W. Post Campus - Long Island  
University  
Columbia University (B)  
Columbia University Continuing Ed  
Cornell University (B)  
CUNY/ Baruch College (B,G)  
CUNY/City College of NY (G)  
CUNY/Hunter College (G)  
CUNY/Lehman College (G)  
CUNY/Queens College (G)  
CUNY/Staten Island (G)  
CUNY/York College (G)  
Dowling College  
Fordham University  
GEOS NY Corporation  
Laboratory Institute of Merchandising  
College (U, B)  
Manhattan Institute of Management  
Marymount Manhattan College  
Medaille College  
Monroe College  
New York Film Academy  
New York University  
New York University's Polytechnic School  
of Engineering (G)  
Pace University  
Pratt Institute  
Rensselaer Polytechnic Institute  
Rochester Institute of Technology  
School of Visual Arts  
SUNY/Albany  
SUNY/Binghamton University (G)  
SUNY/Buffalo  
SUNY/Geneseo (U)  
SUNY/Fashion Institute of Technology  
SUNY/Fulton Montgomery College  
SUNY/ Plattsburg  
SUNY/Polytechnic Institute  
SUNY/Potsdam  
SUNY/The College at Brockport  
Syracuse University  
The CollegeBound Network  
The Culinary Institute of America  
The New School  
Touro College (G)  
Union College  
University of Albany (G)

University of Rochester

#### NORTH CAROLINA

Duke University (B, G\*)  
East Carolina University (G)  
Living Arts College at School of  
Communication Arts  
North Carolina A&T State University  
North Carolina State University (U)  
University of North Carolina at  
Chapel Hill (U, B)  
University of North Carolina at  
Greensboro (G)  
Wake Forest University

#### NORTH DAKOTA

North Dakota State University  
University of North Dakota

#### OHIO

Case Western Reserve University (B)  
Davis College  
Kent State University  
Miami University  
Ohio Board of Nursing  
Union Institute & University  
University of Akron  
University of Cincinnati  
Urbana University  
Wright State University  
Xavier University

#### OKLAHOMA

Oklahoma City University

#### OREGON

Concordia University, Oregon (G)  
Marylhurst University  
Pacific University, Oregon  
Portland State University  
University of Oregon  
Willamette University

#### PENNSYLVANIA

Argosy University/Brown Mackie  
Bucknell University  
Carnegie Mellon University (B)  
Chestnut Hill College  
Dickinson College  
Drexel University (B)  
Edinboro University of Pennsylvania  
Education Management Corporation  
Gannon University  
Holy Family University  
Juniata College  
La Roche College  
La Salle University  
Point Park University  
Saint Francis University  
Saint Joseph's University

**PENNSYLVANIA (continued)**

Temple University  
The University of the Arts  
Villanova University (G)

**RHODE ISLAND**

Johnson & Wales University  
Roosevelt International Academy  
Salve Regina University  
The University of Rhode Island

**SOUTH CAROLINA**

Coastal Carolina University  
College of Charleston  
Medical University of South Carolina (G)  
South Carolina Board of Nursing  
University of South Carolina

**SOUTH DAKOTA**

Black Hills State University  
Dakota State University  
Northern State University  
South Dakota School of Mines & Technology  
University of South Dakota  
Institution

**TENNESSEE**

Carson-Newman College  
International English Institute  
Maryville College  
Professional Credential Services  
Tennessee Technological University  
Vanderbilt University  
Volunteer State Community College

**TEXAS**

Abilene Christian University  
Baylor University  
Concordia University Texas  
Dallas Baptist University  
Houston Community College  
Lamar University  
LeTourneau University  
Midwestern State University  
Rice University (B)  
Southern Methodist University  
St. Edward's University (U)  
Stephen F. Austin State University  
Texas Board of Nursing  
Texas A&M University  
Texas A&M University, Galveston  
Texas Christian University (B)  
Texas Tech University  
Texas Wesleyan University  
University of Dallas (B,G)  
University of Houston (B, G)  
University of Houston-Clear Lake  
University of St. Thomas  
University of Texas at Dallas  
University of Texas at El Paso  
University of Texas at Tyler

**UTAH**

Brigham Young University – Utah (U)  
Dixie State College of Utah  
LDS Business College  
Southern Utah University  
Utah State University  
Westminster College of Salt Lake City  
Wizard Language School

**VERMONT**

Castleton State College  
Champlain College  
Johnson State College  
Lyndon State College  
Middlebury College (U)  
Saint Michael's College  
Smith College  
Vermont Law School  
Vermont Technical College

**VIRGINIA**

American College of Commerce and Technology  
Bridgewater College  
George Mason University  
IGlobal University  
Inlingua English Center  
Liberty University  
Marymount University  
National Language Service Corps  
Northern Virginia Community College  
Old Dominion University (B)  
Randolph College  
Regent University  
TESOL International Association  
The College of William & Mary (B)  
UniteAid  
University of North America  
University of Richmond  
University of Virginia (B)  
Virginia Commonwealth University (G)  
Virginia International University  
Virginia Polytechnic Institute and State University

**WASHINGTON**

Clark College  
Cornish College of the Arts  
Distance Education and Training Council  
Eastern Washington University  
Edmonds Community College  
Green River Community College  
Pacific Lutheran University  
Seattle Central Community College  
Seattle Pacific University (U)  
Seattle University  
Shoreline College  
University of Washington  
Washington State University (B)  
Whitworth University

**WEST VIRGINIA**

Salem International University  
West Liberty University

**WISCONSIN**

Lawrence University  
Marquette University  
University of Wisconsin, Madison  
University of Wisconsin, River Falls  
University of Wisconsin, Eau Claire  
University of Wisconsin, Oshkosh  
University of Wisconsin, Superior

**WYOMING**

Central Wyoming College  
Laramie County Community College



Australia	
Educational Enterprises Australia Pty Ltd	Adelaide
Navitas English Test Centre- Brisbane	Brisbane
Pearson Professional Centers-Melbourne	Melbourne
Discover English	Melbourne
PLT at Cliftons Melbourne	Melbourne
Central Institute Of Technology	Perth
Navitas English Test Centre- Perth	Perth
PLT at Cliftons Sydney	Sydney
Pearson Professional Centres-Sydney, Australia	Sydney
Navitas English Test Centre- Sydney	Sydney
Azerbaijan	
Oxbridge Educational Services Ltd	Baku
Bangladesh	
Oxbridge Educational Services Ltd	Dhaka
Belgium	
Mobylla	Brussels
Brazil	
Allen Informatica	Rio de Janeiro
Pearson Professional Centers-Sao Paulo, Brazil	Sao Paulo
SoftSell	Curitiba
WGC Sistemas Ltda	Belo Horizonte
Escola Tecnica Maxwell	Porto Alegre
X25 Treinamento e Consultoria	Brasilia
Brunei Darussalam	
HRD Education Services	Brunei
Bulgaria	
SAN PRO LTD	Varna
Canada	
Centennial College	Toronto
Conestoga College	Kitchener
Pearson Professional Centres-Toronto ON	Toronto
Pearson Professional Centres-Montreal QC	Montreal
Pearson Professional Centres-Vancouver BC	Burnaby
Failsafe Canada Inc	Calgary
Pearson Professional Centres-Ottawa ON	Ottawa
Pearson Professional Centres-Toronto ON (West)	Toronto
Pearson Professional Centres-Edmonton AB	Edmonton
Chile	
Sociedad de Educacion Superior Chileno NA Ltda	Santiago
China	
Pearson Professional Centers-Shanghai North	Shanghai
Pearson Professional Centers-Beijing, China	Beijing
Pearson Professional Centers-Guangzhou, China	Guangzhou
NEEA-Hunan University	Changsha
NEEA-Sichuan University	Chengdu
NEEA-Dalian University of Foreign Languages	Dalian
NEEA-Heilongjiang University	Harbin
NEEA-Shandong University	Jinan
NEEA-Nanjing University	Nanjing
NEEA-Xiamen University	Xiamen
NEEA-Xi'an International Studies University	XiAn
Pearson Professional Centers-Shanghai South, China	Shanghai
JJL Overseas Education Consulting&Service Co., Ltd	Beijing
Colombia	
Software Life Learning Center	Bogota
Ecuador	
New Horizons Computer Learning Center	Quito
Egypt	
Misr University of Science and Technology (MUST)	Giza
Finland	
LGF	Espoo

France	
Pearson Professional Centres-Paris, France	France
Germany	
New Horizons CLC - Puder & Rahn GmbH	Berlin
Pearson Professional Centers-Frankfurt, Germany	Frankfurt
Ghana	
Linear Assessment Services Ltd	Accra
Greece	
Pearson Professional Centers-Athens, Greece	Athens
Hong Kong	
Pearson Professional Centers-Hong Kong	Hong Kong
India	
Pearson Professional Centers-Mumbai	Mumbai
Pearson Professional Centers-New Delhi,	New Delhi
Pearson Professional Centers-Hyderabad	Hyderabad
Pearson Professional Centers-Bangalore	Bangalore
Pearson Professional Centers-Chennai	Chennai
Rajagiri College Of Social Sciences	Cochin, Kochi
AI Professional Assessment Center	Ahmedabad
The Chopras (Bangalore)	Bangalore
Storm Group - Hyderabad	Hyderabad
Edwise Consultants Pvt.Ltd.	Mumbai
Take Off Academy	Ahmedabad
Santa Monica Study Abroad Pvt Ltd	Cochin
Edwise Consultants Pvt. Ltd. (Pune)	Pune
Storm Group - Vijayawada	Vijayawada
Sophiya Institute	Patiala
Edwise Consultants Pvt. Ltd. - Coimbatore	Coimbatore
Global Opportunities	New Delhi
Target Consultancy	Chandigarh
Trans Globe	Rajkot
Agile Technologies And Solutions	Kolkata
Edwise Consultants Pvt. Ltd. (Chennai)	Chennai
Kangaroo Studies Pvt. Ltd.	Chandigarh
Storm Group - Gandhinagar	Gandhinagar
Indonesia	
University of Indonesia	Jakarta Pusat
PT. Executrain Nusantarajaya	Jakarta
KELT	Surabaya
Iraq	
University of Kurdistan Hewler (UKH)	Kurdistan
Soran University	Soran
University of Babylon	Hilla, Babylon
Ireland	
Centre of English Studies	Dublin
Israel	
Pearson Professional Centers-Tel Aviv, Israel	Ramat Gan
Japan	
Pearson Professional Centers-Tokyo, Japan	Chiyoda-ku
Pearson Professional Centers-Osaka, Japan	Osaka-shi
Jordan	
A.B.C.D. Training Centre	Irbid
Adoum Cultural Centre	Amman
Kazakhstan	
Kazakh British Study Centre M&K	Almaty
Kenya	
UNISERV LTD.	Nairobi
Korea, South	
Pearson Professional Centers-Seoul, South Korea	Seoul
Kuwait	
UK International (JnS Education Consultant)	Salmiyah
Lebanon	
Educom Overseas	Beirut

Malaysia	
Word Ware Distributors SDN BHD	Selangor
The University Of Sheffield	Kuala Lumpur
MABECS SdnBhd	Selangor
AUG Student Services	Selangor
IEC	Kota Kinabalu
GES Global Educational Services (M) SDN. BHD.	Sibu/ Sarawak
Disted College	George Town
Mexico	
Pearson Professional Centers-Mexico City, Mexico	Mexico City
Nepal	
Alfa Beta Institute Pvt. Ltd	Kathmandu
Nigeria	
Emerging Trees Limited	Kaduna
Kaplan International Colleges - Nigeria	Lagos
UKEAS	Lagos
Chris Enuke & Associates	Port Harcourt
Swintec Computer Institute	Imo State
British Canadian International Education (PH)	Port-Harcourt
Bellaz Education Services	Surulere, Lagos
Pearson Nigeria	Lagos
GEC Management Education & Training Ltd	Lekki, Lagos
Laidera Consulting Firm	Ibadan, Oyo State
UKEAS (Abuja)	Abuja
Oman	
Gulf College	Muscat
Philippines	
Pearson Professional Centers-Manila, Philippines	Manila
Bright Centre Inc.	Manila
Puerto Rico	
Pearson Professional Centers-Guaynabo PR	Guaynabo
Saudi Arabia	
Topaz Systems (Male Candidates)	Riyadh
Topaz Systems (Female Candidates)	Riyadh
Al-Bassam Institute (Male Candidates)	Dammam
Brickslearning - Male Candidates	Jeddah
Brickslearning - Female Candidates	Jeddah
Singapore	
Pearson Professional Centers-Singapore	Singapore
South Africa	
Pearson Professional Centers-Johannesburg	Johannesburg
CTU Training Solutions Cape Town	Cape Town
Spain	
PUE	Barcelona
Pearson Professional Centers-Madrid, Spain	Madrid
Sri Lanka	
International College Of Business And Technology	Colombo 04
Taiwan	
Pearson Professional Centers-Taipei, Taiwan	Taipei City
Thailand	
Pearson Professional Centers-Bangkok, Thailand	Bangkok
Turkey	
Pearson Professional Centers-Istanbul, Turkey	Istanbul
Perfect English	Ankara
KNOWLEDGE LANGUAGE ACADEMY	Diyarbakir
Ataturk University	Erzurum
Erciyes University Continuous Education Centre	Kayseri
British Side English Language School	Istanbul
YILDIRIM BEYAZIT UNIVERSITY	Ankara
Pamukkale University School of Foreign Languages	Denizli
Adana Science and Technology University	Adana
Yildiz Technical University	Istanbul

United Arab Emirates	
Society of Engineers - UAE	Abu Dhabi
Score LLC	Sharjah
American International Language & Computer Center	Ajman
JNS Training and Testing Centre L.L.C.	Dubai
The UAE Academy	Abu Dhabi
The Exam Preparation & Testing House FZCO	Dubai
United Kingdom	
Pearson Professional Centres-UK Aberdeen	Aberdeen
Pearson Professional Centres-UK Belfast	Belfast
Pearson Professional Centres-UK Birmingham	Birmingham
Pearson Professional Centres-UK Bournemouth	Bournemouth
Pearson Professional Centres-UK Brighton	Brighton
Pearson Professional Centres-UK Crawley	Crawley
Pearson Professional Centres-UK Kingston	Kingston Upon Thames
Pearson Professional Centres-UK Leeds	Leeds
Pearson Professional Centres-UK Liverpool	Liverpool
Pearson Professional Centres-UK Manchester	Manchester
Pearson Professional Centres-UK Newcastle	Newcastle
Pearson Professional Centres-UK Nottingham	Nottingham
Pearson Professional Centres-UK Reading	Oxford
Pearson Professional Centres-UK Sheffield	Sheffield
Pearson Professional Centres-UK Sidcup	Sidcup
Pearson Professional Centres-UK Staines	Staines
Pearson Professional Centres-UK Watford	Watford
Pearson Professional Centres-UK Worcester	Worcester
Pearson Professional Centres-London Holborn	London
LSBF	London
inlingua Cardiff	Cardiff
Edinburgh Language Academy	Edinburgh
The London Exam Centre	London
United States	
See full list of US test centres & availability	
Viet Nam	
DUC ANH Overseas Study Adv & Translation	Ho Chi Minh
DUC ANH Overseas Study Adv & Translation	Ha Noi
Zimbabwe	
The Edge Group	Harare

