

Graduate Council Minutes
The University of Southern Mississippi
January 23, 2017

The Graduate Council met at 3:00 p.m. on January 23, 2017, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Grant Harley, Dr. Tom Lansford, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Ras Pandey, 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. Bonnie Nicholson for Dr. Jonathan Barron and Dr. Eric Tribunella for Dr. Vanessa Murphree.

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

The following guests were present: Dr. Amy Arrington, Ms. Desira Bailey, Ms. Jennifer Culley, Dr. Dan DeMott, Ms. Kathryn Lowery, Dr. Ray Newman, Ms. Dawn Porter, Dr. Bob Press, Dr. Leah Fonder-Solano, Dr. Joseph St. Marie, Dr. Marek Steedman and Dr. Kyle Zelner.

1.0 Call to Order

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

2.0 Adoption of Agenda

Dr. Butts presented the agenda for approval. Dr. Nicholson moved and Dr. Shelley seconded a motion to approve the agenda. The motion passed.

3.0 Approval of Minutes

Dr. Butts presented the November 21, 2016 minutes for approval. Dr. Nicholson moved and Dr. Morgan seconded a motion to approve the November 21, 2016 minutes for approval. The motion passed.

4.0 Course and Program Proposals

4.1 College of Arts & Letters

Department of Communication Studies

Dr. Butts presented the request to suspend the Communication Studies Graduate Certificate (Organizational Communication GR). Dr. Morgan moved and Dr. Flynn seconded a motion to approve the suspension of the Communication Studies Graduate Certificate (Organizational Communication GR). The motion passed 18-0.

Dr. Butts presented the request to modify the Communication (Communication Studies) M.A. program. Dr. Becton moved and Dr. Morgan seconded a motion to approve the modification of the Communication (Communication Studies) M.A. program. The motion passed 18-0.

Department of Foreign Languages and Literature

Dr. Butts presented the request to add SPA 540. Dr. Abreu moved and Dr. Becton seconded a motion to approve the addition of SPA 540. The motion passed 18-0.

Department of History

Dr. Butts presented the request to suspend the History (International Studies) M.S., the History (International Studies) M.A., the History (Latin America) M.S. and the History (Latin America) M.A. programs. Dr. Shelley moved and Dr. Flynn seconded a motion to accept these programs as a group. The Motion passed. Dr. Becton moved and Dr. Abreu seconded a motion to approve the suspensions of the History (International Studies) M.S., the History (International Studies) M.A., the History (Latin America) M.S. and the History (Latin America) M.A. programs. The motion passed 18-0.

Dr. Butts presented the request to modify the Public History Graduate certificate. Dr. Becton moved and Dr. Morgan seconded a motion to approve the modification of the Public History Graduate certificate. The motion passed 18-0.

Department of Interdisciplinary Studies

Dr. Butts presented the request to add IDS 560. Dr. Atkins-Sayre moved and Dr. Becton seconded a motion to approve the addition of IDS 560. The motion passed 18-0.

School of Music

Dr. Butts presented the request to modify the Music (Performance: Piano Accompanying) M.M. program emphasis name. Dr. Flynn moved and Dr. Shelley seconded a motion to approve the modification of the Music (Performance: Piano Accompanying) M.M. program emphasis name. The motion passed 18-0.

Dr. Butts presented the request to modify the Performance and Pedagogy D.M.A. program. Dr. Becton moved and Dr. Morgan seconded a motion to approve the modification of the Performance and Pedagogy D.M.A. program. The motion passed 18-0.

Department of Political Science, International Development and International Affairs

Dr. Butts presented the request to modify PS 528. Dr. Becton moved and Dr. Slagle seconded a motion to approve the modification of PS 528. The motion passed 18-0.

Dr. Butts presented the request to modify PS 571. Dr. Slagle moved and Dr. Flynn seconded a motion to approve the modification of PS 571. The motion passed 12-6.

Dr. Butts presented the request to modify PS 599. Dr. Morgan moved and Dr. Slagle seconded a motion to approve the modification of PS 599. The motion passed 18-0.

Dr. Butts presented the request to add PS 555. Dr. Abreu moved and Dr. Slagle seconded a motion to approve the addition of PS 555. The motion passed 18-0.

Dr. Butts presented the request to modify the International Development Ph.D. program. Dr. Becton moved and Dr. Flynn seconded a motion to approve the modification of the International Development Ph.D. program. The motion passed 18-0.

4.2 College of Business

Department of Finance, Real Estate and Business Law

Dr. Butts presented the request to modify BA 699. Dr. Flynn moved and Dr. Slagle seconded a motion to approve the modification of BA 699. The motion passed 18-0.

Department of Marketing and Merchandising

Dr. Butts presented the request to add MKT 670. Dr. Becton moved and Dr. Shelley seconded a motion to approve the addition of MKT 670. The motion passed 18-0.

4.3 College of Education and Psychology – No Business

4.4 College of Health

Department of Nutrition and Food Systems

Dr. Butts presented the request to modify NFS 622, NFS 713, NFS 774 and NFS 780. Dr. Shelley moved and Dr. Morgan seconded a motion to approve these modifications as a group. The motion passed. Dr. Welsh moved and Dr. Abreu seconded a motion to approve the modifications of NFS 622, NFS 713, NFS 774 and NFS 780. The motion passed 18-0.

Department of Public Health

Dr. Butts presented the request to modify DPH 611, DPH 626, DPH 657, DPH 670, DPH 716, DPH 727, DPH 737, DPH 747 and DPH 757. Dr. Becton moved and Dr. Slagle seconded a motion to approve these modifications as a group. The motion passed. Dr. Nicholson moved and Dr. Becton seconded a motion to approve the modifications of DPH 611, DPH 626, DPH 657, DPH 670, DPH 716, DPH 727, DPH 737, DPH 747 and DPH 757. The motion passed 18-0.

Dr. Butts presented the request to modify the Public Health (Health Policy and Administration) M.P.H. emphasis area. Dr. Becton moved and Dr. Abreu seconded a motion to approve the modification of the Public Health (Health Policy and Administration) M.P.H. emphasis area. The motion passed 18-0.

4.5 College of Nursing – No Business

4.6 College of Science and Technology – No Business

- 5.0 Officers Report
 - 5.1 Chair – Dr. Janie Butts
No report.
 - 5.2 Chair-Elect – Dr. Leisa Flynn
No report.
- 6.0 Standing Committee Reports
 - 6.1 Bylaws Committee – Dr. Leisa Flynn
No report.
 - 6.2 Credentials Committee – Dr. Janie Butts
Dr. Butts submitted the Credentials report for January 2017 for approval. The report was approved. (see attached)
 - 6.3 Election Committee – Dr. Chaoyang Zhang
No report.
 - 6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson
 - 6.4.1 Limitations on University Faculty Members
The Policy and Procedures Committee recommendation is attached.
 - 6.4.2 Accelerated Mater’s Options
Dr. Nicholson’s report is attached.
 - 6.5 Program Review Committee – Dr. Kyna Shelley
No report.
- 7.0 Liaisons to University Committees
 - 7.1 Assessment Committee- Dr. Leisa Flynn
No report.
 - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson
No report.
 - 7.3 Strategic Planning Committee – Dr. Bonnie Nicholson
No report.
 - 7.4 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.
- 8.0 New Business
 - 8.1 Graduate Student Senate Report
No report
 - 8.2 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 February 20, 2017 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, February 3, 2017.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
January 23, 2017

College of Arts and Letter

Department of Communication Studies

- Suspend: Communication Studies Graduate Certificate (Organizational Communication GR). Effective summer 2017.
- Modify: Communication (Communication Studies) M.A. program. Traditional thesis only option.
- To: Communication (Communication Studies) M.A. program. Traditional thesis and major applied project option. Effective fall 2017.