## PTE Academic Test Centers – USA

State	City	Test Center Name	Test Sessions
Alabama	Birmingham	Pearson Professional Centers-Birmingham AL	Not scheduled
Arizona	Phoenix	Pearson Professional Centers-Phoenix AZ	Weekly
Arkansas	Little Rock	Pearson Professional Centers-Little Rock AR	Not scheduled
California	Anaheim	Pearson Professional Centers-Anaheim (LA) CA	Weekly +
California	Gardena (LA)	Pearson Professional Centers-Gardena (LA) CA	Weekly
California	San Jose (Milpitas)	Pearson Professional Centers-San Jose (Milpitas) CA	Weekly
California	Oakland	Pearson Professional Centers-Oakland CA	Weekly
California	Pasadena	Pearson Professional Centers-Pasadena (LA) CA	Weekly +
California	San Francisco	Pearson Professional Centers-San Francisco	Weekly
California	Ontario	Pearson Professional Centers-Ontario (LA) CA	Not scheduled
California	San Diego	Pearson Professional Centers-San Diego (North) CA	Not scheduled
Colorado	Westminster	Pearson Professional Centers-Westminster (Denver N)	Not scheduled
Connecticut	Wethersfield	Pearson Professional Centers-Wethersfield (Hartfor)	Weekly +
District Of Columbia	Washington	Pearson Professional Centers-Washington DC	Weekly
Florida	Deerfield Beach, FL	Pearson Professional Centers-Deerfield Beach, FL	Weekly
Florida	Tallahassee FL	Pearson Professional Centers-Tallahassee FL	Weekly
Florida	Jacksonville	Pearson Professional Centers-Jacksonville FL	Not scheduled
Florida	Miami	Pearson Professional Centers-Miami FL	Not scheduled
Florida	Orlando	Pearson Professional Centers-Orlando FL	Not scheduled
Florida	Tampa	Pearson Professional Centers-Tampa FL	Not scheduled
Georgia	Atlanta	Pearson Professional Centers-Atlanta (North) GA	Weekly
Hawaii	Honolulu	Pearson Professional Centers-Honolulu HI	Not scheduled
Illinois	Chicago (Wacker Drive)	Pearson Professional Centers-Chicago (Wacker Drive)	Weekly
Illinois	Schaumburg	Pearson Professional Centers-Schaumburg (ChicagoNW)	Not scheduled
Illinois	Chicago	Pearson Professional Centers-Chicago Financial Dis	Not scheduled
Indiana	Indianapolis	Pearson Professional Centers-Indianapolis IN	Weekly
Indiana	West Lafayette	Purdue U-Office of the Dean of Students Test Center	Monthly
Indiana	Fort Wayne	Pearson Professional Centers-Fort Wayne IN	Not scheduled
Iowa	West Des Moines	Pearson Professional Centers-West Des Moines IA	Weekly
Kansas	Wichita	Pearson Professional Centers-Wichita KS	Not scheduled
Maryland	Baltimore	Pearson Professional Centers-Baltimore MD	Not scheduled
Maryland	Bethesda	Pearson Professional Centers-Bethesda MD	Not scheduled
Maryland	Columbia	Pearson Professional Centers-Columbia MD	Not scheduled
Massachusetts	Boston	Pearson Professional Centers-Boston MA	Weekly
Massachusetts	Boston (Back Bay)	Pearson Professional Centers-Boston (Back Bay)	Weekly +
Massachusetts	Waltham (Boston West)	Pearson Professional Centers-Waltham (Boston West)	Weekly
Massachusetts	Springfield	Pearson Professional Centers-Springfield MA	Not scheduled
Massachusetts	Worcester	Pearson Professional Centers-Worcester MA	Not scheduled
Michigan	Lansing MI	Pearson Professional Centers-Lansing MI	Weekly+
Michigan	Ann Arbor	Pearson Professional Centers-Ann Arbor MI	Not scheduled
Michigan	Grand Rapids	Pearson Professional Centers-Grand Rapids MI	Not scheduled
Michigan	Troy	Pearson Professional Centers-Troy (Detroit) MI	Not scheduled
Minnesota	Eagan	Pearson Professional Centers-Eagan (Minneapolis SE)	Not scheduled
Minnesota	Rochester	Pearson Professional Centers-Rochester MN	Not scheduled
Minnesota	Bloomington	Pearson Professional Centers-Bloomington (MPLS)	Not scheduled
Mississippi	Jackson	Pearson Professional Centers-Ridgeland (Jackson) MS	Not scheduled

## PTE Academic Test Centers - USA

State	City	Test Center Name	Test Availability
Missouri	Kansas City	Pearson Professional Centers-Kansas City MO (East)	Weekly +
Missouri	Springfield	Pearson Professional Centers-Springfield MO	Not scheduled
Missouri	St. Louis	Pearson Professional Centers-St. Louis South	Not scheduled
Nevada	Las Vegas	Pearson Professional Centers-Las Vegas NV	Weekly +
New Hampshire	Concord	Pearson Professional Centers-Concord NH	Not scheduled
New Jersey	Princeton (Trenton) NJ	Pearson Professional Centers-Princeton(Trenton) NJ	Weekly
New Jersey	Somerset	Pearson Professional Centers-Somerset NJ	Not scheduled
New Jersey	Lyndhurst	Pearson Professional Centers-Lyndhurst NJ	Not scheduled
New York	Lake Success (Queens)	Pearson Professional Centers-Lake Success (Queens)	Weekly
New York	New York (19 W 44th STE306)	Pearson Professional Centers-NY (19 W 44th STE306)	Weekly +
New York	New York (19 W 44th STE507)	Pearson Professional Centers-NY (19 W 44th STE507)	Weekly
New York	Brooklyn	Pearson Professional Centers-Brooklyn NY	Not scheduled
New York	Williamsville	Pearson Professional Centers-Williamsville (Buff)	Not scheduled
New York	East Syracuse	Pearson Professional Centers-East Syracuse NY	Not scheduled
New York	White Plains	Pearson Professional Centers-White Plains NY	Not scheduled
North Carolina	Charlotte	Pearson Professional Centers-Charlotte NC	Not scheduled
North Carolina	Raleigh	Pearson Professional Centers-Raleigh NC	Not scheduled
North Carolina	Winston-Salem	Pearson Professional Centers-Winston-Salem NC	Not scheduled
North Dakota	Bismarck	Pearson Professional Centers-Bismarck ND	Not scheduled
Ohio	Columbus	Pearson Professional Centers-Columbus(North) OH	Not scheduled
Ohio	Moraine	Pearson Professional Centers-Dayton OH	Not scheduled
Oregon	Beaverton Portland	Pearson Professional Centers-Beaverton Portland OR	Weekly +
Oregon	Salem	Pearson Professional Centers-Salem OR	Not scheduled
Pennsylvania	King of Prussia PA	Pearson Professional Centers-King of Prussia PA	Weekly
Pennsylvania	Pittsburgh	Pearson Professional Centers-Pittsburgh(West) PA	Weekly
Pennsylvania	Lancaster	Pearson Professional Centers-Lancaster PA	Not scheduled
Pennsylvania	Warrington	Pearson Professional Centers-Warrington PA	Not scheduled
South Carolina	Columbia SC	Pearson Professional Centers-Columbia SC	Weekly
Texas	Bellaire (Houston)	Pearson Professional Centers-Bellaire (Houston) TX	Weekly
Texas	Dallas	Pearson Professional Centers-Dallas TX	Weekly
Texas	El Paso	Pearson Professional Centers-El Paso TX	Weekly
Texas	Houston (SE)	Pearson Professional Centers-Houston(SE) TX	Weekly
Texas	San Antonio TX	Pearson Professional Centers-San Antonio TX	Weekly
Texas	Hurst	Pearson Professional Centers-Hurst (Fort Worth) TX	Not scheduled
Texas	Austin	Pearson Professional Centers-Austin, TX	Not scheduled
Virginia	Vienna VA	Pearson Professional Centers-Vienna VA	Weekly
Virginia	Glen Allen	Pearson Professional Centers-Glen Allen (Richmond)	Not scheduled
Washington	Seattle	Pearson Professional Centers-Seattle (Northgate)	Weekly
Washington	Renton	Pearson Professional Centers-Renton (Seattle) WA	Not scheduled
West Virginia	Charleston	Pearson Professional Centers-Charleston WV	Not scheduled

Not scheduled

We currently do not have any tests scheduled at these centers. However, we may be able to open sessions subject to demand. Test takers may contact customer support to discuss their requirements. Institutions should contact their PTE Academic representative to discuss group booking requirements.

Weekly +

As well as weekly test sessions, these centers offer increased capacity. Search for seats online at [pearsonpte.com/book](http://pearsonpte.com/book)

### Pearson US Customer Support:

Phone 1-800-901-0229  
Email [pte-acustomersupportamericas@pearson.com](mailto:pte-acustomersupportamericas@pearson.com)

### Online booking:

Online seat search: [www.pearsonpte.com/book](http://www.pearsonpte.com/book)  
More information: [www.pearsonpte.com](http://www.pearsonpte.com)





# Aiming High: Highlights and Updates from the Graduate School at Southern Miss

Dean's Report (January 2016)

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## Student Spotlight



Tami Kinnard

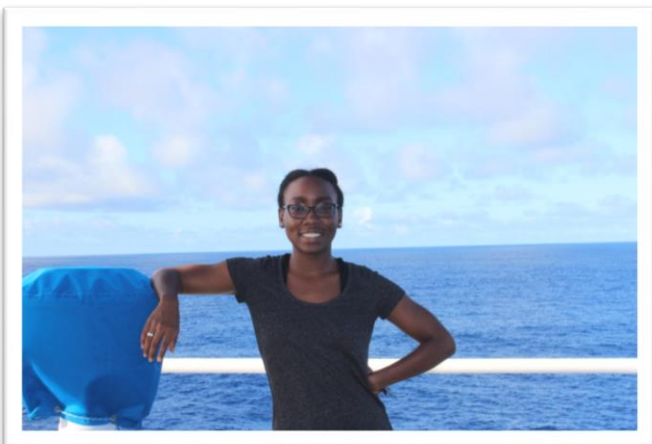
Tamara (Tami) Kinnard, a student in the Master of Professional Accountancy (MPA) program, was awarded a 2015 Gary E. Thornton Memorial Scholarship by the Mississippi Society of Certified Public Accountants (MSCPA) Education Foundation. A resident of Ocean Springs, Mississippi, Tami was one of only two Mississippi students to receive this \$1000 scholarship. For full story see [http://ms-cpa.org/upload/file2022\\_Sept2015MSCPANewsletter.pdf](http://ms-cpa.org/upload/file2022_Sept2015MSCPANewsletter.pdf).

A paper by Danielle Cottonham entitled "Alcohol-related Sex Expectancies and Risky Sex Among African American Female College Drinkers"

was chosen as the first place minority issues graduate research paper by the Southeastern Psychological Association (SEPA) Committee on Equality of Professional Opportunity. She will receive a monetary award and present this paper from her Master's research at the annual SEPA conference in March. Danielle is pursuing an M.A. in Counseling Psychology. Her hometown is Lafayette, LA where she earned a B.A. in Psychology from the University of Louisiana at Lafayette.



Danielle Cottonham



Kandice Gunning

Kandice Gunning, doctoral student in Marine Science and president of the local chapter of the Student Oceanography Society, participated in oceanographic surveying off the coast of Honolulu last fall. On the U.S. Naval vessel RV Kilo Moana, she surveyed the Pacific Ocean collecting sub-bottom, bathymetry, and backscatter measurements. Kandice, who serves on the Graduate Student Senate, is from Santa Cruz, Trinidad and Tobago.

## Faculty Kudos

Dr. Douglas Masterson was selected as the recipient of the 2016 Graduate Mentor Award of the Conference of Southern Graduate Schools (CSGS). This prestigious award is presented annually to acknowledge excellence in graduate student mentorship. The recipient is selected from nominees submitted from among 168 member institutions located across the southern U.S. (Texas to Maryland). He will receive a \$1000 cash award and travel to the CSGS annual meeting in Charlotte, NC, where he will be recognized at the awards luncheon on February 19. Dr. Masterson's commitment to graduate and undergraduate student success has been recognized with numerous teaching, research, and service awards, including the inaugural Graduate Student Mentor of the Year Award (2015) presented by the Graduate School and the Office of Research and the 2015 Don Drapeau Undergraduate Mentorship Award. Dr. Masterson is Associate Dean for Undergraduate Affairs in the College of Science & Technology and Associate Professor in the Department of Chemistry and Biochemistry.

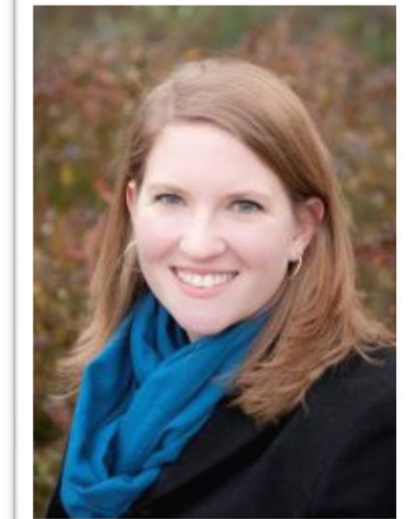


Dr. Douglas Masterson



Dr. Mike Anestis

The research of Dr. Mike Anestis, Nina Bell Suggs Professor of Psychology, and Dr. Joye Anestis, Assistant Professor of Psychology, which shows a significant association between certain gun laws and lower rates of suicide, was featured by both the New York Times and Mississippi Public Broadcasting. Dr. Mike Anestis says that their efforts are to educate about gun safety, not to change laws. "When you decrease access to a highly lethal means, the [suicide] rate goes down". He was recently recognized by the Association for Psychological Science as a 2015 APS Rising Star. According to APS, this designation

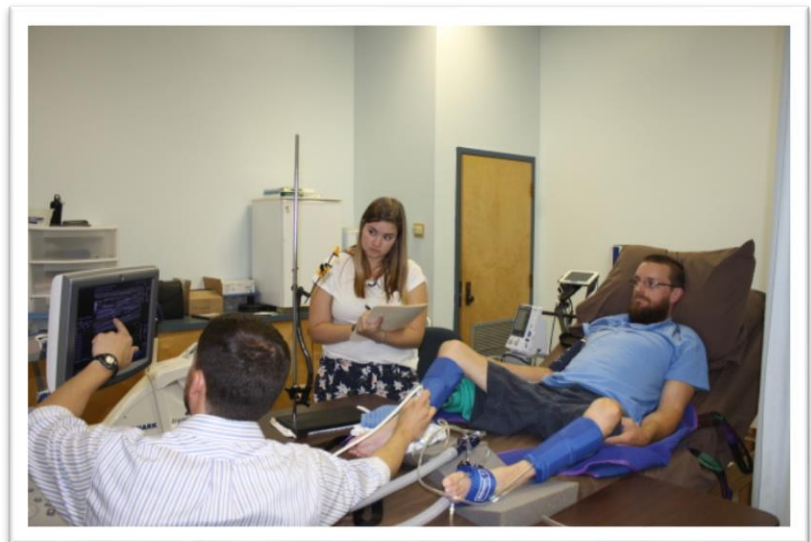


Dr. Joye Anestis

"recognizes outstanding psychological scientists in the earliest stages of their research career post-Ph.D. whose innovative work has already advanced the field and signals great potential for their continued contributions." Mike and Joye Anestis have published extensively on risk factors for suicidal behavior. The news articles can be accessed at the following urls: [http://well.blogs.nytimes.com/2015/08/19/gun-laws-associated-with-lower-suicide-rates/?ref=health&\\_r=1](http://well.blogs.nytimes.com/2015/08/19/gun-laws-associated-with-lower-suicide-rates/?ref=health&_r=1) and

<http://www.mpbonline.org/blogs/news/2015/08/18/suicide-is-the-leading-cause-of-gun-related-deaths-across-the-country-in-recent-years/>.