Department of Foreign Languages and Literature

- Add: SPA 540 Survey of Latin American Literature.
3 hours. Effective fall 2017.

Department of History

- Suspend: History (International Studies) M.S. program. Effective fall 2017.
- Suspend: History (International Studies) M.A. program. Effective fall 2017.
- Suspend: History (Latin America) M.S. program. Effective fall 2017.
- Suspend: History (Latin America) M.A. program. Effective fall 2017.
- Modify: Public History Graduate certificate.
Add LIS 605, LIS 646, NPS 506 and NPS 507 as options for the certificate requirements. Effective fall 2017.

Department of Interdisciplinary Studies

- Add: IDS 560 Hacking for Defense (H4D).
3 hours. Effective summer 2017.

School of Music

- Modify: Music (Performance: Piano Accompanying) M.M.
program emphasis name.
- To: Music (Performance: Collaborative Piano) M.M.
program emphasis name.
Effective fall 2017.
- Modify: Performance and Pedagogy D.M.A. (All emphasis areas)
- To: Performance D.M.A. (All emphasis areas)
Effective fall 2017.

Department of Political Science, International Development and International Affairs

- Modify: PS 528 Special Topics in Political Philosophy.
- To: PS 528 Special Topics in Political Science.
Course description. Effective fall 2017.
- Modify: PS 571 Public Personnel Administration.
- To: PS 571 Politics and Business.
Course description. Effective fall 2017.
- Modify: PS 599CA Seminar in British Politics.
- To: PS 599CA Study Abroad in Political Science.
Course description. Effective summer 2017.
- Add: PS 555 Women and Human Rights.
3 hours. Effective summer 2017.
- Modify: International Development Ph.D. (Gulf Coast campus)
Remove the degree requirement of passing the qualifying exam as
a program requirement.

College of Business

Department of Finance, Real Estate and Business Law

- Modify: BA 699 International Business Administration Research
Abroad. 3 hours.
- To: BA 699 International Business Administration Research
Abroad. 1-3 hours.
Course description. Effective summer 2017.

Department of Marketing and Merchandising

Add: MKT 670 Readings in Marketing Analytics.
3 hours. Effective summer 2017.

College of Health

Department of Nutrition and Food Systems

Modify: NFS 662 Community Health and Nutrition.
Face to face format.

To: NFS 662 Community Health and Nutrition.
Face to face and online correspondence format.
Effective summer 2017.

Modify: NFS 713 Nutrition Education Theory, Research and Practice.
Face to face format.

To: NFS 713 Nutrition Education Theory, Research and Practice.
Face to face and online correspondence format.
Effective summer 2017.

Modify: NFS 774 Management of Nutritional Services: A Behavioral Approach.
Face to face format.

To: NFS 774 Management of Nutritional Services: A Behavioral Approach.
Face to face and online correspondence format.
Effective summer 2017.

Modify: NFS 780 Advanced Practice in Nutrition & Food Systems.
Face to face format.

To: NFS 780 Advanced Practice in Nutrition & Food Systems.
Face to face and online correspondence format.
Effective summer 2017.

Department of Public Health

Modify: DPH 611 Internship in Public Health.
Face to face format.

To: DPH 611 Internship in Public Health.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 626 Introduction to Health Systems.
Face to face format.

To: DPH 626 Introduction to Health Systems.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 657 Healthcare Financial Management I.
Face to face format.

To: DPH 657 Healthcare Financial Management I.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 670 Health Law Ethics.
Face to face format.

To: DPH 670 Health Law Ethics.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 716 Health Economics.
Face to face format.

To: DPH 716 Health Economics.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 727 Health Care Strategic Planning.
Face to face format.

To: DPH 727 Health Care Strategic Planning.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 737 Health Care Org Behavior and Human Resources.
Face to face format.

To: DPH 737 Health Care Org Behavior and Human Resources.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 747 Health Care Marketing.
Face to face format.

To: DPH 747 Health Care Marketing.
Face to face and online correspondence format.
Effective fall 2017.

Modify: DPH 757 Healthcare Financial Management II.
Face to face format.

To: DPH 757 Healthcare Financial Management II.
Face to face and online correspondence format.
Effective fall 2017.

Modify: Public Health M.P.H.
Face to face format.

To: Public Health M.P.H.
Face to face and online correspondence format.
Effective fall 2017.

DATE: January 23, 2017		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
Associate Level 1		
Bee, Edward	Management & Internationsl Business	A1
Granger, Portia M.	Social Work	A1
Schneider, Timothy W.	Educational Research & Administration	A1
Tamkin, Martin H.	Psychology	A1
Associate Level 2		
Associate Level 3		
McLain, Nina E.	Advanced Practice	A3
Selman, William W.	Biological Sciences	A3
Regular Level 1		
Hosseini, Seyedmohsen	Construction	R1
Regular Level 2		
Fariditavana, Hadise	Political Science	R2
Gaut, Marcus M.	Systems Leadership & Health Outcomes	R2
Lee, Joohee	Socail Work	R2
Iliev, Iliyan R.	Political Science	R2
Regular Level 3		
Rayborn, Michong	Advanced Practice	R3
Credentials Committee		
Dr. Teresa Welsh, Chair		

Policies & Procedures Committee

Graduate Council

January, 2017

The committee recommends that this policy be deleted from the graduate bulletin.

Limitations on University Faculty Members

Members of the faculty of The University of Southern Mississippi above the rank of instructor cannot become candidates for a doctoral degree at the institution. They may, however, enroll for graduate courses as a non-degree student. Faculty members of the rank of instructor may become candidates for doctoral degrees at The University of Southern Mississippi on the same terms as any other advanced graduate student candidate.

Accelerated Master's Options at The University of Southern Mississippi (INITIAL PROPOSAL)

Audience: Highly qualified undergraduate students classified as seniors

Description: An Accelerated Master's Option (AMO) provides students with the possibility of earning both a bachelor's and a master's degree in as few as five years. Students admitted to a pathway can take up to 12 hours of 500- or 600-level graduate credit during their senior year. Such coursework can apply to both an undergraduate and a graduate degree.

Comment [WP1]: TBD. [Arizona State](#) allows 12 hours, while at least some [Mississippi State](#) programs limit the number to nine hours.

Graduate School Admission Requirements: Students will meet the following criteria. Individual programs may establish additional requirements, such as standardized test scores, the completion of specific undergraduate courses, a higher undergraduate GPA, a statement of educational goals, etc. Interested students should contact the specific department offering an accelerated master's option.

1. Completion or near completion of general education curriculum requirements (GEC 01-06)
2. Completion of a minimum of 90 hours graded undergraduate coursework before beginning the first graduate course (an application can be submitted before the completion of 90 hours)
3. Minimum and maintenance of a 3.0 undergraduate grade point average
4. Completion of at least 15 hours of appropriate DEG coursework in the undergraduate major
5. Submission of a graduate application and payment of the application fee
6. Submission of Undergraduate Request to Enroll in Graduate Courses form

Comment [WP2]: A proposed GPA. The current University GPA requirement for admission to a master's program is 2.75. [Mississippi State](#), for example, requires a 3.5 GPA for admission into an accelerated master's. [Arizona State](#) requires a 3.30.

Additional Information - Students

- Students engaged in an AMO will be charged the undergraduate tuition rate.
- AMO students will retain their eligibility for financial aid at the undergraduate level provided they maintain a full-time student classification.
- AMO students are limited to 13 hours of combined undergraduate/graduate coursework during a semester.
- Advanced master's option in programs that do not carry the expectation of an undergraduate degree in the same field are possible.
- Students may opt out of an AMO at any time and complete the required undergraduate degree plan. Any graduate credit earned to that point can be applied to the undergraduate degree plan.
- AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option.
- The graduate degree cannot be awarded until an AMO student meets all requirements for the undergraduate degree.

- A graduate course successfully completed to fulfill undergraduate degree requirements will be graded as Pass, which will not affect the student's undergraduate grade point average. The letter grade for the course will be included in the master's program GPA.

Additional Information – Academic Programs

- Graduate programs desiring to establish an Accelerated Master's Option will provide the following to the Graduate Council for approval:
 - A memo of request providing the college, department, and program information, to include a rationale for the AMO, including an academic justification for the option, and a proposed date of implementation
 - A sample plan for completing both the undergraduate and the graduate degree
 - For master's programs without a 'lead-in' undergraduate degree, the plan must include how a student would complete an undergraduate degree in a different field.
 - Statements of support from the department chair and college dean, in addition to the normal curricular approval processes
 - Any additional or more stringent admission requirements
 - **For an Accelerated Master's Option that would have less than 150 hours of combined undergraduate and graduate coursework, a detailed explanation and an acceptable academic justification for the program length of such combination degrees (SACSCOC).** Implementation of such an AMO could be delayed until SACSCOC approval is received.
 - A revised Undergraduate and Graduate Bulletin narrative that includes an overview of the option for qualified undergraduates

N.B. The [Admission section](#) of the Graduate Bulletin would have to be edited if Accelerated Master's Option is approved.

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (January 2017)

Student Spotlight

School Psychology Doctoral Student Wins National Dissertation Award

John Lum, doctoral student in the School Psychology program was selected as winner of the 2017 Ron Edwards Dissertation Award (REDA) of the Behavioral School Psychology Interest Group (BSPIG) of the National Association of School Psychologists (NASP). The award will be presented to John on February 23 at the BSPIG meeting of NASP in San Antonio, Texas. Selected from among other exceptional dissertations, John's work was recognized by the awards committee as impressive with "many positive features" that impact the field of behavioral school psychology. John was nominated for the award by his major professor, Dr. Daniel Tingstrom. Dr. Tingstrom remarked, "John's work, writing, critical thinking, attention to detail, and very tight methodology made my job easy." John's dissertation, is entitled "Tootling with a Randomized Independent Group Contingency in a High School Setting." Coined in 1998 by Dr. Christopher Skinner, Professor of School Psychology at the University of Tennessee, the term "tootling" (the opposite of tattling because students report good behavior rather than bad), plays on the phrase "tooting your own horn." John examined how tootling classmates' positive and prosocial behavior impacted "disruptive and academically engaged behavior in three general education high school classrooms," using a randomized independent group contingency procedure. Students anonymously wrote tootles and placed them in marked containers.



John Lum

Teachers randomly selected students who were tootled about and those who submitted tootles and rewarded those students. In the classrooms evaluated, "decreases in disruptive behavior and increases in academically engaged behavior during intervention phases" occurred. John's results suggest that such a modified tootling procedure can be an effective intervention for teachers to improve the behavior of students in a high school setting." An additional accomplishment is that John's master's thesis research was accepted for publication and will soon appear in the journal *Psychology in Schools* as an article entitled "The effects of tootling on disruptive behavior and academic engagement in high school classrooms." Coauthored by D. Tingstrom, B.A. Dufrene, K.C. Radley, and S. Lynne, it is the first peer-reviewed report that shows this intervention works with high school students, not just elementary and middle school students. A citizen of North Vancouver, British Columbia, John completed an M.A. in School Psychology from Southern Miss in summer 2015 en route to the Ph.D. John is currently completing a school psychology internship and expects to graduate this May.



Janette Hreish

Speech and Hearing Sciences Graduate Student Awarded Prestigious Internship

Janette Hreish, a master of science student in the Department of Speech and Hearing Sciences, was one of only two students nationwide to be selected to intern with the Inpatient Rehabilitation Department of Children’s Healthcare of Atlanta, ranked by U.S. News and World Report as “among the nation’s best pediatric Hospitals.” Janette began her internship this month and hopes to apply the knowledge she learned in her academic program “to best serve the children at the hospital” and to enhance her clinical skills so she is well prepared to serve future patients and clients. Her career goal is to work with pediatric patients in a hospital setting. Janette is a native of Columbus, Mississippi. She is expected to graduate this May. For complete article by Hanna Knowles, see Southern Miss Now at <http://news.usm.edu/article/southern-miss-student-selected-competitive-internship>.

Coastal Sciences Graduate Student Receives Best Abstract Award

The abstract of Adam Daw, doctoral student in the Division of Coastal Sciences, was selected for the U.S. Aquaculture Society’s Tyson Best Abstract Award for his paper, “Evaluation of sodium hypochlorite immersion protocols for the disinfection of *Acartia tonsa* and *Parvocalanus crassirostris* cultures.” Adam will present his research at the Aquaculture America national meeting to be held in San Antonio, Texas February 19-22. The award includes \$1500 cash, a plaque, recognition by the society, and reimbursement of meeting registration. Selection for the award was highly competitive with over 750 abstracts submitted for the meeting.

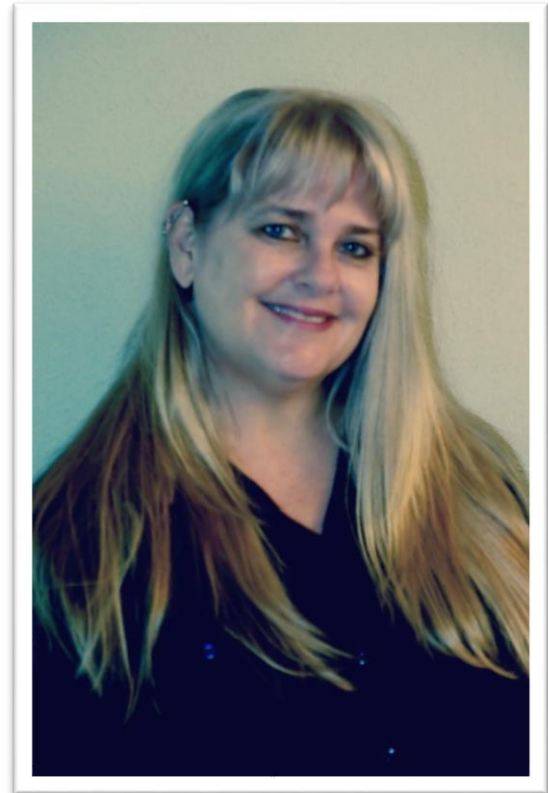


Adam Daw

Faculty Kudos

Nurse Anesthesia Director Named Distinguished Fellow in National Academies of Practice in Nursing

Dr. Marjorie Geisz-Everson, Interim Program Director for the Nurse Anesthesia Program and Assistant Professor in the Department of Advanced Practice, was elected to the Distinguished Fellowship of the National Academies of Practice in Nursing. She will be inducted at a gala banquet to be held during the 2017 Annual Meeting & Forum of the National Academies of Practice in Philadelphia, Pennsylvania in mid-March. According to Dr. Satya Verma, President of the National Academies of Practice, selection as a Distinguished Fellow recognizes outstanding achievements and leadership in the profession. She will join “the current outstanding healthcare leaders and practitioners of NAP who are working together as an interdisciplinary force to influence national health policy and legislation and promote quality healthcare through cooperative advocacy, practice, education, and research.” After earning a bachelor of science in nursing from Southeastern Louisiana University in Hammond, Louisiana and a master of science from the School of Nurse Anesthesiology at Xavier University in New Orleans, she worked for many years as a certified registered nurse anesthetist in New Orleans-area hospitals and as an instructor at Louisiana State University Health Sciences Center School of Nursing Nurse Anesthesia Program. Dr. Geisz-Everson earned her Ph.D. from Virginia Commonwealth University Medical College of Virginia in 2010 and joined Southern Miss as an assistant clinical professor in the College of Nursing in 2012.