Dr. Daniel Credeur, Assistant Professor in the School of Kinesiology, was featured in the January 6, 2016 edition of *Mississippi Medical News*. His laboratory has developed a novel therapy for patients with spinal cord injury called intermittent pneumatic compression (IPC) aimed at reducing their risk of cardiovascular disease. According to Dr. Credeur, “people living with spinal cord injury are twice as likely to develop and die from cardiovascular complications, compared to able-bodied individuals.” Designed to increase blood flow in the body, IPC “involves inflation and deflation of a blood pressure cuff placed around a limb.” The cuff is applied to the calf or foot region, and the patient receives “three inflation-to-deflation cycles per minute” for one hour per treatment. Preliminary results are very promising, showing about 50% increase in leg blood flow within the first 15 minutes of treatment, and that one hour of therapy increases leg artery function by about 10% on average. Plans are to expand the research “by conducting a full clinical trial investigating whether IPC could serve as stand-alone treatment or adjuvant with other therapies such as electrical stimulation, to counter cardiovascular health declines and improve overall quality of life in people living with physical disabilities.” For full story see <http://www.mississippimedicalnews.com/home/article/20359494/intermittent-pneumatic-compression-ipc-may-reduce-cardiovascular-disease-in-spinal-cord-injury-patients>.



Dr. Daniel Credeur (left) and Master's student Lena Cialdella (center) evaluate IPC therapy on a disabled patient.

## Bragging Points from Graduate Programs

### From the Graduate School

- Carolyn Cawthon, M.Ed, Director of Operations and Recruitment in the Graduate School, received the 2015 Jessie Morrison Staff Excellence Award on December 3, 2015. Carolyn was recognized for over 35 years of exemplary service and dedication to USM, and particularly, for her contributions to improving Graduate School operations and recruiting quality students in recent years.



Carolyn Cawthon

### **From the College of Education and Psychology**

- Distinguished alum Stephen Parks (J.D., MLIS) was appointed State Librarian of Mississippi, effective January 1, 2016.
- Lauren Khazem, third year graduate student in Clinical Psychology, received two prestigious awards: The Scott and Paul Pearsall Scholarship, a \$10,000 scholarship from the American Psychological Foundation, and the Military Suicide Research Consortium Dissertation Completion Grant, a \$2000 grant to support her dissertation work examining suicide risk factors in adults with physical disabilities. Lauren's research is directed by Dr. Mike Anestis.
- Claire Houtsma, a second year graduate student in Clinical Psychology in the laboratory of Dr. Mike Anestis, was awarded the American Psychological Association Psi Chi Junior Scientist Fellowship, a \$1000 award to support her master's thesis project examining the immediate and longitudinal effects of violent video game play on aspects of suicide risk.

### **From the College of Science & Technology**

- Marine Science doctoral students won numerous scholarships from the Marine Technology Society. Stephan O'Brien and Peng Ho were recipients of the 2015 Marine Technology Society Scholarship. Adam Boyette received the 2015 Marine Technology Society Remotely-operated Vehicle (ROV) Committee Scholarship. Courage Klutse was named the Charles H. Bussmann Graduate Scholar.
- Dr. Don Yee, Associate Professor of Biological Sciences, organized a symposium, "30 years of hunting the tiger: *Aedes albopictus* in America: current perspectives and future challenges" at the Entomological Society of America conference in Minnesota in November. This mosquito was introduced in 1985 and is now one of the most important disease vectors in the U.S. The symposium included 11 national and international presenters and attracted over 200 attendees. Dr. Yee was selected to present the Highlights of Medical Entomology at the conference, an honor awarded to one scientist each year.
- Dr. William Wesley (Wes) Johnson, Professor of Criminal Justice, is editor of a new peer-reviewed journal *Corrections: Policy, Practice and Research*, sponsored by the Academy of Criminal Justice, an international organization of more than 4000 researchers and professors of criminal justice and criminology. The journal will publish its inaugural issue in late January 2016. He also works with the City of Hattiesburg's mental health court, the first in the state of Mississippi, funded by a Department of Justice Grant, the City of Hattiesburg, and Pine Belt Mental Health. According to Dr. Johnson, "Behavioral Health Court's purpose of to break the "revolving door" cycle between jail and the street for offenders living with mental illness."
- Dr. Brock M. Stout, December 2015 graduate in the Human Capital Development doctoral program, won Best Paper Award (Human Resources track) at the regional Academy of Management Conference, ICOM 2015 in Abu Dhabi, United Arab Emirates. The paper was entitled "Diversity and Team innovation; the Asian Counter Example".

### **From the College of Arts & Letters**

- Dr. Max Grivno, Associate Professor of History, was named an advisory board member, news editor, and book review editor for H-Slavery, H-Net's Network on the history of slavery. For the website see <https://networks.h-net.org/h-slavery>.
- Dr. Alejandro Gomez-del-Moral, Assistant Professor of History, was awarded a grant by the Hispanex Program. Hispanex is administered by the Spanish Ministry of Culture, promoting Spanish research and culture in collaboration with foreign universities and scholars. The grant will support several of Dr. Gomez-del-Moral's research projects, including work entitled "Buying into Change: Mass Consumer Revolution and the Sociopolitical Transformation of Franco's Spain, 1939-1982. For the full article see <http://news.usm.edu/article/southern-miss-spanish-professor-receives-hispanex-program-grant>.
- Department of History Ph.D. candidate Hayden McDaniel received a Moddy Research Grant from the Lyndon Baines Johnson Library in Austin, Texas. The grant will support the completion of Hayden's dissertation project which examines the southern peanut industry's development during the 20<sup>th</sup> century, tracing its growth from a minor, local subsistence commodity to an agribusiness contributing to mass consumption.

### **From the College of Health**

- Dr. Christina Perigoe, Associate Professor for Education of the Deaf in the Department of Speech and Hearing Sciences, was the featured speaker for the Hawaii Speech-Language Hearing Association Conference in Honolulu, Hawaii on January 9, 2016. She also presented research conducted by herself and colleague Dr. Marietta Paterson at the Hawaii International Conference on Arts and Humanities, held January 9-12. Drs. Perigoe and Paterson also presented their work at the 2015 International Congress of Education of the Deaf in Athens, Greece last July.
- Dr. Steve Oshrin, Professor of Audiology in the Department of Speech and Hearing Sciences, serves on the American Speech-Language-Hearing Association (ASHA) Ethics Board. He is an accreditation site visitor for the Council on Academic Accreditation for ASHA.

## **New Graduate Student Orientation**

Orientation for all new graduate students will be held January 14 (Hattiesburg campus) and 15 (Gulf Coast campuses) according to the schedule below. These sessions will provide students with information about university policies, resources, and health insurance. The Hattiesburg orientation will be followed by a Student Services Fair. A session will not be held at Stennis Space Center, but students at that location may attend any of the other sessions. Please encourage all your new graduate students to attend.

### Orientation sessions

Hattiesburg campus: Thursday, January 14, 2:00 to 4:30 PM, Trent Lott Center, Rooms A-D

GCRL: Friday, January 15, 9:00 to 10:30 AM, Caylor Auditorium

Gulf Park Campus, January 15, 12:30 to 2:00 PM, Fleming Education Center, Room 104

## Professional Development Upcoming Events

- **Susan A. Siltanen Graduate Student Research Symposium**

This event will be held March 24, 2016 from 9:00 AM to 1:00 PM at the Thad Cochran Center. Students may choose to present either in oral or poster format in one of the following categories: Arts and Humanities; Social Sciences and Business; Education and Psychology; Health and Nursing; Physical Sciences and Mathematics; or Life Sciences. First place (\$500), second place (\$350), and third place (\$150) prizes will be awarded in each category for both oral and poster presentations. Abstracts are due no later than 5:00 PM January 30, 2016. For guidelines and abstract form see: <http://www.usm.edu/graduate-school/susan-siltanen-graduate-student-research-symposium>. For more information contact Vanessa Molden at [Vanessa.molden@usm.edu](mailto:Vanessa.molden@usm.edu).
- **ORI Workshop: How to Get Published**

This workshop is part of the Office of Research Integrity 2016 Spring Forums. Please encourage graduate students to attend.  
Guest speaker: Dr. Jake Schaefer, Professor, Department of Biological Sciences  
Date and Time: Tuesday, February 2, 2016; noon to 1:00 PM  
Location: Cook Library Room 123, Hattiesburg campus  
Lunch will be served to pre-registrants beginning at 11:30 AM
- **Professionals in Preparation**

The Spring 2016 Professionals in Preparation schedule will kick off with the following events in January and February. These sessions are restricted to PIP participants.

  - January 29: “Research and Academic Integrity”

Dr. Sam Bruton will be interviewed by Dean Coats and answer questions from students addressing important issues in research and academic integrity.
  - February 12: “Non-Academic Job Opportunities”

Rusty Anderson, Director of Career Services, will assist students in understanding job opportunities outside of academia and how to equip themselves with the skills to succeed in these positions.
  - February 26: “Entrepreneurship”

Dr. Shannon Campbell, Director of the Trent Lott National Center for Excellence in Economic Development and Entrepreneurship, will discuss entrepreneurship and small business ownership and respond to questions from PIP students.



## Graduate School Policies and Procedures

- Thesis, Dissertation, and Nursing Capstone Project Electronic Templates and Guidelines

Electronic templates for writing theses, dissertations, and capstone projects are ready for use! These templates will alleviate much of the burden of proper formatting if used correctly. Currently, the following documents are available:

1. Two types of templates
  - a. a standard template in either Arial or Times New Roman 12 point font
  - b. a creative writing template in either Arial or Times New Roman 12 point font
2. Title page templates in the same fonts
3. Guidelines and instructions for use of these templates

These and other graduate reviewer documents are located in the Aquila Digital Community. A link to these documents will soon appear on the Graduate School website. A tutorial video is in development. In the meantime, students should contact Jeanne Stewart, Graduate Reviewer, for access and assistance. Use of these templates will be required for the preparation of theses, dissertations, and nursing capstone projects for summer 2016 and later graduates. Spring 2016 graduates may choose to use either previous guidelines or the new templates. Previous guidelines will no longer be available after May 1. The templates and guidelines will be improved with constructive comments from users. We welcome feedback from students and advisors who use these resources.

Many thanks to Jeanne and graduate assistant Robin Jackson for their hard work and diligence in developing these templates. The Graduate School is also grateful to James Nail, Serials Specialist at Mitchell Memorial Library, Mississippi State University, who created training materials to assist Jeanne with the technical aspects of the project. James was always available for consultation and eager to help. His generous contribution of time and expertise was an invaluable resource in this effort. We also appreciate Josh Cromwell, Institutional Repository Coordinator for University Libraries, who continues to partner with the Graduate School by providing expertise with Aquila and other resources.

**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**June 22, 2015**

The Graduate Council met at 3:00 p.m. on June 22, 2015, in McCain Library, Room 203 with Dr. Douglas Rust, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Janie Butts, Dr. Leisa Flynn, Dr. Bonnie Nicholson, Dr. Scott Piland, Dr. Kyna Shelley, Dr. Amy Slagle, and Dr. Teresa Welsh.

The following voting members were represented by proxies to constitute a quorum: Dr. Bonnie Nicholson for Dr. Jonathan Barron, Dr. Teresa Welsh for Dr. Susan Hrostowski and Dr. Douglas Rust for Dr. Dana Fennell.

The following non-voting members were present: Dr. Karen Coats.

The following guests were present: Ms. Desira Bailey and Ms. Dawn Porter.

- 1.0 Call to Order  
Dr. Rust called the meeting to order at 3:00 p.m.
- 2.0 Adoption of Agenda  
Dr. Rust presented the agenda with for approval. Dr. Piland moved and Dr. Rust seconded a motion to approve the agenda. The motion passed
- 3.0 Approval of Minutes  
Dr. Lambers presented the March 23, 2015 minutes for approval. Dr. Butts moved and Dr. Rust seconded a motion to approve the March 23, 2015 minutes. The motion passed.
- 4.0 Course and Program Proposals
  - 4.1 College of Arts & Letters – No Business
  - 4.2 College of Business – No Business
  - 4.3 College of Education and Psychology – No Business
  - 4.4 College of Health – No Business
  - 4.5 College of Nursing – No Business
  - 4.6 College of Science and Technology – No Business
- 5.0 Officers Report
  - 5.1 Chair – Dr. Douglas Rust  
No report.
  - 5.2 Chair-Elect – Dr. Janie Butts  
No report.
- 6.0 Standing Committee Reports

- 6.1 Bylaws Committee – Dr. Kyna Shelley  
No report.
- 6.2 Credentials Committee – Dr. Jake Schaefer  
No report.
- 6.3 Election Committee – Dr. Douglas Rust  
No report.
- 6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson  
No report.
- 6.5 Program Review Committee – Dr. Janie Butts  
No report.
- 7.0 Liaisons to University Committees
  - 7.1 Assessment Committee- Dr. Douglas Rust  
No report.
  - 7.2 E-Learning Committee- Dr. James Lambers  
No report.
  - 7.3 Teaching Evaluation Committee – Dr. Bonnie Nicholson  
No report.
  - 7.4 Strategic Planning Committee – Dr. Bonnie Nicholson  
No report.
- 8.0 New Business
  - 8.1 Consideration of undergraduate GPA requirements for conditional admission to graduate programs at USM  
Dr. Rust presented Council with a request from Athletics to lower the GPA for conditional admission. They stated the reason for the emergency was based on having the ability to grant admission to a few athletes who were considering The University of Southern Mississippi as well as several other universities and decisions needed to be made immediately.  
  
Dr. Rust submitted a handout outlining a few options for Council to consider for this request. Dr. Coats stated that this policy change would not mandate the lowered standard for any program. Any program could opt to continue the current standards for conditional admission. She stated the requested policy change would also apply to any prospective student, not just athletes.

After further discussion, Dr. Butts moved and Dr. Shelley seconded a motion to approve the modification of the conditional admission policy. The vote was 8 to 4 in favor of changing the policy. Council agreed to go with Option 2 from the handout. A council member suggested following the progress to degree of students with 2.0 to 2.5 GPA who were admitted conditionally. It was decided that annual evaluations of this population would be done. If assessment reveals that the university or student is harmed by the change in standards, then the policy will revert back to previous standards. Athletes brought in under this new policy must understand that they do not automatically qualify for graduate assistantships after completion of athletic eligibility.

9.0 Announcements

10.0 Adjournment

The meeting was adjourned. The next meeting is scheduled for September 21, 2015 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, September 4, 2015.

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Greg Pierce, Recording Secretary

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Dr. Douglas Rust, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**June 22, 2015**

Modification of Graduate School conditional admission policy. (see attached handout)

## QUOTATION FROM THE GRADUATE BULLETIN

### A. Conditional Admission

A student who fails to qualify for regular admission may be admitted on a conditional basis; provided, however, such a student possesses a grade point average of at least 2.50 (calculated on a 4.0 scale) on the last 60 hours of coursework. Conditional admission can be given only upon the recommendation of the department chair, the college dean, and the Dean of the Graduate School.

A master's student admitted conditionally must maintain a grade point average of at least 3.0 on the first nine (9) hours of coursework at or above the 500 level. If, prior to satisfying the requirements to have the conditional status removed, the student attempts more than 9 hours of coursework at or above the 500 level, he or she must achieve a 3.0 overall grade point average on all course work. Lower-level coursework (500) taken to remedy perceived deficiencies may not be counted toward the nine-hour requirement. All courses taken to remove conditional status must be taken on a campus of the The University of Southern Mississippi.

Additional requirements may be imposed by the department. The student should meet with the department chair to review the requirements.

All requirements must be met or the student will not be allowed to continue to seek a master's degree. Upon the recommendation of the department chair and with the approval of the dean of the Graduate School, the student will be reclassified as a regularly admitted student. A student not maintaining the required grade point average or otherwise failing to satisfy any additional requirements will be dismissed from the program.

## GRADUATE BULLETIN OPTIONS

OPTION 1 – omit GPA	OPTION 2 – change GPA	OPTION 3 – no changes
A student who fails to qualify for regular admission may be admitted on a conditional basis; <del>provided, however, such a student possesses a grade point average of at least 2.50 (calculated on a 4.0 scale) on the last 60 hours of coursework.</del> Conditional admission can be given only upon the recommendation of the department chair, the college dean, and the Dean of the Graduate School.	A student who fails to qualify for regular admission may be admitted on a conditional basis; provided, however, such a student possesses a grade point average of at least <span style="border: 1px solid black; padding: 0 2px;">2.0</span> (calculated on a 4.0 scale) on the last 60 hours of coursework. Conditional admission can be given only upon the recommendation of the department chair, the college dean, and the Dean of the Graduate School.	Leave the policy alone.

**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**May 11, 2015**

The Graduate Council conducted its business via email on May 11, 2015, with Dr. James Lambers, Chair of the Graduate Council, presiding.

The following voting members participated: Dr. Wendy Atkins-Sayre, Dr. Jonathan Barron, Dr. Janie Butts, Dr. Dana Fennell, Dr. David Holt, Dr. Faqing Huang, Dr. James Lambers, Dr. Bonnie Nicholson, Dr. Scott Piland, Dr. Douglas Rust, Dr. Jake Schaefer, Dr. Kyna Shelley, Dr. Amy Slagle, Dr. Teresa Welsh and Dr. Mike Wittmann.

1.0 Call to Order

Dr. Lambers called the meeting to order.

2.0 Adoption of Agenda

Dr. Lambers presented the agenda with for approval. The agenda was approved.

3.0 Approval of Minutes

Dr. Lambers presented the April 20, 2015 minutes for approval. The minutes were approved.

4.0 Course and Program Proposals

4.1 College of Arts & Letters

*Department of Anthropology and Sociology*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of History*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Political Science, International Development and International Affairs*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Theatre*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*School of Mass Communication and Journalism*

Dr. Lambers presented the request to reconcile the school's degree programs with the program inventory. The request was approved.

*School of Music*

Dr. Lambers presented the request to reconcile the school's degree programs with the program inventory. The request was approved.



#### 4.2 College of Business

##### *Department of Economic Development and Tourism*

Dr. Lambers presented the request to add the emphasis area Business Administration (Sport Event Security Management) MBA. The request was approved.

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

##### *Department of Management and International Business*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

#### 4.3 College of Education and Psychology

##### *Department of Curriculum, Instruction and Special Education*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

##### *Department of Educational Leadership and School Counseling*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

Dr. Lambers presented the request to add EDA 722. The request was approved.

Dr. Lambers presented the request to add EDA 807. The request was approved.

##### *Department of Educational Studies ad Research*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

##### *Department of Psychology*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

#### 4.4 College of Health

##### *Department of Nutrition and Food Systems*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

##### *Department of Public Health*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

##### *Department of Speech and Hearing Sciences*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

Dr. Lambers presented the request to approve relocation of the Speech and Hearing Sciences (Deaf Education) MS program to Jackson. The request was approved.

*School of Human Performance and Recreation*

Dr. Lambers presented the request to reconcile the school's degree programs with the program inventory. The request was approved.

4.5 College of Nursing

*Department of Advanced Practice*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Systems Leadership and Health Outcomes*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

4.6 College of Science and Technology – No Business

*Center for Science and Mathematics Education*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Biological Sciences*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Chemistry and Biochemistry*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*Department of Marine Science*

Dr. Lambers presented the request to reconcile the department's degree programs with the program inventory. The request was approved.

*School of Construction*

Dr. Lambers presented the request to reconcile the school's degree programs with the program inventory. The request was approved.

*School of Criminal Justice*

Dr. Lambers presented the request to reconcile the school's degree programs with the program inventory. The request was approved.

5.0 Standing Committee Reports

5.1 Credentials Committee – Dr. Jake Schaefer

Dr. Lambers submitted the Credentials report for May 2015 for approval. The report was approved. (see attached)

8.0 New Business

8.1 Dr. Lambers submitted the proposed Meeting Calendar for 2015-16 for approval. The calendar was approved. (see attached)

10.0 Adjournment

The meeting was adjourned. The next meeting is scheduled for September 21, 2015 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, September 4, 2015.

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Greg Pierce, Recording Secretary

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Dr. James Lambers, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**May 11, 2015**

**College of Business**

*Department of Economic Development and Tourism*

Add: Business Administration (Sport Event Security Management)  
MBA  
Offer face-to-face Hattiesburg and online.  
Effective fall 2015.

**College of Education and Psychology**

*Department of Educational Leadership and School Counseling*

Add: EDA 722                      Introduction to K-12 Education Policy.  
3 hours. Face-to-face and online format.  
Effective fall 2015.

Add: EDA 807                      Critical Analysis of Literature in Education  
Leadership.  
3 hours. Face-to-face and online format.  
Effective fall 2015.

**College of Health**

*Department of Speech and Hearing Sciences*

Modify: Speech and Hearing Sciences (Deaf Education) MS.  
Change location to Jackson.  
Effective fall 2010

DATE: May, 2015

TO: Graduate Council

FM: Graduate Credentials Committee

RE: Graduate Faculty Recommendations

<b>Name</b>	<b>Department</b>	<b>Recommendation Status</b>
<b>Associate Level 1</b>		
Cukierkorn, Jesse R. (3yr Review)	Curriculum, Instruction & Special Ed.	A1
Mullican, Rebecca E.(3yr Review)	Curriculum, Instruction & Special Ed.	A1
<b>Associate Level 2</b>		
Haynes, D. Elizabeth (5yr Review)	Library & Information Science	A2
<b>Associate Level 3</b>		
<b>Regular Level 1</b>		
McGuire, James G. (5yr Review)	Public Health	R1
Norton, Melanie J. (5yr Review)	Library & Information Science	R1
Schaub, Mary T. (5yr. Review)	Speech & Hearing Sciences	R1
Young, Amy L. (5yr Review)	Anthropology & Scociology	R1
<b>Regular Level 2</b>		
Bomhold, Catharine R. (5yr Review)	Library & Information Science	R2
Cloud, Steven J. (5yr Review)	Speech & Hearing Sciences	R2
Creel, Stacy L.(5yr Review)	Library & Information Science	R2
Danforth, Marie E. (5yr Review)	Anthropology & Scociology	R2
Fennell, Dana M. (5yr Review)	Anthropology & Scociology	R2
Greene, Kathanne W. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R2
Hayden, Bridget A. (5yr Review)	Anthropology & Scociology	R2
Jackson, H. Edwin (5yr Review)	Anthropology & Scociology	R2
Kaufmann, Jeffrey C. (5yr Review)	Anthropology & Scociology	R2
Kinnell, Ann Marie (5yr Review)	Anthropology & Scociology	R2
McBride, Allan B. (5yr Review)	Political Sci, Int'l Dev. & Affairs	R2
Muma, John R. (5yr Review)	Speech & Hearing Sciences	R2
Oshrin, Stephen E. (5yr Review)	Speech & Hearing Sciences	R2
Welsh, Teresa S. (5yr Review)	Library & Information Science	R2
Yu, Xinyu "Cindy" (5yr Review)	Library & Information Science	R2
<b>Regular Level 3</b>		
Agler, Lin-Miao L. (5yr Review)	Psychology	R3
Blackwell, Melanie Leuty (5yr Review)	Psychology	R3
Butler, David L. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Chambers, Douglas B. (5yr Review)	History	R3
Dahlen, Eric R. (5yr Review)	Psychology	R3
Dufrene, Brad A. (5yr Review)	Psychology	R3
Echevarria, David J. (5yr Review)	Psychology	R3
Filce, Hollie G. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Fisher, Diane J. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Gibson, M. Troy (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Greer, Tammy (5yr Review)	Psychology	R3

Haley, Andrew P. (5yr Review)	History	R3
Hartsell, Taralynn S. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Kuczaj, Stanley A. (5yr Review)	Psychology	R3
Lansford, Tom (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Madson, Michael B. (5yr Review)	Psychology	R3
Morse, Timothy E. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Naghshpour, Shahdad (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Olmi, D. Joe (5yr Review)	Psychology	R3
Pauly, Robert J. Jr. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Press, Robert M. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Rouse, Sharon E. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Sayre, Edward A. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Steedman, Marek D. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
St. Marie, Joseph J. (5yr Review)	Political Sci., Int'l Dev. & Affairs	R3
Tingstrom, Daniel H. (5yr Review)	Psychology	R3
Walker, David W. (5yr Review)	Curriculum, Instruction & Special Ed.	R3
Wang, Shuyan (5yr Review)	Curriculum, Instruction & Special Ed.	R3
<p>Credentials Committee Chair  Respectfully submitted,</p>		

# Academic Council & Graduate Council Meeting Dates and Submission Deadlines

(2015-2016 Academic Year)

Please note that submission dates are scheduled 2 weeks prior to the Council meeting to allow time for review.

Submission Deadline	AC meeting date	Submission Deadline	GC meeting date
Friday, 8/21 9:00 am	9/8 (b/c Labor Day)	Friday, 9/4 9:00 am	9/21
9/18	10/5	10/2	10/19
10/16	11/2	10/30	11/16 (b/c Thanksgiving)
11/20 (b/c Thanksgiving)	11/30	1/8	1/25 (b/c MLK)
1/22	2/1	2/5	2/22
2/12	3/7	3/4	3/21
3/24 (b/c Good Friday)	4/4	4/1	4/18
4/15	5/2	Friday, 4/22 9:00 am	5/9 (as needed)



**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**October 19, 2015**

The Graduate Council met at 3:00 p.m. on October 19, 2015, in McCain Library, Room 203 with Dr. Douglas Rust, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Wendy Atkins-Sayre, Dr. Janie Butts, Dr. Jonathan Barron, Dr. Dana Fennell, Dr. Leisa Flynn, Dr. David Holt, Dr. Susan Hrostowski, Dr. Sarah Morgan, Dr. Scott Piland, Dr. Jake Schaefer, Dr. Kyna Shelley, Dr. Amy Slagle, Dr. Teresa Welsh and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Dana Fennell for Dr. Bonnie Nicholson and Dr. Chaoyang Zhang for Dr. Ras Pandey.

The following non-voting members were present: Dr. Karen Coats, Dr. Douglas Masterson for Dr. David Hayhurst, Dr. Bill Powell, Dr. Eric Tribunella for Dr. Maureen Ryan, Dr. Diane Fisher for Dr. Ann Blackwell and Dr. Kathy Yadrick for Dr. Michael Forster.

The following guests were present: Ms. Desira Bailey, Ms. Linda Bass, Ms. Dana Berry, Dr. Sam Bruton, Ms. Jennifer Cullery, Dr. Lilian Hill, Ms. Kathryn Lowery, Dr. Chad Miller, and Ms. Dawn Porter.

1.0 Call to Order

Dr. Rust called the meeting to order at 3:00 p.m.

2.0 Adoption of Agenda

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

- Remove items 4.3.1.2 and 4.3.1.3 Add EDE 722 and EDA 807; items were already approved.

Dr. Piland moved and Dr. Morgan seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of Minutes

Dr. Rust presented the September 21, 2015 minutes for approval. Dr. Butts moved and Dr. Piland seconded a motion to approve the September 21, 2015 minutes for approval. The motion passed.

#### 4.0 Course and Program Proposals

##### 4.1 College of Arts & Letters

###### *School of Music*

Dr. Rust presented the request to modify the proposal of MUP courses from 600 to 500 level. Dr. Piland moved and Dr. Hrostowski seconded a motion to approve the modification of the proposal of MUP courses from 600 to 500 level. The motion passed.

###### *Department of Philosophy and Religion*

Dr. Rust presented the request to add PHI 535. Dr. Piland moved and Dr. Fennell seconded a motion to approve the addition of PHI 535. The motion passed.

Dr. Rust presented the request to delete PHI 735. Dr. Barron moved and Dr. Butts seconded a motion to approve the deletion of PHI 735. The motion passed.

##### 4.2 College of Business

###### *Department of Economic Development, Tourism, and Sport Management*

Dr. Rust presented the request to modify the admissions requirements for the Sport Management M.S. program by waiving the GRE/GMAT test requirements for applicants who already earned a master's degree or higher from an accredited institution. Dr. Piland moved and Dr. Morgan seconded a motion to approve the modification of the admissions requirements for the Sport Management M.S. program by waiving the GRE/GMAT test requirements for applicants who already earned a master's degree or higher from an accredited institution. The motion passed.

Dr. Rust presented the request to modify SM 700. Dr. Piland moved and Dr. Fennell seconded a motion to approve the modification of SM 700. The motion passed.

Dr. Rust presented the request to add SM 692. Dr. Piland moved and Dr. Morgan seconded a motion to approve the addition of SM 692. The motion passed.

Dr. Rust presented the request to add SM 697. Dr. Butts moved and Dr. Fennell seconded a motion to approve the addition of SM 697. The motion passed.

Dr. Rust presented the request to modify the admissions requirements for the Economic Development M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Dr. Flynn moved and Dr. Morgan seconded a motion to untable the request to modify the admissions requirements for the Economic Development M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. The motion passed.

Dr. Gilstrap moved and Dr. Piland seconded a motion to approve the modification of the admissions requirements for the Economic Development M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. The motion passed.

- 4.3 College of Education and Psychology  
*Department of Educational Studies and Research*  
Dr. Rust presented the request to reinstate the Higher Education Administration Ed.D. degree program. Dr. Shelley moved and Dr. Butts seconded a motion to approve the request to reinstate the Higher Education Administration Ed.D. degree program. The motion passed.
- 4.4 College of Health – No Business
- 4.5 College of Nursing – No Business
- 4.6 College of Science and Technology – No Business
- 5.0 Officers Report
  - 5.1 Chair – Dr. Douglas Rust  
No report.
  - 5.2 Chair-Elect – Dr. Janie Butts  
No report.
- 6.0 Standing Committee Reports
  - 6.1 Bylaws Committee – Dr. Janie Butts  
Dr. Butts submitted changes to the bylaws for approval. Council approved the changes. (see attached)
  - 6.2 Credentials Committee – Dr. Jake Schaefer  
Dr. Rust submitted the Credentials report for October 2015 for approval. The report was approved. (see attached)
  - 6.3 Election Committee – Dr. Teresa Welsh  
No report.
  - 6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson  
Dr. Dana Fennell submitted the report to Council for approval. Council approved the changes. (see attached)
  - 6.5 Program Review Committee – Dr. Kyna Shelley  
No report.
- 7.0 Liaisons to University Committees
  - 7.1 University Assessment Committee- Dr. Janie Butts  
Dr. Butts reported the University Assessment Committee met on October 7, 2015, at 12 noon. Kathryn Lowery introduced us to the Assessment Committee process of reviewing and scoring departments’ WEAVE reports.
  - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson  
No report.

- 7.3 Strategic Planning Committee – Dr. Bonnie Nicholson  
No report.
- 8.0 New Business
- 8.1 Consider modifications to RSIA policy statement (RCR requirements for faculty)  
Dr. Rust presented Council with Dr. Bruton’s plan to modify the RSIA policy statement (RCR requirements for faculty). (See attached) The Council decided to keep the request to modify the RSIA policy tabled. Council needs a justification of current ethics training requirements and a comparison of our policy with those of similar institutions.
- 8.2 Consider changes to Proposal Guidelines  
Dr. Rust presented a draft to Council of changes made to the proposal guidelines. Dr. Butts moved and Dr. Fennel seconded a motion to approve the modifications to the proposal guidelines.  
The motion passed. (see attached)
- 8.3 Graduate Student Senate Report  
No report.
- 8.4 Dean’s Report  
Dr. Coats presented a report to Council. (See attached)
- 9.0 Announcements
- 10.0 Adjournment  
The meeting was adjourned. The next meeting is scheduled for November 16, 2015 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, October 30, 2015.