Dr. Marjorie Geisz-Everson



Education Faculty Member Receives Excellence Award

Dr. Javier Gomez, adjunct instructor in the Department of Curriculum, Instruction, and Special Education at the Gulf Park campus, was selected as the 2016 Mississippi Foreign Language Association (MFLA) Educator of Excellence. Dr. Gomez will represent Mississippi at the Southern Conference on Language Teaching (SCOLT) in Atlanta, Georgia in 2018 and will compete against other SCOLT state winners for the national-level award. Dr. Gomez completed his Ph.D. in Instructional Technology and Design in May 2016.

Dr. Javier Gomez, right, being presented the 2016 Educator of Excellence Award

Graduate News from Colleges

College of Arts and Letters

Department of Political Science, International Development, & International Affairs

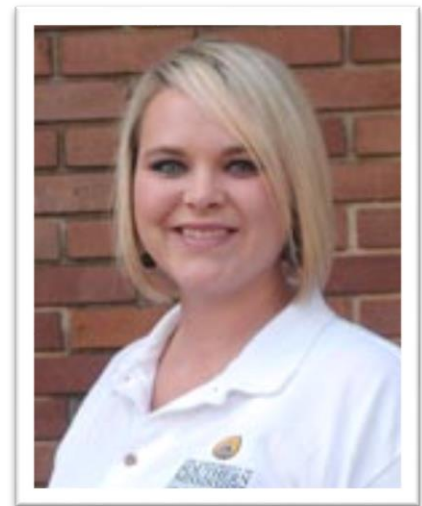
Dr. Robert Press' third book, *Ripples of Hope How Ordinary People Resist Repression without Violence*, first published in 2015 by Amsterdam University Press, became available by open access in 2016. The book tells how ordinary people (mothers, teachers, attorneys, students, and others) stood up to repressive leaders through non-violent protest and helped bring change. The book is available at: <http://oapen.org/search?identifier=611225> Dr. Press, associate professor and former faculty senate president, was Bureau Chief for *The Christian Science Monitor* in Nairobi, Kenya from 1987-95.

College of Health

Department of Speech and Hearing Sciences

- **Dr. Kimberly Ward**, Assistant Professor of Audiology gave two presentations at the annual meeting of the American Speech-Language-Hearing Association in Philadelphia, Pennsylvania last November. Her talks, entitled "Everyday leaders know Medicaid!" and "Medicaid experts provide answers to questions: what everyday leaders need to know," were delivered as podium and poster presentations, respectively. Dr. Ward also was selected to participate in the Council of Academic Programs in Communication Sciences and Disorders Leadership Academy to be held April 18-19, 2017 in New Orleans. This academic leadership development program will be led by Dr. Jeffrey Buller, Dean of Florida Atlantic University's Wilkes Honors College.
- The Department of Speech and Hearing Sciences faculty and students participated in the Mississippi Legislative Day at the Capitol on January 13. Audiologists and speech-language pathologists partnered with the Mississippi Speech-Language-Hearing Association to provide hearing screenings to Mississippi legislators. This was a valuable opportunity to advocate for clients with speech and language difficulties. For more information about services provided by the department, visit: www.usm.edu/shs.

Dr. Kimberly Ward



College of Nursing

The Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and associated post-master's certificate online graduate degree programs received the top ranking in Mississippi and were ranked 57th of 100 nationally by the U.S. News and World Report Online Graduate Nursing Program Rankings for 2017. The rankings are based on



Faculty and students from the Department of Speech and Hearing Sciences at the Mississippi Capitol.

faculty credentials and training, graduation rates, academic and career support services offered to students, and admissions selectivity. For the complete listing see:

<http://www.usnews.com/education/online-education/nursing/rankings?page=3>.

College of Science and Technology

Department of Human Capital Development

- Alumna **Holly Burkett**, Ph.D., authored the book, *Learning for the Long Run: 7 Practices for Sustaining a Resilient Learning Organization*. The book earned the 2017 Award of Excellence for Outstanding Human Performance Communication from the International Society of Performance Improvement.
- **Gizzatta Johnson**, Ph.D. student, was awarded a 2016 Society of Human Resource Management Foundation Scholarship. The \$5000 award is intended to support Human Resource professionals working towards a graduate degree.

Department of Geography and Geology

- Master's students **Bill Funderburk**, **Will Jeter**, and **Carlton Anderson** each published their thesis research as their first peer-reviewed articles in scholarly journals:
 - **Jeter Jr., G. W.**, and G. A. Carter. 2016. Habitat change on Horn Island, Mississippi, 1940-2010, determined from textural features in panchromatic vertical aerial imagery. *Geocarto International*, 31(9): 985-994, <http://dx.doi.org/10.1080/10106049.2015.1094527>. [published online in fall, 2015]
 - **Funderburk, W. R.**, G. A. Carter, and C. P. Anderson. 2016. Evaluating the influence of elevation and impact of Hurricane Katrina on radial growth in slash pine (*Pinus elliottii* var. *elliottii* Engelm.) on Cat Island, Mississippi, U.S.A. *Journal of Coastal Research*, 32(3): 483-489, <http://dx.doi.org/10.2112/JCOASTRES-D-15-00038.1>. [published online in fall, 2015]
 - **Anderson, C. P.**, G. A. Carter, and W. R. Funderburk. 2016. The use of aerial R, G, B imagery and LIDAR in comparing ecological habitats and geomorphic features on a natural versus man-made barrier island. *Remote Sensing*, 8, 602. <http://dx.doi.org/10.3390/rs8070602>.
- Master's student **Heather Nicholson** will give an oral presentation of her research during the Imaging & Geospatial Technology Forum of the American Society of Photogrammetry and Remote Sensing (ASPRS) Annual Conference in Baltimore, Maryland to be held March 11-17. Her abstract is entitled "Detecting change in coastal marshlands from 1950-2014 using textural analysis of panchromatic imagery."

Professional Development Opportunities for Graduate Students and Faculty

The following professional development events are rapidly approaching. More information on each session will follow.

Academic Integrity Workshop Presenters: Drs. Sam Bruton and Michele Frasier-Robinson
Date: Friday, Jan. 27, noon to 1:00 PM
Cook Library 110
Co-sponsored by The Graduate School and USM Libraries
http://lib.usm.edu/about_us/news/gradintegrity2017_news.html
Open to all graduate students and honors undergraduate students

Success Strategies for
Graduate School: Roundtable
and Luncheon

Discussion leaders: USM Faculty and Graduate Students
Date: Tuesday, Feb. 7, noon to 1:00 PM
Thad Cochran Center Room 218
Co-sponsored by The Graduate School and Office of Multi-cultural
Programs and Services
**Open to minority undergraduate students, McNair Scholars, and
other interested students**

Leadership: a Panel
Discussion

Panelists: Drs. Amy Miller, Faye Gilbert, Ann Blackwell
Date: Friday, Feb. 10, noon to 1:00 PM
Union Hall of Honors
Limited to Professionals in Preparation participants only

Effective Mentorship Lunch &
Learn Workshops

Discussion leaders: USM Graduate Faculty
Hattiesburg: Friday, Feb. 24 and Friday, Mar. 24, noon to 2:00 PM
Union Hall of Honors
Gulf Park: Tuesday, Feb. 14, noon to 1:00 PM
Location TBA
Co-sponsored by The Graduate School and Provost's First Year
Foundations New Faculty Development Program
Open to all university faculty and graduate students (RSVP)