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Greg Pierce, Recording Secretary

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Dr. Douglas Rust, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**October 19, 2015**

**College of Arts and Letters**

*School of Music*

Modify:	MUP 671	<u>Chamber Music.</u>
To:	MUP 571	<u>Chamber Music.</u> Effective fall 2016.
Modify:	MUP 672	<u>Chamber Music: Southern Chamber Winds.</u>
To:	MUP 572	<u>Chamber Music: Southern Chamber Winds.</u> Effective fall 2016.
Modify:	MUP 677	<u>Percussion Ensemble.</u>
To:	MUP 577	<u>Percussion Ensemble.</u> Effective fall 2016.
Modify:	MUP 678	<u>Carillon.</u>
To:	MUP 578	<u>Carillon.</u> Effective fall 2016.
Modify:	MUP 679	<u>Covenant.</u>
To:	MUP 579	<u>Covenant.</u> Effective fall 2016.
Modify:	MUP 680	<u>Jazz Combo.</u>
To:	MUP 580	<u>Jazz Combo.</u> Effective fall 2016.
Modify:	MUP 681	<u>Orchestra.</u>
To:	MUP 581	<u>Orchestra.</u> Effective fall 2016.
Modify:	MUP 682	<u>Band.</u>
To:	MUP 582	<u>Band.</u> Effective fall 2016.

Modify:	MUP 683	<u>Southern Chorale.</u>
To:	MUP 583	<u>Southern Chorale.</u> Effective fall 2016.
Modify:	MUP 684	<u>Jazz Lab Band.</u>
To:	MUP 584	<u>Jazz Lab Band.</u> Effective fall 2016.
Modify:	MUP 685	<u>Collegium Musicum.</u>
To:	MUP 585	<u>Collegium Musicum.</u> Effective fall 2016.
Modify:	MUP 686	<u>Oratorio Chorus.</u>
To:	MUP 586	<u>Oratorio Chorus.</u> Effective fall 2016.
Modify:	MUP 688	<u>University Singers.</u>
To:	MUP 588	<u>University Singers.</u> Effective fall 2016.
Modify:	MUP 689	<u>Chamber Singers.</u>
To:	MUP 589	<u>Chamber Singers.</u> Effective fall 2016.
Modify:	MUP 690	<u>Opera Theatre.</u>
To:	MUP 590	<u>Opera Theatre.</u> Effective fall 2016.
Modify:	MUP 696	<u>Steel Pan Orchestra.</u>
To:	MUP 596	<u>Steel Pan Orchestra.</u> Effective fall 2016.

*Department of Economic Development, Tourism and Sport Management*

Add:	PHI 535	<u>Research Ethics.</u> 3 hours. Effective spring 2016.
Delete:	PHI 735	<u>Research Ethics and Skills.</u> Effective spring 2016.

## **College of Business**

*Department of Economic Development, Tourism and Sport Management*

Modify: Admissions requirements for the Sport Management M.S. program by waiving the GRE/GMAT test requirements for applicants who already have a master's degree or higher from an accredited institution. Effective spring 2016.

Modify: SM 700 Sport Management Internship.  
3 hours.

To: SM 700 Sport Management Practicum.  
3-9 hours. Effective spring 2016.

Add: SM 692 Special Problems in Sport Management.  
1-6 hours. Effective spring 2016.

Add: SM 697 Independent Study and Research.  
1-9 hours. Effective spring 2016.

Modify: Admissions requirements for the Economic Development M.S. program by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Effective fall 2016.

## **College of Education and Psychology**

*Department of Educational Studies and Research*

Reinstate: Ed.D. in Higher Education Administration  
Effective fall 2016.

DATE: October 19, 2015  
 TO: Graduate Council  
 FM: Graduate Credentials Committee  
 RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
<b>Associate Level 1</b>		
Cunningham, Christopher A.	Library & Information Sci.	A1
Keith, James A.	Educational Leadership & School Counseling	A1
Rycyk, Athena	Coastal Sciences	A1
Wu, Yun	Management & International Business	A1
<b>Associate Level 2</b>		
Landry, Alicia S.	Nutrition & Food Systems	A2
<b>Associate Level 3</b>		
Blackwell, Cindy	Mass. Communication & Journalism	A3
<b>Regular Level 1</b>		
<b>Regular Level 2</b>		
Beck, Paul	Accountancy	R2
James, Katie	Anthropology & Sociology	R2
Wilson, Reginald	Accountancy	R2
Zhou, Weihua	Computing	R2
<b>Regular Level 3</b>		
Credentials Committee		
Dr. Jake Schaefer, Chair		



**The University of Southern Mississippi**  
*Graduate School – 118 College Drive #5024, Hattiesburg, MS 39406-0001*  
**GRADUATE COUNCIL BYLAWS\***

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**\*Approved April 2011**

**\*Revised October 2015**

**BYLAWS**

The University of Southern Mississippi Graduate Council

ARTICLE I

Name

The name of this organization is The University of Southern Mississippi Graduate Council.

ARTICLE II

Purpose

The purpose of the Graduate Council is to supervise the graduate academic affairs of the University.

ARTICLE III

Relationships and Responsibilities

Section 1. Relationships

As indicated in Table 1, the Graduate Council makes recommendations about graduate programs and policies to the University Provost. The Provost makes recommendations regarding graduate programs to the President, who in turn presents his/her recommendations to the Board when their approval is required. The Graduate Council is the final authority in matters of graduate faculty status and graduate curricula.

Table 1: Procession of Graduate Council Actions

Board of Institutions of Higher Learning
University President
Provost
Graduate Council
Professional Education Council*
College Curriculum Committee
Department Curriculum Committee

\*For matters dealing with professional education programs

Section 2. Responsibilities

Graduate Council responsibilities include but are not limited to the following:

- 1) Faculty Qualifications. The Graduate Council, via its credentials committee, determines the graduate faculty status of all USM faculty.
- 2) Curriculum and Program Approval. The Graduate Council reviews and recommends action to the Provost regarding new graduate programs and/or program changes. The Graduate Council makes the final decision on proposed new graduate courses, certain course modifications, and course deletions. Matters dealing with professional education programs must first go to the Professional Education Council.
- 3) Disseminating Information. The Graduate Council disseminates information relating to graduate policies and procedures to faculty and appropriate Councils within the University.
- 4) Policies and Procedures. The Graduate Council, via its policies and procedures committee, makes recommendations to the Provost on policies affecting graduate studies at the University of Southern Mississippi.
- 5) Program Review. The Graduate Council, via its program review committee, conducts periodic systematic reviews and evaluations of existing graduate programs.

ARTICLE IV

Members

Section 1. Voting Members

The voting membership of the Graduate Council is composed of the elected representatives from the regular graduate faculty of the colleges, from regular graduate faculty on the Gulf Coast, and one graduate student representative determined by the Graduate Student Senate. The specific number of faculty representatives from each college is based on the number of Regular Graduate Faculty, using a ratio of 1

representative per 30 graduate faculty, rounded up if the number is within 5, so that a college within 5 faculty members of getting another Graduate Council representative will be given that additional representative. There is a cap of 5 Graduate Council members per college. The allocation of Graduate Council representatives per college will be reviewed every three years (beginning in 2000) by the Bylaws Committee.

Section 2. Non-Voting Ex-Officio Members

The University President, the Provost, the Deans of the Colleges, Dean of the Graduate School, a Graduate Student Senate representative, the University Librarian, and the University Registrar serve as ex-officio, non-voting members.

Section 3. Election and Terms

a. Graduate Council faculty members are elected in April by the Regular Graduate Faculty in their college or on the Gulf Coast campus. The Graduate Council's election committee oversees the distribution and counting of the secret ballots.

b. Elected Graduate Council members serve three-year terms. No member may serve more than two consecutive terms, although after a term absence from the Council, a faculty member again becomes eligible for two consecutive three-year terms, including summers as necessary. The term begins with the first Fall meeting following the member's election and completes in August.

c. An elected member who takes a leave of absence for a year or less should appoint an eligible proxy from his/her college or campus. If an elected Graduate Council position is vacated for any reason (for example, if the elected member will be absent for more than a year for any reason, or fails to appoint a proxy for an absence of one year or less), the Chair of the Graduate Council may appoint an eligible faculty member from that college or campus to serve out the rest of the term or an election may be held.

Section 4. Eligibility and Qualifications

Regular members of the graduate faculty who are in at least their third year of full-time contractual service to the university are eligible to be elected to Graduate Council. No more than one representative from any department or school may serve at any given time.

Section 5. Responsibilities

Members are expected to attend all regularly scheduled meetings of the Graduate Council, serve on committees if possible, and communicate the issues raised in Graduate Council to their colleges as well as communicating the concerns and opinions of their colleges back to Graduate Council. If an elected Graduate Council representative fails to attend two consecutive regular scheduled meetings of the Council without supplying a proxy, he/she shall be notified in writing by the chair of the Council that his/her position will be declared vacant in the event of a third consecutive absence without a proxy. Upon his/her third consecutive absence with a proxy, his/her position shall be declared vacant by the chair of the Council and filled in the interim by appointment by the Council chair.

Section 6. Proxies

A member may appoint a proxy for one meeting, or for a period of one year or less, if the member will be unable to attend by submitting the proxy form on the Graduate School web page to the Chair. **Members of the Council or a proxy may hold only one proxy at a meeting.**

ARTICLE V  
Officers

Section 1. Officers

The officers of the Graduate Council are the Chair and Chair-Elect.

a. Chair

Any elected member of Graduate Council is eligible to hold the office of Chair. The Chair-Elect from the previous year becomes Chair, beginning his/her term with the last meeting in the spring. The Chair's responsibilities include but are not limited to:

1. Chairing the meetings of the Graduate Council.
2. Setting the agenda for Graduate Council meetings.
3. Chairing the Graduate Council Executive Committee.
4. Appointing members and chairs of the various standing and ad hoc committees of the Graduate Council.

b. Chair-Elect

Any elected member of the Graduate Council is eligible to hold the office of Chair-Elect. The Chair-Elect is elected by secret ballot during the April meeting. Whoever is elected serves as Chair-Elect in his/her first year (beginning with the last meeting in spring) and Chair of the Council in the following year. The Chair-Elect’s responsibilities include but are not limited to:

1. Assisting the Chair with Graduate Council activities and responsibilities.
2. Chairing the Graduate Council meetings when the Chair cannot do so.
3. Chairing the Graduate Council Executive Committee when the Chair cannot do so.
4. Serving as the chair of one of the standing committees.
5. Becoming Chair of the Graduate Council should the Chair’s position become vacant.

In this case, the Chair-Elect would continue as Chair the following year as well. Should the Chair-Elect’s position become vacant, Graduate Council will elect a new Chair-Elect by secret ballot at the next meeting.

c. Corresponding Secretary

He or she takes care of all Graduate Council correspondence and can chair a meeting if the chair and chair-elect are both absent. [Dean of the Graduate School serves as the non-voting Corresponding Secretary].

d. Recording Secretary

The University Registrar serves as Recording Secretary and is a non-voting member. He or she takes minutes during the meeting and distributes the minutes.

e. Parliamentarian

The Parliamentarian is appointed by the Chair. If the Parliamentarian is appointed from outside the body of elected Graduate Council members, he or she is a non- voting member. The Parliamentarian can chair a meeting if the chair, chair-elect, and Corresponding Secretary are all absent.

ARTICLE VI  
Meetings

Section 1. Regular Meetings

The Graduate Council meets monthly from August to November and January to April. The Council will meet in June if the Chair calls a meeting. The meeting is held on the third or fourth Monday of the month. All meetings are open to all university faculty.

Section 2. Special Meetings

The chair may call special meetings as needed. At least one week’s notice should be given unless an emergency situation does not permit.

Section 3. Quorum

A simple majority of the voting members of the Graduate Council constitutes a quorum, including those members attending by way of an internet or voice call connection when such attendance is approved by the Chair. In these cases, the members will vote using an email or other electronic communication to the Teller.

Section 4: Standard Agenda

The Standard Agenda below is distributed to Graduate Council members, chairs, deans, and the Provost one week before the regular meeting. Items for the Agenda must be submitted to the Chair at least ten working days before the regular monthly meeting. Procedures and deadlines for course and program proposals can be found in the Graduate Council’s Policies and Procedures Manual.

Standard Agenda

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1.0 Call to Order                    | 6.2 Credentials Committee             |
| 2.0 Adoption of Agenda               | 6.3 Election Committee                |
| 3.0 Approval of Minutes              | 6.4 Policies and Procedures Committee |
| 4.0 Course and Program Proposals     | 6.5 Program Review Committee          |
| 5.0 Officers’ Reports                | 7.0 Ad Hoc Committee Reports          |
| 5.1 Chair’s Report                   | 8.0 Unfinished Business               |
| 5.2 Chair Elect’s Report             | 9.0 New Business                      |
| 5.2 Corresponding Secretary’s Report | 10.0 Announcements                    |
| 5.3 Parliamentarian’s Report         | 11.0 Adjournment                      |
| 6.0 Standing Committee Reports       |                                       |
| 6.1 Bylaws Committee                 |                                       |

Section 5. Minutes

The minutes of the regular meetings are recorded by the Recording Secretary and distributed to members, chairs, deans, and the Provost no later than three weeks after the regular monthly meeting. Committee reports are summarized in the minutes.

ARTICLE VII

Executive Committee

The purpose of the Graduate Council Executive Committee is threefold: (1) to prepare the agenda for the monthly meeting, (2) to develop long range plans to present to the Graduate Council and (3) to assist the dean of the Graduate School whenever requested.

Section 1. Membership

The members of the Executive Committee are the Chair, Chair-Elect, Corresponding Secretary, and Parliamentarian. Chairs of Standing Committees may attend.

Section 2. Meetings

The Executive Committee meets each month prior to the monthly meeting of the Graduate Council, as needed.

Section 3. Duties and Responsibilities

The Executive Committee prepares the agenda, initiates action, and oversees long-range planning for the Graduate Council.

ARTICLE VIII

Committees

Section 1. Standing Committees

The Graduate Council has Standing Committees that are composed of Council members and other Regular Graduate Faculty as appointed by the Chair for a one-year term. The committees and their purposes are:

a. Bylaws Committee, whose purpose is to review and recommend revisions of the bylaws when needed. This committee also reviews the number of members of the Graduate Council and the number of graduate faculty every three years to adjust the membership and/or formula if necessary.

b. Credentials Committee, whose purpose is to review and recommend faculty members for graduate faculty status. Procedures and deadlines for graduate faculty status and changes to graduate faculty status can be found on the Graduate School web page; <https://www.usm.edu/graduate-school/graduate-council>

c. Election Committee, whose purpose is to oversee the process of electing Graduate Council members.

d. Policies and Procedures Committee, whose purpose is to review and recommend changes when needed to the policies and procedures for graduate study at the University of Southern Mississippi.

e. Program Review Committee, whose purpose is to conduct periodic systematic reviews of existing graduate programs.

Section 2. Ad Hoc Committees

The Chair of the Graduate Council may appoint ad hoc committees as deemed necessary and desirable to assist in carrying out the program for the year. Such appointment expires at the end of the year.

ARTICLE IX

Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Graduate Council in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Council may adopt.

ARTICLE X

Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Council by a two-thirds vote, provided the amendment has been submitted in writing at the previous regular meeting. Amendments to these bylaws must be approved by the Provost and the President.

ARTICLE XI

Dissolution

The University of Southern Mississippi Graduate Council may be dissolved only if two-thirds of its members recommend dissolution to the Provost and the President, both of whom must approve the recommendation.

# Policies & Procedures Committee

October 2015 Committee Report

Proposed language to clarify degree time limits and Bulletin requirements.

## Certificate Programs:

A student must complete the certificate program within five (5) calendar years from the date of initial enrollment in the program. A student who does not complete the degree within 5 years is subject to dismissal. A student may petition for a one-year extension in the certificate program if extenuating circumstances prevented completion within the time limit. Instructions for petitioning for an extension can be obtained from the Graduate School. A student who fails to complete the certificate program within the 5 year time limit but has been granted an extension must adhere to all university, departmental, and programmatic requirements included in the Graduate Bulletin that is current at the time the extension was granted. Therefore, a student should anticipate the possibility of having to comply with certificate requirements and policies that differ from those in effect at the time of initial enrollment.