News from the Graduate School

Graduate School Staff Changes

- **Dr. Roseanne Scammahorn** joined the Graduate School as Senior Graduate Admissions Specialist on January 3. She will provide leadership in all aspects of graduate admissions and assist with recruiting. Roseanne earned a Ph.D. in Human Sciences with a concentration in Agricultural and Extension Education from Mississippi State University in 2014. Her research assessed risks for high school agriculture teacher attrition in the southern region. While at MSU she held an assistantship with the Southern Rural Development Center & Extension Center for Technology Outreach where she assisted in the development of educational assessment tools, educational data collection and analysis, and conducted workshops. Dr. Scammahorn also holds a B.S. in Education with a concentration in Organizational Leadership from Wright State University in Dayton, Ohio; an MBA with emphasis in Management, Innovation, and Change from Wright State, and an Educational Specialist in Counselor Education from Mississippi State University. The breadth of expertise she brings will be valuable in many aspects of Graduate School operations and will be used beyond the admissions office.



Dr. Roseanne Scammahorn

- **Sharon Pool**, Graduate Degree Auditor, resigned her position in The Graduate School effective February 1. Sharon and her family are taking advantage of a new career opportunities in Fort Walton Beach, Florida. Sharon has held her position in The Graduate School for four years, serving as a liaison with faculty and students in the Colleges of Business, Health, Nursing, and Science & Technology. In addition to performing degree audits and monitoring student progress to degree, she advises the dean on policies and practices pertaining to student academic standing and degree progress. She has been a very effective member of the recruiting team, participating in on campus and off campus recruiting efforts. The Graduate School is advertising for a Degree Auditor Specialist. The position announcement is posted on the Human Resources Employment website with a closing date of January 24. Interviews are already ongoing.

Important Workshops on Hiring Graduate Assistants!

Graduate School staff Carolyn Cawthon, Director of Operations and Recruitment, and Shelby Flores, Coordinator of Business and Accounting Processes, will lead informational workshops on processing graduate assistant (GA) assignment paperwork in early February. It is essential that personnel who process GA paperwork attend. All workshops will be held in McCain 203. Space is limited to 30; please RSVP to Carolyn Cawthon at carolyn.cawthon@usm.edu. The schedule is as follows:

Date	Time	Units
Feb. 7	9:00 AM to noon	College of Arts & Letters
Feb. 8	9:00 AM to noon	College of Business; College of Nursing
Feb. 8	1:30 PM to 4:30 PM	College of Health; College of Education & Psychology
Feb. 9	9:00 AM to noon	College of Science & Technology
Feb. 9	1:30 PM to 4:30 PM	Academic support/Auxiliary Units
Feb. 10	8:30 AM to 10:30 AM	Open session for those unable to attend at assigned time
Feb. 10	2:00 PM to 4:00 PM	Open session for those unable to attend at assigned time

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement

Graduate Council Minutes
The University of Southern Mississippi
April 18, 2016

The Graduate Council met at 3:00 p.m. on April 18, 2016, in McCain Library, Room 203 with Dr. Janie Butts, Chair-Elect of the Graduate Council, presiding.

The following voting members were present: Dr. Wendy Atkins-Sayre, Dr. Janie Butts, Dr. Dana Fennell, Dr. Leisa Flynn, Dr. Susan Hrostowski, Dr. Faqing Huang, Dr. Bonnie Nicholson, Dr. Scott Piland, Dr. Jake Schaefer, Dr. Kyna Shelley, Dr. Amy Slagle and Dr. Teresa Welsh.

The following voting members were represented by proxies to constitute a quorum: Dr. Craig Carey for Dr. Jonathan Barron, Dr. Moe Elasri for Dr. Sarah Morgan, Dr. SherRhonda Gibbs for Dr. Brian Collins, and Dr. Scott Piland for Dr. David Holt.

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

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

1.0 Call to Order

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

2.0 Adoption of Agenda

Dr. Butts presented the agenda for approval. Dr. Hrostowski moved and Dr. Welsh seconded a motion to approve the agenda. The motion passed.

3.0 Approval of Minutes

Dr. Butts presented the February 25, 2016 minutes for approval. Dr. Hrostowski moved and Dr. Flynn seconded a motion to approve the February 25, 2016 minutes. The motion passed.

Dr. Butts presented the March 21, 2016 minutes for approval. Dr. Flynn moved and Dr. Hrostowski seconded a motion to approve the March 21, 2016 minutes for approval. The motion passed.

4.0 Course and Program Proposals

4.1 College of Science and Technology

School of Computing

Dr. Butts presented the request to modify the plan of study for the Computer Science M.S. program. Dr. Welsh moved and Dr. Flynn seconded a motion to approve the modification of the plan of study for the Computer Science M.S. program. The motion passed. (17-0)

- 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
No report.
 - 6.2 Credentials Committee – Dr. Jake Schaefer
Dr. Butts submitted the Credentials report for April 2016 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
 - 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.
 - 6.5 Program Review Committee – Dr. Kyna Shelley
No report.
- 7.0 Liaisons to University Committees
 - 7.1 University 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 Graduate Student Senate Report
No report.
 - 8.2 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 February 22, 2016 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, February 5, 2016.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair-Elect

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

College of Science and Technology

School of Computing

Modify: Computer Science M.S. plan of study. (see attached)
Effective fall 2016.

DATE: April 18, 2016		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
	Associate Level 1	
Bataller, Rebeca	Foreign Languages & Literatures	A1
	Associate Level 2	
	Associate Level 3	
	Regular Level 1	
Pierce, Jason R.	Management & International Business	R1
	Regular Level 2	
Strait, Laurance P.	Communication Studies	R2
	Regular Level 3	
Yaoyuneyong, Gallayanee	Marketing & Merchandising	R3
Credentials Committee		
Dr. Jake Schaefer, Chair		

Graduate Council Minutes
The University of Southern Mississippi
May 9, 2016

The Graduate Council conducted its business via email on May 9, 2016, with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members participated: Dr. Wendy Atkins-Sayre, Dr. Jonathan Barron, Dr. Brian Collins, Dr. Leisa Flynn, Dr. Susan Hrostowski, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Ras Pandey, Dr. Douglas Rust, Dr. Jake Schaefer, Dr. Kyna Shelley, Dr. Amy Slagle and Dr. Chaoyang Zhang.

- 1.0 Call to Order
Dr. Butts called the meeting to order.
- 2.0 Adoption of Agenda
Dr. Butts presented the agenda with for approval. The agenda was approved.
- 3.0 Course and Program Proposals
 - 3.1 College of Arts & Letters
No proposals.
 - 3.2 College of Business
No proposals.
 - 3.3 College of Education and Psychology
No proposals.
 - 3.4 College of Health
No proposals.
 - 3.5 College of Nursing
Department of Advanced Practice
Dr. Butts presented the request to modify NSG 837. The request was approved.
 - 3.6 College of Science and Technology – No Business
No proposals.
- 4.0 Officer's Reports
 - 4.1 Chair's Report – Dr. Douglas Rust
Dr. Rust submitted a report. (see attached)
 - 4.2 Chair-Elect Report – Dr. Janie Butts
No report.

5.0 Standing Committee Reports

5.1 Bylaws Committee – Dr. Janie Butts
No report.

5.2 Credentials Committee – Dr. Jake Schaefer
Dr. Butts submitted the Credentials report for May 2016 for approval. The report was approved. (see attached)

5.3 Elections Committee – Dr. Teresa Welsh
No report.

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

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

6.0 New Business

6.1 Policy on Academic Policies
Dr. Powell presented Council with a proposal to revise the policy on Academic Policies. The report was approved. (See attached).