## Course revalidation:

Coursework to be applied to a certificate program is valid for 5 years. If an over-time-limit student successfully petitions for an extension to complete the certificate, the Dean of the Graduate School may approve revalidation of some over-age credit hours if the original credit was earned at The University of Southern Mississippi and if the department chair approves the revalidation.

[Revalidation can include course retake, partial content revalidation \(to bring the content of the course taken up to date with current standards\), literature review, completion of a comprehensive examination on revalidated course content and/or other option proposed by the department and approved by the Dean of the Graduate School.](#) The revalidation plan will be designed by the certificate program department and approved by the department chair and the Dean of the Graduate School. A Revalidation of Graduate Course(s) form must be submitted by the department on behalf of the student, and a revalidation fee must be paid by the student before the course is revalidated. [Additional fees associated with unpaid tuition may be assessed by the graduate school.](#) Revalidation forms are available on the Graduate School website.

## Master's Programs:

A student must complete the master's degree within five (5) calendar years from the date of initial enrollment in the program. A student who does not complete the degree within 5 years is subject to

dismissal. A student may petition for a one-year extension in the degree program if extenuating circumstances prevented completion within the time limit. Instructions for petitioning for an extension can be obtained from the Graduate School. A student who fails to complete the master's degree program within the 5 year time limit but has been granted an extension must adhere to all university, departmental, and programmatic requirements included in the Graduate Bulletin that is current at the time the extension was granted. Therefore, a student should anticipate the possibility of having to comply with degree requirements and policies that differ from those in effect at the time of initial enrollment.

Course revalidation:

Coursework to be applied to a master's degree program is valid for 5 years. If an over-time-limit student successfully petitions for an extension to complete the degree, the Dean of the Graduate School may approve revalidation of some over-age credit hours if the original credit was earned at The University of Southern Mississippi and if the department chair approves the revalidation. [Revalidation can include course retake, partial content revalidation \(to bring the content of the course taken up to date with current standards\), literature review, completion of a comprehensive examination on revalidated course content and/or other option proposed by the department and approved by the Dean of the Graduate School.](#) The revalidation plan will be designed by the student's graduate committee and/or committee chair and approved by the department chair and the Dean of the Graduate School. A Revalidation of Graduate Course(s) form must be submitted by the department on behalf of the student, and a revalidation fee must be paid by the student before the course is revalidated. [Additional fees associated with unpaid tuition may be assessed by the graduate school.](#) Revalidation forms are available on the Graduate School website.

### Specialist Programs:

A student must complete the specialist degree within six (6) calendar years from the date of initial enrollment in the program. A student who does not complete the degree within 6 years is subject to dismissal. A student may petition for a one-year extension in the degree program if extenuating circumstances prevented completion within the time limit. Instructions for petitioning for an extension can be obtained from the Graduate School. A student who fails to complete the specialist degree program within the 6 year time limit but has been granted an extension must adhere to all university, departmental, and programmatic requirements included in the Graduate Bulletin that is current at the time the extension was granted. Therefore, a student should anticipate the possibility of having to comply with degree requirements and policies that differ from those in effect at the time of initial enrollment.

Course revalidation:

Coursework to be applied to a specialist degree program is valid for 6 years. If an over-time-limit student successfully petitions for an extension to complete the degree, the Dean of the Graduate

School may approve revalidation of some over-age credit hours if the original credit was earned at The University of Southern Mississippi and if the department chair approves the revalidation.

[Revalidation can include course retake, partial content revalidation \(to bring the content of the course taken up to date with current standards\), literature review, completion of a comprehensive examination on revalidated course content and/or other option proposed by the department and approved by the Dean of the Graduate School.](#) The revalidation plan will be designed by the student's graduate committee and/or committee chair and approved by the department chair and the Dean of the Graduate School. A Revalidation of Graduate Course(s) form must be submitted by the department on behalf of the student, and a revalidation fee must be paid by the student before the course is revalidated. [Additional fees associated with unpaid tuition may be assessed by the graduate school.](#) Revalidation forms are available on the Graduate School website.

## Doctoral Programs:

A student must complete the doctoral degree within eight (8) calendar years from the **date of initial enrollment** in a doctoral program. A student who does not complete the degree within 8 years is subject to dismissal. A student may petition for a one-year extension in the degree program if extenuating circumstances prevented completion within the time limit. Instructions for petitioning for an extension can be obtained from the Graduate School. A student who fails to complete the doctoral degree program within the 8 year time limit but has been granted an extension must adhere to all university, departmental, and programmatic requirements included in the Graduate Bulletin that is current at the time the extension was granted. Therefore, a student should anticipate the possibility of having to comply with degree requirements and policies that differ from those in effect at the time of initial enrollment.

**Comment [BN1]:** Not admission

### Course revalidation:

Coursework to be applied to a doctoral degree program is valid for 8 years. If an over-time-limit student successfully petitions for an extension to complete the degree, the Dean of the Graduate School may approve revalidation of some over-age credit hours if the original credit was earned at The University of Southern Mississippi and if the department chair approves the revalidation.

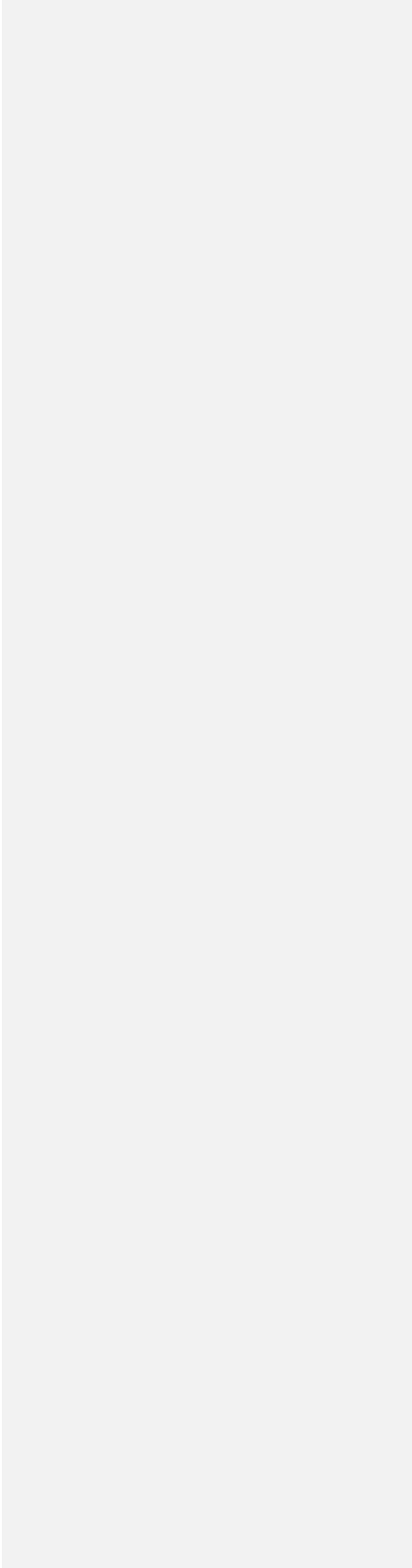
[Revalidation can include course retake, partial content revalidation \(to bring the content of the course taken up to date with current standards\), literature review, completion of a comprehensive examination on revalidated course content and/or other option proposed by the department and approved by the Dean of the Graduate School.](#) The revalidation plan will be designed by the student's graduate committee and/or committee chair and approved by the department chair and the Dean of the Graduate School. A Revalidation of Graduate Course(s) form must be submitted by the department on behalf of the student, and a revalidation fee must be paid by the student before the course is revalidated. [Additional fees associated with unpaid tuition may be assessed by the graduate school.](#) Revalidation forms are available on the Graduate School website.

**Comment [BN2]:** Recommend the form be revised





Additional recommendations:



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](#)

[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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WHO APPROVES WHAT CHART						
	DC/CC	REG	AC/GC*	PROV#	PRES	IHL
Course Addition/Deletion/Inactivation	X	X	X	#		
<b>Course Modifications</b>						
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 Air Force Base, 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***

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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 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.

- 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](mailto: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 [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](#))

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](mailto: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](mailto: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](mailto: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)

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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# Aiming High: Highlights and Updates from the Graduate School at Southern Miss

Dean's Report (October 2015)

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## Student Spotlight

Laura Whitmore, second year master's student in the Department of Marine Science from Palmer, Alaska, reached the North Pole on the U.S. Coast Guard Cutter Healy early in September. According to her advisor Dr. Alan Shiller, this is "only the fourth time a U.S. surface ship has reached the pole, and the first time it's been done by a single U.S. ship."

Laura's research project is a part of a National Science Foundation-funded research cruise. She is measuring dissolved methane, an important greenhouse gas, in the Bering Sea and Arctic Ocean during the 65-day cruise. For more information see <http://www.usm.edu/news/article/southern-miss-student-conducting-research-part-north-pole-expedition>.



Laura Whitmore at the North Pole in front of the U.S. Coast Guard Cutter Healy.



Kelley Winship won the Best Student Poster Award at the 2015 Conference on Comparative Psychology for a poster entitled "Bottlenose Dolphin (*Tursiops truncatus*) Vocalizations during a Cooperative Task". The meeting was held in Melbourne, Florida in April. Coauthors on the poster were Brittany Jones, Audra Ames, Holli Eskelinen, and Dr. Stan Kuczaj. Kelley, a doctoral student in the Brain and Behavior program in the Department of Psychology, is advised by Dr. Kuczaj. Kelley is from Tampa, Florida.

Kelley Winship, doctoral student in the Department of Psychology

## Bragging Points from Graduate Programs

- Students in the Counseling Psychology Master's program recorded at 100% pass rate on the national licensure exam.
- Dr. Mike Madson, Associate Professor in the Department of Psychology, was awarded a grant from the Substance Abuse Mental Health Services Administration (SAMHSA) for a project called "SBIRT Training for Medical Students and Residents in Mississippi". The project will train medical students and residents for screening, intervention, and referral for patients with substance abuse problems. Dr. Madson will collaborate with colleagues at the University of Mississippi Medical Center to conduct this study.
- Four doctoral students in the Communication Studies program were selected to present their work at the National Communication Association convention in Las Vegas, Nevada in November. This meeting is a key event for scholars in the field of communication, and they were selected in a competitive process. The students include Kevin Bryant, Piyawan Charoensap-Kelly, Seth Findley, and Vernon Humphrey. They will present on topics including Google discourse, debate mentoring, and combating human trafficking.
- In April, graduate students in the Department of Theatre participated in the Kennedy Center American College Theatre Festival, along with about 20,000 other college students, including both graduate and undergraduate students. USM students' outcomes were truly impressive:
  - Corey Bradberry placed 1<sup>st</sup> in Directing and will advance to become a national fellow at the Kennedy Center in Washington D.C.
  - Beca Lake earned 1<sup>st</sup> in Allied Arts and will advance to the national competition at the Kennedy Center in Washington D.C. She also earned an all-expenses paid trip to the U.S. Institute of Theatre Technology (USIT) conference in Cincinnati to compete in a separate event.In addition, Beka Lake and Mateo Morris earned scholarships to the Stagecraft Institute of Las Vegas for training on top end entertainment technology this summer.
- Mark Helgeson, a student in the MBA program with Sport Security Management Emphasis, was named the transition manager for the sport security division of Whelan Security. Whelan Security, an international company, contracts security and training for such companies as the Minnesota Vikings, the University of Iowa, and the Alamodome.
- Dr. Lilian Hill, Professor and Departmental Co-Chair, and Eric Platt, Assistant Professor, both in the Department of Educational Studies and Research, were awarded the Imogene Okes Award for Outstanding Research in Adult Education by the American Association for Adult and Continuing Education. The award was presented for their outstanding publication: Platt, R.E. & Hill, L.H. (2014) Storyville education: Spatial practices and the learned sex trade in the city that care forgot. *Adult Education Quarterly*, 64(4): 285-305.

- Dr. Betsy Sullivan, 2011 doctoral graduate in Science Education from USM, was selected as Mississippi's recipient of the 2015 Presidential Award for Excellence in Science Teaching. Dr. Sullivan teaches biology and chemistry at Madison Central High School and is adjunct professor at Hinds Community College.

USM alum Betsy Sullivan, Ph.D. (right) is featured with Jenny McCrory Simmons, Mississippi's recipient of the Mathematics Award.



## Professional Development Upcoming Events

- **“Hair-On-Fire!” Presentation Skills: How to Speak Confidently and Compellingly Anywhere, Anytime.** Mandi Stanley, Certified Speaking Professional, will lead a workshop designed to help students and faculty develop the skills to communicate with any audience. This event is open to all students, faculty, and staff.  
Date and Time: Friday, October 9 from 1:00 – 5:00 PM  
Location: Thad Cochran Center Ballrooms I and II.  
Co-sponsors: Southern Miss Fund, the Graduate School, the Learning Enhancement Center, and the Vice President for External Affairs.



Mandi Stanley

- **Effective Graduate Student Mentorship Part I.** Join us for a Lunch n Learn featuring a panel discussion with Dr. Douglas Masterson, 2015 Graduate Student Mentor of the Year, Associate Professor of Organic & Bioorganic Chemistry, Associate Dean for Undergraduate Affairs in the College of Science & Technology; and Dr. Marie Danforth, Professor of Anthropology and Chair of the Center for Undergraduate Research steering committee.  
Date and Time: Friday, October 30 from noon to 1:00 PM  
Location: Hall of Honors Room, Union Complex  
Seating is limited and registration is required through the Learning Enhancement Center <https://lec.usm.edu/events/>. Co-sponsors: Southern Miss Fund, the Graduate School, and the Learning Enhancement Center.

- Three Minute Thesis



The 2<sup>nd</sup> Annual Three Minute Thesis® (3MT) competition is scheduled for November 4-6 beginning at 2:00 pm each day in the Trent Lott Center first floor (A-D). 3MT requires students to articulate the importance of their research to

a general audience in three minutes or less using only a single, static, PowerPoint slide as a visual aid. Preliminary competitions on November 4 and 5 will feature presentations by master's/specialist and doctoral students in the following four categories: 1) Arts and Humanities; 2) Life, Health, and Environmental Sciences; 3) Physical Sciences and Mathematics; 4) Social and Educational Sciences and Business. Master's/specialist and doctoral winners from each category will be awarded a \$250 prize, and the eight finalists will compete in the finals competition on Friday, November 6. The following awards will be presented:

- Grand Champion \$1000
- Runner Up \$750
- People's Choice \$500

The Grand Champion will compete in the regional competition at the Conference of Southern Graduate Schools Annual Meeting in Charlotte, NC in mid-February with all expenses paid. Information about the competition and how to participate can be found on the Graduate School website at <http://www.usm.edu/graduate-school/three-minute-thesis-2015-competition>.

- Plagiarism Workshop

Graduate students are encouraged to attend the workshop *Plagiarism: What Graduate Students Need to Know*, led by Dr. Sam Bruton from the Office of Research Integrity.

Date and Time: Wednesday, November 11 from 12:00 to 1:00 PM

Location: Cook Library 123

Lunch will be provided to registered attendees.

Students can register by accessing the following link:

<http://www.usm.edu/research/november-11-2015>

## Recruiting

- Graduate Recruitment Advisory Board (GRAB)

A new advisory board has been formed to assist the Graduate School in developing a plan for strategic recruiting that will foster effective and efficient use of resources to recruit the best and brightest students. Members include: Dr. Tom Hutchinson, Assistant Director of Academic Technology, Learning Enhancement Center; General Jeff Hammond, Director of Veteran and Military Student Services; Dr. Marie Danforth, Professor of Anthropology; Petra Marlin, Director of International Recruitment and Admissions; Dr. Shea Houze, Director of New Student Recruitment and Retention Programs; Carolyn Cawthon, Director of Operations and Recruitment, Graduate School; and Sharon Pool, Degree Auditor, Graduate School.