7.0 Adjournment

The next meeting is scheduled for September 19, 2015 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, September 2, 2016.

8.0 Adjournment

The meeting was adjourned.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
May 9, 2016

College of Nursing

Department of Advanced Practice

Modify:	NSG 837	<u>Basic Principles of Anesthesia Practice.</u> No repeats.
To:	SPE 655	<u>Basic Principles of Anesthesia Practice.</u> Two repeats. Effective fall 2016.

DATE: May 9, 2016		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
	Associate Level 1	
Young, James H.	Ed. Leadership & School Counseling	A1
	Associate Level 2	
	Associate Level 3	
	Regular Level 1	
Gaut, Marcus M.	Systems Leadership & Health Outcomes	R1
	Regular Level 2	
	Regular Level 3	
Credentials Committee		
Dr. Jake Schaefer, Chair		



**THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.**

SCHOOL OF MUSIC

118 College Drive #5081 | Hattiesburg, MS 39406-0001
Phone: 601.266.5543 | Fax: 601.266.6427 | music@usm.edu | www.usm.edu/music

April 30, 2016

Dear Graduate Council:

Dr. David Holt, Chair of the Gulf Coast Faculty Council, recently emailed to me a description of their responsibilities. He sought assistance in detecting any overlap between Gulf Coast Faculty Council and Graduate Council.

Below, I list the responsibilities of each Council in a table for comparison.

Gulf Coast Faculty Council (described in an email from Dr. David Holt)	Graduate Council (from the Bylaws)
Advocacy and to promote general welfare of the Coast Teaching Sites a) Faculty b) Teaching c) Service d) Research	Faculty Qualifications. The Graduate Council, via its credentials committee, determines the graduate faculty status of all USM faculty.
Advise (where applicable to Gulf Coast specifically and requested) matters of policy, development/planning, budget, resource allocation and <u>programs</u> .	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.
Communication a) Cross-college communication b) Cross-off-campus teaching sites communication c) Coast specific events d) Social events e) Disseminate Information	Disseminating Information. The Graduate Council disseminates information relating to graduate policies and procedures to faculty and appropriate Councils within the University.
Advise (where applicable to Gulf Coast specifically and requested) matters of <u>policy</u> , development/planning, budget, resource allocation and programs.	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.

	Program Review. The Graduate Council, via its program review committee, conducts periodic systematic reviews and evaluations of existing graduate programs.
Forum and Voice (from and to) a) President (as directly concerning the coast) b) Provost (as directly concerning the coast) c) VPGC d) APGC e) Deans f) ADs GC g) Chairs h) Faculty	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

The table above lists responsibilities of the Gulf Coast Faculty Council that resemble responsibilities charged to the USM Graduate Council. Both groups are concerned with faculty credentials, academic programs, institutional policy and dissemination of information to colleges and departments. The difference is within the scope of those responsibilities. Where Graduate Council reviews and recommends program changes and policies for the University, the Gulf Coast Faculty Council advises program and policy initiatives that pertain specifically to the Gulf Coast Campus.

It seems that there will not be overlap between the Gulf Coast Faculty Council and the Graduate Council as long as the Gulf Coast Faculty Council agrees to observe the limitations described in Dr. Holt’s email. Any change to policy, programs or credentials that would affect constituents beyond the Gulf Coast would be referred to the appropriate University entity—possibly the Graduate Council.

This matter does not require a vote of the Graduate Council for approval. Dr. Holt requested a response from the Graduate Council Chair with an opinion about the responsibilities of the two Councils—one that shares any concerns about mission overlap. Having examined the issue without finding any cause for concern, I now place my findings before you, the members of the Graduate Council, to ask whether you have concerns about the Gulf Coast Faculty Council and its responsibilities. Please reply-to-all an email response if you discover problems.

If no major concerns are voiced within 7-10 days of our May 9, 2016 meeting, I will recommend to our new Chair, Dr. Butts, that she send a letter of consent to Dr. Holt and the Gulf Coast Faculty Council.

Sincerely,
Doug Rust

Dr. Douglas Rust
2015-2016 USM Graduate Council, *Chair*
Graduate Coordinator
USM School of Music

Responsible University Executive: Provost
Responsible Administrator: Associate Provost
Origination Date: TBD
Current Revision Date: current date
Next Review Date: TBD
End of Policy Date: NA
Status: Pending, Effective, etc.



Policy on Academic Policies

Policy Statement

Academic policies that pertain university-wide to students and/or faculty and staff must be endorsed by the pertinent constituent bodies, which include, but are not limited to the Academic Council (for undergraduate curricular issues), the Graduate Council (for graduate curricular issues), the Faculty Senate, the Council of Chairs, and the Faculty Handbook Committee and approved by the Provost. Upon approval, information about a policy is to be disseminated through appropriate communication mechanisms to those in the University community that are affected by the policy.

[The Policy Statement is generally two to four short sentences that provide a brief, general description of the University's stance on particular subjects and/or its response to specific situations, including the policy's intent, who must follow the policy, when the policy applies, and any mandated actions or constraints.]

Reason for Policy/Purpose

The Policy on Academic Policies exists in order to ensure that the development of academic policies follows appropriate approval processes and adheres to the University commitment to

shared governance. The Policy also ensures that information about an academic policy is disseminated to those affected by the policy.

[The information in this section answers questions as to why the policy exists. It should state the legitimate interests of all parties, describe the problem or conflict the policy addresses, and cite any legal or regulatory reasons for the policy.]

Draft 4-14-16

Who Needs to Know This Policy

- Academic Council
- Academic Deans
- Council of Chairs
- Dean of Students
- Departmental chairs/School directors
- Faculty Handbook Committee
- Faculty Senate
- Graduate Council
- Office of the Registrar
- Vice President for Student Affairs
- University Counsel
- USMS faculty
- USM students

[A list of constituencies that need to know about the proposed policy and/or who may be likely impacted by the proposed policy.]

Website Address for this Policy

<http://www.usm.edu/provost>

Definitions

Academic policy A policy that affects undergraduate students, graduate students, faculty and other instructional personnel, and/or academic units and involves procedures, requirements and/or expectations within Academic Affairs.

Academic policies include the following:

- Policies included in University bulletins that affect all students covered by a particular bulletin
- Policies that ensure University compliance with SACSCOC Principles for Accreditation, including in particular the University Substantive Change Policy and the USM Instructor of Record Policy
- Policies that pertain to University faculty and instructional personnel in such matters as the delivery of instruction, the evaluation of faculty and other instructional personnel, classroom conduct, and engaging in outside employment or consulting
- University policies for tenure and promotion
- Other policies that might be included or referenced in the USM Faculty Handbook

- Policies to be followed by academic units on a University-wide basis
- Grievance policies regarding any of the above

[List unique terms that, by being defined, would add to the reader's understanding of the basic policy or procedures. Terms that are unfamiliar or technical, as well as terms with special meanings, should be defined. The list of definitions will be posted in alphabetical order.]