- **Campus visit**  
The Graduate School will host prospective students from Rust College for an on-campus visit on November 3. Students will be treated to an informational breakfast and lunch to meet with Graduate School admissions and auditing staff. Throughout the day they will tour departments and the campus and visit with Graduate Coordinators in the students' department of interest.

- **Off-campus recruiting**  
During the month of September, Graduate School recruiters logged 4322 miles on the road attending recruiting events in Mississippi, Louisiana, and Florida. Table 1 shows the eleven universities visited and the number of students expressing interest in graduate programs at USM. Prospect data was loaded into AdmissionPros and is accessible to departments through the prospect tab (email Tracy Barnhill [tracy.barnhill@usm.edu](mailto:tracy.barnhill@usm.edu) for assistance).

Departments are encouraged to contact these students to nurture their interest in USM. To determine the return on investment of Graduate School funds to attend these events, these prospects will be tracked over the next year to determine the number who apply and the undergraduate institutions attended. The Graduate School will continue to recruit through October and November (13 additional events) at events in Mississippi, Louisiana, Florida, and Alabama.



Manager of Graduate Admissions Michelle Templeton is ready to greet prospective students at the Alabama A&M Graduate and Professional School Day in Huntsville, AL on October 5.

Table 1. Institutions hosting recruiting events and number of students interested in USM

<b>Institution</b>	<b>State</b>	<b># of Prospects</b>
Alcorn State University	MS	107
Florida A&M	FL	24
Grambling	LA	11
Jackson State University	MS	63
Mississippi Valley State University	MS	63
Northwestern State University	LA	30
Rust College	MS	42
Southeastern Louisiana University	LA	23
Southern A&M	LA	9
Tougaloo College	MS	47
University of Mississippi	MS	42
University of Southern Mississippi Grad Info Fair	MS	35

**Graduate Council Minutes**  
**The University of Southern Mississippi**  
**September 21, 2015**

The Graduate Council met at 3:00 p.m. on September 21, 2015, in McCain Library, Room 203 with Dr. Douglas Rust, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Wendy Atkins-Sayre, Dr. Janie Butts, Dr. Jonathan Barron, Dr. Leisa Flynn, Dr. David Holt, Dr. Susan Hrostowski, Dr. Faqing Huang, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Ras Pandey, Dr. Scott Piland, Dr. Kyna Shelley, Dr. Amy Slagle, Dr. Teresa Welsh and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Douglas Rust for Dr. Dana Fennell.

The following non-voting members were present: Dr. Karen Coats, Dr. Douglas Masterson for Dr. David Hayhurst, Dr. Bill Powell, Ms. Tamanna Shanta, Dr. Eric Tribunella for Dr. Maureen Ryan and Dr. Kathy Yadrick for Dr. Michael Forster.

The following guests were present: Ms. Desira Bailey, Ms. Shelby Brown, Dr. Sam Bruton, Ms. Nichol Green, Ms. Kathryn Lowery, Dr. Mark Miller and Ms. Dawn Porter.

1.0 Call to Order

Dr. Rust called the meeting to order at 3:00 p.m.

2.0 Adoption of Agenda

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

- Add item 8.4 Revision to Proposal Guidelines

Dr. Pandey moved and Dr. Piland seconded a motion to approve the amended agenda. The motion passed.

3.0 Approval of Minutes

Dr. Rust presented the May 11, 2015 and June 22, 2015 minutes for approval. Dr. Hrostowski moved and Dr. Welsh seconded a motion to approve the May 11, 2015 and June 22, 2015 minutes for approval. The motion passed.



#### 4.0 Course and Program Proposals

##### 4.1 College of Arts & Letters – No Business

##### 4.2 College of Business

Dr. Rust presented the request to modify the admissions requirements for the College of Business MsEd programs by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Dr. Hrostowski moved and Dr. Piland seconded a motion to table the request to modify the admissions requirements for the College of Business MsEd programs by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. The motion passed. Council needs clarification of what constitutes progressively responsible work experience from the College along with a comparison of graduate entrance requirements from other business colleges.

Dr. Rust presented the request to modify the admissions requirements for the College of Business MsEd programs by waiving the GRE/GMAT test requirements for applicants who already earned a master's degree. The motion passed.

##### 4.3 College of Education and Psychology

###### *Department of Psychology*

Dr. Rust presented the request to modify the Ph.D. in Psychology (Experimental emphasis). Dr. Barron moved and Dr. Piland seconded a motion to approve the modification of the Ph.D. in Psychology (Experimental emphasis). The motion passed.

Dr. Rust presented the request to add PSY 535. Dr. Hrostowski moved and Dr. Shelley seconded a motion to approve the addition of PSY 535. The motion passed.

##### 4.4 College of Health – No Business

##### 4.5 College of Nursing – No Business

##### 4.6 College of Science and Technology

###### *Department of Geography and Geology*

Dr. Rust presented the request to add GHY 543. Dr. Pandey moved and Dr. Shelley seconded a motion to approve the addition of GHY 543. The motion passed.

###### *Department of Coastal Sciences*

Dr. Rust presented the request to add COA 640. Dr. Piland moved and Dr. Hrostowski seconded a motion to approve the addition of COA 640. The motion passed.

- 5.0 Officers Report
  - 5.1 Chair – Dr. Douglas Rust  
In lieu of a report, Dr. Rust circulated a membership roster for the Council including committee assignments for each member.
  - 5.2 Chair-Elect – Dr. Janie Butts  
No report.
- 6.0 Standing Committee Reports
  - 6.1 Bylaws Committee – Dr. Janie Butts  
No report.
  - 6.2 Credentials Committee – Dr. Jake Schaefer  
Dr. Rust submitted the Credentials report for September 2015 for approval. The report was approved. (see attached)
  - 6.3 Election Committee – Dr. Teresa Welsh  
Dr. Rust presented a report to Council. (see attached).
  - 6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson  
No report.
  - 6.5 Program Review Committee – Dr. Kyna Shelley  
No report.
- 7.0 Liaisons to University Committees
  - 7.1 Assessment Committee- Dr. Janie Butts  
No report.
  - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson  
No report.
  - 7.3 Strategic Planning Committee – Dr. Bonnie Nicholson  
No report.
- 8.0 New Business
  - 8.1 Consider modifications to RSIA policy statement (RCR requirements for faculty)  
Dr. Rust presented Council with Dr. Bruton’s plan to modify the RSIA policy statement (RCR requirements for faculty). (See attached) The Council decided to table the request to modify the RSIA policy. Council needs a justification of current ethics training requirements and a comparison of our policy with those of similar institutions.
  - 8.2 Graduate Student Senate Report  
Ms. Tamanna Shanta presented a report to Council.

8.3 Dean's Report  
Dr. Coats presented a report to Council. (See attached)

8.4 Consider changes to Proposal Guidelines  
Dr. Rust presented a draft to Council of changes made to the proposal guidelines. Dr. Nicholson moved and Dr. Hrostowski seconded a motion to approve the modifications to the proposal guidelines. The motion passed.

9.0 Announcements

10.0 Adjournment  
The meeting was adjourned. The next meeting is scheduled for October 19, 2015 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, October 2, 2015.

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Greg Pierce, Recording Secretary

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Dr. Douglas Rust, Chair

**GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY**  
**September 21, 2015**

**College of Business**

**Modify:** Admissions requirements for the College of Business MsEd programs by waiving the GRE/GMAT test requirements for applicants who already have a master's degree or higher. Effective fall 2016.

**Tabled:** Admissions requirements for the College of Business MsEd programs by waiving the GRE/GMAT test requirements for applicants who have 5 years or more of progressively responsible work experience. Effective fall 2016.

**College of Education and Psychology**

*Department of Psychology*

**Modify:** Ph.D in Psychology (Experimental)

**To:** Ph.D in Psychology (Brain and Behavior)  
Effective fall 2016.

**Add:** PSY 535                      Health Behavior Counseling.  
3 hours. Effective spring 2016.

**College of Science and Technology**

*Department of Geography and Geology*

**Add:** GHY 543                      Sustainable Planning & Development.  
3 hours. Effective spring 2016.

*Department of Coastal Sciences*

**Add:** COA 640                      Quantitative Fisheries Management.  
3 hours. Effective spring 2016.

DATE: September 21, 2015  
 TO: Graduate Council  
 FM: Graduate Credentials Committee  
 RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
<b>Associate Level 1</b>		
Batastini, Ashley B.	Psychology	A1
Bishop, Sandra B.	Systems Leadership & Health Outcomes	A1
Catledge, Sharon W.	Advanced Practice	A1
Goins, Johnell A.	Educational Studies & Research	A1
Grice, Tony	Kinesiology	A1
Porter, Wonderful	Advanced Practice	A1
Pace, Rolanda I.	Advanced Practice	A1
Shin, Dong Y.	Public Health	A1
<b>Associate Level 2</b>		
<b>Associate Level 3</b>		
Savin, Daniel A.	Polymers & High Performance Materials	A3
<b>Regular Level 1</b>		
Courts, Jennifer	Art & Design	R1
<b>Regular Level 2</b>		
Graham, Juanita C.	Systems Leadership & Health Outcomes	R2
Greene, Kevin D.	History	R2
<b>Regular Level 3</b>		
Biswas, Amitava	Speech & Hearing Sci.	R3
Forest, Danielle E.	Curriculum, Instruction, & Special Ed.	R3
Fowler-Calisto, Lauren	Music	R3
Gaudet, Cyndi H. (5yr. Review)	Human Capital Development	R3
Kaunitz, Galit	Music	R3
Marx, Charles G.	Speech & Hearing Sci.	R3
Credentials Committee		
Dr. Jake Schaefer, Chair		



**Responsible University Administrator:** Vice President for Research  
**Responsible Officer:** Director of the Office of Research Integrity |  
**Origination Date:** 06/25/10  
**Current Revision Date:** 09/01/15  
**Next Review Date:** 03/14/17  
**End of Policy Date:** N/A  
**Policy Number:** RSCH-VP-001  
**Status:** Effective

## RESEARCH AND SCHOLARLY INTEGRITY ASSURANCE

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### Policy Statement

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All University personnel involved in research and scholarly activities must participate in the Research and Scholarly Integrity Assurance Program.

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### Reason for Policy/Purpose

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The purpose of this policy is to set forth The University of Southern Mississippi's requirements for participation in the Research and Scholarly Integrity Assurance Program, also referred to as the Integrity Assurance Program (IAP). The purpose of the program is to 1) enhance understanding and foster discussion of the relevant ethical and professional norms of research and scholarship; 2) to encourage USM researchers and scholars to follow best practices of research and scholarship in their work; and 3) to provide the educational opportunities and resources necessary for Southern Miss to meet the demands of various sponsor RCR training requirements, including the National Science Foundation's implementation of the America COMPETES Act (NSF), the latest National Institutes of Health regulations (NIH), and the latest Public Health Service (PHS) regulations concerning disclosures of financial conflicts of interest (FCOI).

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### Who Needs to Know This Policy

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This policy applies to all members of the University Community involved in research, scholarly or creative activities under the aegis of the University: graduate faculty members, including regular, research, clinical, part-time, and adjunct faculty; all graduate students; all of those involved in human subjects research, including members of the University's IRB and investigators; all of those involved in animal research, including members of the University's IACUC, investigators, and animal facilities managers and employees; all research staff, including scientists, postdoctoral fellows, project or lab directors and managers, technicians and assistants; and Honors College and selected other undergraduate students.

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## Website Address for this Policy

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[www.usm.edu/institutional-policies/policy-rsch-vp-001](http://www.usm.edu/institutional-policies/policy-rsch-vp-001)

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## Definitions

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CITI	Collaborative Institutional Training Initiative, which provides USM with a series of educational modules written by various national experts.
FCOI	Financial Conflicts of Interest.
IACUC	Institutional Animal Care and Use Committee.
IRB	Institutional Review Board.
ORI	Office of Research Integrity.
RCR	Responsible Conduct of Research, the phrase used by the federal agencies to refer to mandated research ethics training.
SPA	Sponsored Programs Administration.

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## Policy/Procedures

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### I. PARTICIPATION REQUIREMENTS

This policy requires all individuals involved in research, scholarly or creative activities under the aegis of the University to participate in the University's Research and Scholarly Integrity Assurance Program. The IAP includes two components: online educational course modules hosted by CITI and on-campus workshops and forums.

#### **I.A Online Courses**

All program participants must complete a CITI "Common Course." Different versions of the Common Course are designated depending on an individual's discipline of interest and relationship to the University. Faculty members, graduate students, staff members, and undergraduates each have their own Common Course, as do USM Arts & Humanities faculty members and graduate students, as do Honors College students and select other undergraduates. Additional courses also may be required, depending on an individual's activities and responsibilities. The relevant Common Course must be completed by the end of an individual's first semester at USM.

Members of the University's IRB and investigators applying for IRB approval must complete the IRB course.

Members of the University's IACUC and animal facilities managers and employees must complete the IACUC Members course; investigators applying for IACUC approval must complete the IACUC course.

Investigators applying for a grant from one of the Public Health Service agencies, such as the National Institutes of Health (NIH), must complete the FCOI course.

Individual departments, Deans or graduate advisory committees may expand these requirements for individual students.

To pass a course, a cumulative score of 85% or better is required for all (but not each) of the quizzes in the course.

As developed, ORI may substitute a USM-produced online module hosted on Blackboard or a comparable mode of online delivery, in place of one or more of the CITI modules.

### **I.B On-campus Forums and Workshops**

All program participants should receive 8 hours of credit for attending on-campus forums and workshops sponsored by ORI. Topics may include scholarly misconduct, research on human and animal subjects, conflicts of interest, collaborative research, mentorship, data management and record-keeping, and grant-writing.

## **II. PROGRAM MANAGEMENT**

ORI is responsible for providing access to the CITI course modules, and also for scheduling, promoting and managing on-campus workshops and forums. Materials related to both are maintained and continuously updated on the ORI website. ORI is also responsible for keeping up-to-date and accurate records of all program participation. Upon passing an online course, CITI sends a certificate of completion to ORI. Individuals should download a copy for their own records. ORI also records attendance at online workshops and forums.

Graduate Faculty status is dependent on completion of the Common Course requirement. The Graduate School is responsible for assigning Graduate Faculty status and also monitors that the appropriate Common Course has been completed. Completion of refresher courses is required every five years. It may require completion of refresher courses at the time of cyclical review of Graduate Faculty status every five years. The Graduate School adds completion of the Common Course requirement to graduate students' Degree Requirements and is responsible for ensuring that this requirement is satisfied.

SPA is responsible for ensuring that investigators submitting grant proposals have completed the appropriate requirements.



The Honors College is responsible for ensuring that HON 300 students have completed the appropriate Common Course.

Principal Investigators are responsible for ensuring that all staff members reporting to them complete the relevant requirements. Research supervisors are responsible for ensuring that postdoctoral fellows involved in research have completed the appropriate Common Course.

ORI is responsible for ensuring that the relevant IRB, IACUC, and Financial Conflict of Interest requirements have been satisfied. Investors submitting protocols to the IRB must attach copies of completion certificates for both the Common Course and IRB Course to their submissions.

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## **Review**

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This policy will be reviewed every four years by the Vice President for Research and the Director of the Office of Research Integrity with recommendations for revision presented to the University Research Council for consideration.

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## **Forms/Instructions**

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N/A

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## **Appendices**

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N/A

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## **Related Information**

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N/A

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## **History**

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06/25/10: Origination

05/31/12: Amended

03/14/13: Formatted for template. Name change from Responsible Conduct of Research.