Policy/Procedures

- 1.0 **Initiation** A policy proposal is submitted to or developed by an appropriate university body.
 - 1.1 Proposals for academic policies can be initiated at the following levels: departments, colleges, various standing committees (including the Faculty Handbook Committee), special ad-hoc committees, student government, University Organizational Chart administrative units, the academic deans, Office of the Provost, Graduate School, Executive Cabinet, Academic Council, or Graduate Council.
 - 1.2 Academic policy proposals should be submitted in the form of a memo with all approval levels, as appropriate to the initiating body, clearly identified and with the appropriate signatures. Proposals should follow the approval procedures applicable to the initial review body and include a rationale, the proposed implementation date, and documentation to support that the policy adheres to good educational practice
- 2.0 **Distribution for Review** The proposed policy is discussed by the initiating entity and, if approved by the body, distributed to other affected University entities as appropriate for review and comment.
- 3.0 **Additional Review** The proposed policy will undergo additional review by appropriate designated University entities
 - 3.1 If the proposed policy would affect the academic requirements or procedures for students and be included in University bulletins and/or posted on University websites, it will be reviewed by the Office of Institutional Effectiveness and the Office of Institutional Research to ensure compliance with existing policies and procedures
 - 3.2 If the proposed policy would affect expectations of or requirements for faculty and other instructional personnel, it will be reviewed by the Faculty Handbook Committee.
 - 3.3 If appropriate, the Office of University Counsel will be included in the review and comment phase.
- 4.0 **Provost Action** Once reviewed by appropriate constituent and/or review bodies, the proposal will be submitted to the Provost for review.
 - 4.1 The Provost can approve the policy.
 - 4.2 The Provost can choose to return the proposed policy to the originating entity for revisions for resubmission.
 - 4.3 The Provost may choose not to approve the policy.
- 5.0 **Dissemination** If approved by the Provost, the Office of the Provost and/or the appropriate University entities will inform those members of the University community affected by policy, and the policy will be published in appropriate documents or websites [e.g., University bulletin(s), Faculty Handbook, Office of the Provost webspace, Academic and Graduate Council Guidelines for Proposals, etc.].
- 6.0 **Revisions** Proposals for revising an academic policy can be submitted at any time and should follow the process outlined in Steps 1-5.

6.1 The Office of the Provost is responsible for and has the authority to make routine or minor revisions to an academic policy, such as updating titles or correcting typographical errors.

Review

An Associate Provost is responsible for review of this policy every four years. The appropriate constituent group(s) should be consulted during the review.

[Provide the name of the Responsible University Officer responsible for review of the policy and the time period for review. All policies must be reviewed at a minimum of once every four years.]

Forms/Instructions

NA

[If there will be University-wide forms used in following this policy, identify the forms by name. A hypertext link to these forms will be included. If there are no forms, use NA to indicate such.]

Appendices

NA

[List any laws, regulations, or checklists that may pertain to the policy or that may supplement the information provided in the policy. Links may be provided for those listed. If there are no appendices, use NA to indicate such.]

Related Information

Faculty Handbook

<http://www.usm.edu/provost/faculty-handbook>

Undergraduate Bulletin

<http://catalog.usm.edu/>

Graduate Bulletin

<http://catalog.usm.edu/>

Office of Provost webspace (Policies and Procedures)

<http://www.usm.edu/provost>

Academic and Graduate Councils Guidelines for Proposals

<https://info.usm.edu/group/849/page/proposals-guidelines>

[List any references to related policies or procedures. A hypertext link to such related policies or procedures may also be provided. If there is no related information, use NA to indicate such.]

History

Amendments: Month, Day, Year – summary of changes

[List day, month, year – 04/02/16: - followed by any information about the history of the policy, such as date created, other policies it replaces, changes made, ownership changes, etc.]

Draft 4-14-16

Authorization

[Before a policy is implemented, it must be approved by the following persons as evidenced by their signature. Please make sure authorization begins on a separate page.]

Title: *[Title of the policy]*

Policy number: *[Policy number from page 1]*

APPROVED:

Provost

Date

Draft 4-14-16

Graduate Council Minutes
The University of Southern Mississippi
September 19, 2016

The Graduate Council met at 3:00 p.m. on September 19, 2016, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. Leisa Flynn, Dr. Monika Gehlawat, Dr. YanLin Guo, Dr. Grant Harley, Dr. Lilian Hill, Dr. Susan Hrostowski, Dr. Tom Lansford, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Ras Pandey, Dr. Kyna Shelley, Dr. Amy Slagle and Dr. Alexandra Valint.

The following voting members were represented by proxies to constitute a quorum: Dr. Monika Gehlawat for Dr. Jonathan Barron.

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

The following guests were present: Ms. Desira Bailey, Ms. Linda Bass, Ms. Jennifer Culley, Dr. Tom Hutchinson, Ms. Kathryn Lowery, Dr. Juawice McCormick, Dr. Amy Miller, Ms. Dawn Porter and Dr. Julie Reid.

- 1.0 Call to Order
Dr. Butts called the meeting to order at 3:00 p.m.
- 2.0 Adoption of Agenda
Dr. Butts presented the agenda with for approval. Dr. Pandey moved and Dr. Morgan seconded a motion to approve the agenda. The motion passed.
- 3.0 Approval of Minutes
Dr. Butts presented the April 18, 2016 minutes for approval. Dr. Morgan moved and Dr. Pandey seconded a motion to approve the April 18, 2016 minutes for approval. The motion passed.

Dr. Butts presented the May 9, 2016 minutes for approval. Dr. Shelley moved and Dr. Morgan seconded a motion to approve the May 9, 2016 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 – No Business

- 4.3 College of Education and Psychology
Department of Child and Family Studies
Dr. Butts presented the request to modify SCS 610, SCS 611, SCS 612, SCS 616, SCS 617, SCS 618 and SCS 711. Dr. Hrostowski moved and Dr. Shelley seconded a motion to approve the modifications as a group. The motion passed. Dr. Atkins-Sayre moved and Dr. Shelley seconded a motion to approve the modifications of SCS 610, SCS 611, SCS 612, SCS 616, SCS 617, SCS 618 and SCS 711. The motion passed 17-0.

Dr. Butts presented the request to modify CD 650. Dr. Hrostowski moved and Dr. Shelley seconded a motion to approve the modification of CD 650. The motion passed 17-0.

Dr. Butts presented the request to modify FAM 601. Dr. Morgan moved and Dr. Hill seconded a motion to approve the modification of FAM 601. The motion passed 16-1.

Dr. Butts presented the request to modify the School Counseling and Guidance M.Ed. program. Dr. Shelley moved and Dr. Atkins-Sayre seconded a motion to approve the modification of the School Counseling and Guidance M.Ed. program. The motion passed 17-0. The program will be classified as a hybrid program instead of fully online.

- 4.4 College of Health – No Business

- 4.5 College of Nursing – No Business

- 4.6 College of Science and Technology
School of Ocean Science and Technology

Dr. Butts presented the request to add COA 545. Dr. Hill moved and Dr. Morgan seconded a motion to approve the addition of COA 545. The motion passed 17-0.

Dr. Butts presented the request to add COA 641. Dr. Hrostowski moved and Dr. Slagle seconded a motion to approve the addition of COA 545. The motion passed 17-0.

Dr. Butts presented the request to add COA 642. Dr. Shelley moved and Dr. Becton seconded a motion to approve the addition of COA 642. The motion passed 17-0. Council requested the syllabus be modified to include the required paper as part of the presentation rubric.

- 5.0 Officers Report

- 5.1 Chair – Dr. Janie Butts
No report.

- 5.2 Chair-Elect – Dr. Leisa Flynn
No report.

6.0 Standing Committee Reports

6.1 Bylaws Committee – Dr. Leisa Flynn
No report.

6.2 Credentials Committee – Dr. Lilian Hill
Dr. Hill submitted the Credentials report for September 2016 for approval. The report was approved. (see attached)

6.3 Election Committee – Dr. Chaoyang Zhang
No report.

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. Leisa Flynn
No report.

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

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

7.4 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.