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## **Authorization**

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RESEARCH AND SCHOLARLY INTEGRITY ASSURANCE  
RSCH-VP-001

As the Responsible Officer, I have reviewed this policy and believe it represents the current policy.

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Responsible Officer

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Date

DRAFT

# Aiming High: Highlights and Updates from the Graduate School at Southern Miss

## Dean's Report (September 2015)

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### Student Spotlight

On July 30 thirteen students completing the M.S. in Hydrographic Science were recognized at ceremony at the John C. Stennis Space Center. These students were awarded the highest level certification (CAT A) from the International Hydrographic Organization. The Class of 2015 included students from the United States, the Philippines, Gambia, Nigeria, Bangladesh, Fiji Islands, and the United Kingdom. Receiving special recognition was Lt. Brandon Charles Adams, US Navy Fleet Survey Team, who was awarded the Hydrographer of the Navy Education Award. A resident of Mandeville, Louisiana, Lt. Adams received his B.S. in Marine Biology from Louisiana State University in 2009. Since its establishment in 1999, this program has produced 174 graduates, including 32 international students from 24 countries. The M.S. in Hydrographic Science degree program is an academic program of the Department of Marine Science in the College of Science & Technology.



Top: M.S. in Hydrographic Science Class of 2015; Bottom: Lt. Brandon Charles Adams (right) was presented the Hydrographer of the Navy Education Award by Capt. Rich Delgado (left), US Navy Chief of Staff, Naval Meteorology and Oceanography Command.

## Bragging Points from Graduate Programs

- The speech-language pathology, audiology, and education of the deaf graduate programs in the Department of Speech and Hearing Sciences have a 98.5% graduation rate, and a 100% employment rate since 1995.
- Students completing the master's program in Marriage and Family Therapy have a 100% pass rate on the national licensure examination (national average is 65-70%), and 97% are employed within three months of graduation.
- The Ph.D. program in English, nationally ranked by U.S. News and World Report, is one of only about 30 programs in the U.S. that offer a Ph.D. with an emphasis in creative writing and one of about a dozen with dedicated faculty and coursework in children's literature.
- The College of Business launched a brand new MBA with emphasis in Sport Security Management, the first graduate sport security program in the country. This program was established in partnership with the National Center for Spectator Sports Safety and Security (NCS<sup>4</sup>), housed at Southern Miss, and offers the flexibility of either face-to-face or online formats.
- Dr. Anita Boykins, Associate Dean in the College of Nursing, received a \$1.6 million grant from Health Resources and Services Administration to educate and train doctoral level nurse practitioners. According to Dr. Boykins, the grant will "produce a more qualified workforce to address key health problems in Mississippi".

## Graduate School Staff Changes



Vanessa Molden

On July 1 the Graduate School welcomed Vanessa Molden to the staff as Coordinator of Special Projects/Admissions Specialist. In addition to coordinating special events, projects, and initiatives, Vanessa will take the lead in Graduate School marketing and communications. She will also assist with graduate admissions as needed. Vanessa holds both a B.S. in business education and an M.S. in public relations from Southern Miss. She comes to the Graduate School after serving eight years as promotions and communication manager in USM's Office of Professional Development and Educational Outreach, preceded by a long history of related service at USM and the University of West Florida.

Shelby Brown joined the Graduate School as Accountant on August 31. Shelby earned a B.S.B.A. in Accounting in 2014 and completed her Master of Professional Accountancy in August 2015. Both degrees were earned at Southern Miss. She served as a graduate assistant in the Department of Finance, Real Estate, & Business Law, and she holds the certification Microsoft Office Specialist, Expert Level. Shelby replaces Jackie Moore who resigned her position as Accountant in the Graduate School effective August 17 to assume the position of Accountant in the School of Music.



Shelby Brown

Both Vanessa and Shelby bring exceptional expertise and enthusiasm to the Graduate School. We are excited to have them join our staff to help us better serve our students and faculty. Please welcome them.

## Professional Development

- Professional in Preparation  
The 2015-16 Professionals in Preparation pilot program kicked off with a meet and greet luncheon on Friday, August 28. Twenty-three students representing four colleges are participating in the professional development program, supported by the Southern Miss Fund and the Graduate School. Fall events will feature seminars, workshops, and panel and roundtable discussions on publishing and peer review, communication, and mentorship. PIP scholars will participate in the Three Minute Thesis competition in November and compete for \$500 travel awards in the spring. A graduate/undergraduate mentorship program pairing PIP participants with McNair Scholars and undergraduate research scholars (Eagle SPUR) will begin in the spring semester. A schedule of events will be posted on the Graduate School website. Many events will be open to the university.



Professionals in Preparation participants enjoyed great food and networking at the kick-off luncheon on Friday, August 28.

- “Communicating Effectively without Fear”  
Mandi Stanley, Certified Speaking Professional, will lead a workshop designed to help students and faculty develop the skills to communicate with any audience. This event is open to all students and faculty. Date and Time: Friday, October 9 from 1:00 – 5:00 PM  
Location: Trent Lott Center (first floor A-D)  
Co-sponsors: Southern Miss Fund, the Graduate School, Learning Enhancement Center, and the Vice President for External Affairs.



Mandi Stanley

- Three Minute Thesis



The 2<sup>nd</sup> Annual Three Minute Thesis® (3MT) competition is scheduled for November 4-6 beginning at 2:00 pm each day in the Trent Lott Center first floor (A-D). 3MT requires students to articulate the importance of their research to

a general audience in three minutes or less using only a single, static, PowerPoint slide as a visual aid. Preliminary competitions on November 4 and 5 will feature presentations by master’s/specialist and doctoral students in the following four categories: 1) Arts and Humanities; 2) Life, Health, and Environmental Sciences; 3) Physical Sciences and Mathematics; 4) Social and Educational Sciences and Business. Master’s/specialist and doctoral winners from each category will be awarded a \$250 prize, and the eight finalists will compete in the finals competition on Friday, November 6. The following awards will be presented:

- Grand Champion \$1000
- Runner Up \$750
- People’s Choice \$500

The Grand Champion will compete in the regional competition at the Conference of Southern Graduate Schools Annual Meeting in Charlotte, NC in mid-February with all expenses paid. More information on this competition will be posted soon. Please encourage your students to participate.

## Recruiting

- Graduate Info Fair  
The Graduate School is hosting a Graduate Info Fair at the Union on Wednesday, September 2 from 10:00 AM to 1:00 PM. More than 10,000 of our undergraduates received emails informing them about the fair. The Info Fair provides a great opportunity to introduce our undergraduate students to graduate programs here at USM. Please encourage undergraduate students to attend.

- Off-campus Recruiting  
The Graduate School recruiting team will be attending fairs at 25 universities in 5 states this fall. The team will display program brochures provided by departments and collect prospect information. Prospect data will be made available to departments via AdmissionPros prospect portal.

## Graduate School Policy and Operational Updates

- On April 20, 2015 Dr. Bonnie Nicholson, Chair of the Policies & Procedures Committee of Graduate Council, submitted a report of graduate policy changes adopted during spring 2015 by the Graduate Council to Associate Deans for distribution to department chairs and graduate coordinators. That report is attached and appropriate changes were included in the 2015-2016 Graduate Bulletin.
- Additional operational changes include the following:
  - Graduate Non-degree and Certificate Applications  
Non-degree and certificate applications must now be completed electronically through the Graduate School admissions portal. Paper applications are no longer being accepted. Departments should disable links to certificate and non-degree forms, destroy any paper applications, and direct students to the online application.
  - Change in Conditional Admission Standards  
Beginning with fall 2015 applications, applicants with a GPA as low as 2.0 on the last 60 hours of undergraduate coursework can be admitted conditionally if departments choose to do so. Departments have the option of maintaining the exact same admission standards used before. All conditionally-admitted students must earn at least a 3.0 on the first 9 hours of graduate-level coursework before they can be moved to regular status. A conditionally-admitted student who does not earn at least a 3.0 of the first 9 hours must be dismissed. The Graduate School will now send applications forward to the departments for review if the student has a 2.0 GPA or better. This policy change was approved by Graduate Council in a called meeting on June 22. The performance of students who were admitted under these circumstances will be reviewed annually, and the policy will return to the previous standard if the change appears to impact retention negatively.
  - Thesis/Dissertation/Capstone Template  
The electronic template for theses, dissertations, and nursing capstone projects is nearing completion. Testing will begin next week with hopes of launching the template for voluntary use this semester. Thanks to Jeanne Stewart, Reviewer of Theses, Dissertations, and Nursing Capstone Projects, and Robin Jackson, Graduate Assistant, for their hard work on the project. This project was done in consultation with Mr. James Nail, Serials Specialist at Mississippi State University Libraries.



# Policies and Procedures Committee Report

## Approved Policy & Procedure Changes:

### Application Deadlines

The Committee recommends that the Graduate School require that each program have posted application deadlines.

### Non-degree Course Policy Recommendations:

We suggest that the credit hour limitations in place for Master's degrees (see items B-D in the current Graduate Bulletin) also be extended to doctoral degrees. These are subject to approval by the department. The Graduate Bulletin should include this statement regarding use of non-degree coursework for BOTH Master's and Doctoral degrees: These are subject to approval by the advisor or advisory committee, whichever is consistent with departmental policies.

- B. A total of no more than twelve (12) semester hours of work earned as a non-degree student may be applied toward a doctoral degree. Please note D below.
- C. As many as six (6) semester hours of graduate credit from other accredited institutions may be transferred to the student's program with the approval of the appropriate department chair and dean of the Graduate School provided that the course work transferred falls within the period allowed for the degree. Such course work must carry a letter or numeric grade of "B" or better, may not be counted toward another graduate degree and cannot be a pass/fail course. The transfer grade is not calculated in the USM GPA.
- D. A total of no more than twelve (12) semester hours of transfer work and non-degree work may be applied toward a doctoral degree.

### Policies Regarding Deferment

We suggest the Graduate School not place a limit on deferments, but is empowered to adjust fees regarding multiple deferments to discourage such practices.

### Policies Regarding Probation

We suggest the Graduate School consider the following limitations related to students on probation: Students must be in good standing in order to engage in progress toward degree activities which include: defend a thesis or dissertation, and participate in qualifying or comprehensive examinations.

A student whose cumulative grade point average (GPA) or program GPA falls below 3.0 or who earns a grade of "C" or lower will be placed on academic probation for the next regular semester of enrollment (fall or spring). During the probationary semester a



student will not be allowed to take qualifying comprehensive exams or defend a thesis, dissertation, or capstone project. The student will be required to achieve all requirements that are necessary to return the student to good academic standing. The program coordinator will prepare a letter informing the student that he/she will be placed on probation for one semester or as dictated by the program (if full time) or up to two semesters (if part time) which includes a set of expectations for the student's return to good academic standing and approved by the major professor, the department chair and the graduate dean. Once the terms of the probationary period have been met, the department is responsible for informing the Graduate School and the student in writing. Failure to return to good academic standing by the end of the probationary period will result in dismissal from the program.

## Policies Regarding Certificate Programs

The Graduate School should develop an enrollment process for Graduate Certificates as currently no standard procedures are in place to allow degree-seeking or non-degree students a mechanism to enroll in a certificate program. It is assumed that these do not need to be subject to the same admission criteria as other graduate programs and can be left to the discretion of the department offering the certificate and filed with the Graduate School using the Plan of Study (to be developed) specific to that Graduate Certificate.

### I. **Credit Hours**

A minimum of twelve semester hours credit is required for any graduate certificate. Many departments require more than the minimum. Consult specific departmental requirements for additional information. A 3.0 GPA in the certificate program and no grade below a C are required for completion. Some departments require a higher GPA and restrict the number of C grades for graduation.

### II. **Plan of Study Form**

Students must submit a certificate "plan of study" form to The Graduate School before receiving the certificate. See [www.usm.edu/graduateschool/planofstudy](http://www.usm.edu/graduateschool/planofstudy).

### III. **Time Limitation**

The student must complete the graduate certificate within five calendar years from the date of initial enrollment in a certificate program. Graduate credits may apply toward a Graduate Certificate only within five years of being earned. The dean of the Graduate School, under extenuating circumstances, and special petition, may approve revalidation of some over-age credit hours if the original credit was earned at The University of Southern Mississippi and if the department chair approves the revalidation. The revalidation is secured by the student's successfully passing a special examination on the course. However, any student who fails to complete the certificate program within the four-year time period becomes subject to any changes in the certificate's requirements made at any date four years prior to graduation. The fee charged for the

special revalidation examination is to be paid before the revalidation examination is taken. Over-age extension and transfer courses cannot be revalidated. Revalidation forms are available in the Graduate School.

IV. **Transfer Credit – no courses allowed. Courses must be taken at USM.**

V. **Research and Scholarly Integrity Education**

All graduate students must complete the RSIE training modules required by the Graduate School and their departments the first semester they are enrolled in graduate school. The RSIE policy and training information are found on the Graduate School web page – [www.usm.edu/graduate school](http://www.usm.edu/graduate school). Students should contact the Dean of the Graduate School if they have any questions regarding the policy of training information. The RSIE completion certificate is valid for 5 years.

VI. **Application for Degree and Audit**

Students should submit to the graduate degree auditor a signed, completed application for degree by the specified deadline the semester before they wish to graduate. The graduate degree auditor will check the application and notify the student and his or her major professor of any problems. (See [www.usm.edu/graduateschool](http://www.usm.edu/graduateschool) for specific directions and deadlines). Students who do not graduate the semester for which they applied must contact the graduate degree auditor, submit a deferment form, and pay a deferment fee.

## Policies Concerning Thesis/ Dissertation

### Graduate Committee Membership

3-4 members Thesis

4-5 members Dissertation

Need simple majority vote to pass.

### Credit hour requirements

Students should be enrolled in at least 1 credit the semester they defend and have to have met all credit hour requirements (3-6 Thesis; 9-12 Dissertation). Programs can develop more stringent policies.

## Continuous Enrollment

Part-time enrollment should be permitted by the Graduate School but may be disallowed by specific department policies. With the approval of the department, while adhering to the standard time to completion policies, students do not need to be continuously enrolled during the Fall and Spring semesters while they are completing

the coursework-only phase of their graduate program. Upon completion of all coursework and until the completion of any final, capstone project, thesis, or dissertation, students need to be continuously enrolled for at least one credit each semester until the semester they graduate. Departments may set more stringent policies.

## Course numbering system

Grade numbering as designated on the transcript should appear in the bulletin. New courses being proposed are expected to adhere to the numbering designations when justifying courses.

All graduate courses that have an undergraduate counterpart (e.g., split level courses) should be appropriately numbered using the standard numbering system found in the Graduate Bulletin. Therefore split level courses should be 400/500; any deviations from this practice require sufficient justification beyond convenience. Only 400/500 level classes will be approved to be cross-listed (e.g., 600 level courses that are cross listed need to be moved to 500 level).

## Admission standards

The expectation is that the Graduate Bulletin will continue to reflect an expectation that a standardized testing requirement be in place for admission to all graduate programs. Individual programs can petition the Graduate Council for an exception to this policy by detailing the specific method of application review used, a clear rationale for the exception, and the instances where the exception may be granted.

## Grade Policy recommendations

A minimum of thirty (30) semester hours credit is required for any master's degree. Many departments require more than the minimum. Consult specific departmental requirements for additional information. A 3.0 GPA in the master's program and no grade below a "C" is allowed for graduation. No more than 2 grades of C+ or below across six credit hours is allowable in any coursework attempted (not including course retakes). Some departments require a higher GPA and restrict the number of "C" grades for graduation.

A graduate student may retake one course to improve the GPA or a course grade, but the grade earned during the original attempt will remain on the transcript. While this grade remains on the transcript, the grade will not compute in the cumulative GPA once a retake has been recorded. If a student intends to retake the course in order to raise the GPA and be removed from probation, the course must be retaken as soon as possible (e.g., at the next opportunity).