8.0 New Business

8.1 Provost's Office Academic Master Plan Listening Sessions
Dr. Butts reported that a listening session for the Academic Affairs Master Plan was conducted and presented a document of the finding to Graduate Council. Council discussed the document and made suggestions. These suggestions will be submitted to the Provost for consideration. (see attached)

8.2 Modification of Online Policy
Dr. Butts presented a draft to Council of changes made to the Online Policy. Kathryn Lowery discussed the changes with Council and stated further changes to the policy will be presented at a later time. Dr. Hill moved and Dr. Nicholson seconded a motion to approve the changes made to the Online Policy. The motion passed 17-0. (see attached)

8.3 Revision of AC/GC Proposal Guidelines

Dr. Butts presented a draft to Council of changes made to the AC/GC Proposal Guidelines. Kathryn Lowery discussed the changes with Council which include changes to the following forms.

1. Revision of Online Course Proposal form
2. Revision of Online Program Proposal form
3. Revision of Add a Course Proposal form
4. Revision of Modify a Course Proposal form

Dr. Slagle moved and Dr. Hill seconded a motion to approve the changes made to the AC/GC Proposal Guidelines and corresponding forms. The motion passed 17-0. (see attached)

8.3 Modification of Academic Integrity Policy

Dr. Butts presented a draft to Council of changes made to the Academic Integrity policy. Dr. Amy Miller discussed the changes being made with Council. Dr. Shelley moved and Dr. Hill seconded a motion to approve the changes made to the Academic Integrity policy. The motion passed 17-0. (see attached)

8.5 Modification of the Academic Withdrawal After the Deadline Policy

Dr. Butts presented a draft to Council of changes made to the Academic Withdrawal After the Deadline policy. Dr. Amy Miller discussed the changes being made with Council. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the changes made to the Academic Withdrawal After the Deadline policy. The motion passed 17-0. (see attached)

8.6 Graduate Student Senate Report

No report

8.7 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 October 17, 2016 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, September 30, 2016.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
September 19, 2016

College of Education and Psychology
Department of Child and Family Studies

Modify:	SCS 610	<u>Foundations, Organizations and Administration of Guidance.</u> Face to face format.
To:	SCS 610	<u>Foundations, Organizations and Administration of Guidance.</u> Face to face and online correspondence format. Effective spring 2017.
Modify:	SCS 611	<u>Career Development and Information Services.</u> Face to face format.
To:	SCS 611	<u>Career Development and Information Services.</u> Face to face and online correspondence format. Effective spring 2017.
Modify:	SCS 612	<u>Counseling Theory and Practice.</u> Face to face format.
To:	SCS 612	<u>Counseling Theory and Practice.</u> Face to face and online correspondence format. Effective spring 2017.
Modify:	SCS 616	<u>Individual Analysis and Group Testing.</u> Face to face format.
To:	SCS 616	<u>Individual Analysis and Group Testing.</u> Face to face and online correspondence format. Effective spring 2017.
Modify:	SCS 617	<u>Pre-Counseling Laboratory.</u> Face to face format.
To:	SCS 617	<u>Pre-Counseling Laboratory.</u> Face to face and online correspondence format. Effective spring 2017.
Modify:	SCS 618	<u>Group Processes for School Counselors.</u> Face to face format.
To:	SCS 618	<u>Group Processes for School Counselors.</u> Face to face and online correspondence format. Effective spring 2017.

Modify: SCS 711 Theory and Practice of Consultation.
Face to face format.

To: SCS 711 Theory and Practice of Consultation.
Face to face and online correspondence format.
Effective spring 2017.

Modify: CD 650 Theories in Child Development.

To: CD 650 Theories in Child Development.
Course Description. Effective fall 2017.

Modify: FAM 601 Program Evaluation and Assessment.

To: FAM 601 Program Evaluation and Assessment.
Course Description. Effective fall 2017.

Modify: School Counseling and Guidance Services M.Ed.
36 hours. Face to face format.

To: School Counseling M.Ed.
48 hours. Face to face and online correspondence format.
Effective fall 2017.

College of Science and Technology
School of Ocean Sciences and Technology

Add: COA 545 Sirenian Biology.
3 hours. Joint lecture/laboratory instruction
mode. Effective spring 2017.

Add: COA 641 Stable Isotope Ecology.
3 hours. Face to face lecture instruction
mode. Effective spring 2017.

Add: COA 642 Early Life History of Marine Fishes.
3 hours. Face to face lecture instruction
mode. Effective spring 2017.

Revisions: approved

- a. Online Policy change at The University of Southern Mississippi (17-0 approved)
- b. Academic and Graduate Councils Guidelines for Proposals changes (17-0 approved)
 - 1. Revision of Online Course Proposal form
 - 2. Revision of Online Program Proposal form
 - 3. Revision of Add a Course Proposal form
 - 4. Revision of Modify a Course Proposal form
- c. Academic Integrity Policy change (17-0 approved)
- d. Academic Withdrawal After the Deadline policy changes (17-0 approved)

DATE: Sept. 19, 2016 (3 & 5 yr. Review)		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
	Associate Level 1	
Flake, Erica (3 yr. Review)	Advanced Practice	A1
	Associate Level 2	
Bertram, Dean (3 yr Review)	Criminal Justice	A2
	Associate Level 3	
Bailey, John G.(3 yr. Review)	Advanced Practice	A3
Daves, David (5 yr. Review) <i>moving from Reg.</i>	Curriculum, Instruction & Special Ed.	A3
Gong, Ping (3 yr.Review)	Computing	A3
Hughes, Cathy K. (3 yr.Review)	Collaborative Nursing Care	A3
Phillips, Patricia "Patti" P. (3 yr. Review)	Human Capital Development	A3
	Regular Level 1	
Davis, Michael (5 yr. Review)	Biological Sciences	R1
	Regular Level 2	
Beckett, David (5 yr. Review)	Biological Sciences	R2
Dettman, Craig (5 yr. Review)	Theatre	R2
Gentile, Phillip (5 yr. Review)	Mass Communication & Journalism	R2
	Regular Level 3	
Aronson, Robin (5 yr. Review)	Theatre	R3
Balamurugan, Kuppareddi (5 yr. Review)	Criminal Justice	R3
Buchanan, J. Paige (5 yr. Review)	Chemistry & Biochemistry	R3
Campbell, Christopher (5 yr. Review)	Mass Communication & Journalism	R3
Capper, Daniel (5 yr. Review)	Philosophy & Religion	R3
Carlan, Philip (5 yr. Review)	Criminal Justice	R3
Ciraldo, Nicholas (5 yr. Review)	Music	R3
Cochran, Kate (5 yr. Review)	English	R3
Graham, William "Monty" (5 yr. Review)	Marine Science	R3
Hafer, Edward (5 yr. Review)	Music	R3
Harbaugh, Bonnie L. (5 yr. Review)	Systems Leadership & Health Outcomes	R3
Iglesias, Luis (5 yr. Review)	English	R3
Jordan, Nicolle (5 yr. Review)	English	R3
Kuehn, Kevin (5 yr. Review)	Biological Sciences	R3
Lee, Sungwook (5 yr. Review)	Mathematics	R3
Lipscomb, Thomas (5 yr. Review)	Ed. Research & Administration	R3
Lunsford, Dale (5 yr. Review)	Human Capital Development	R3
Miller, Chad (5 yr. Review)	Economic Dev., Tourism & Sport Mgnt.	R3
Morgan, Chester "Bo" (5 yr. Review)	History	R3
Morgan, Hani (5 yr. Review)	Curriculum, Instruction & Special Ed.	R3
Perry, John (5 yr. Review)	Mathematics	R3
Phillips, Dennis (5 yr. Review)	Economic Dev., Tourism & Sport Mgnt.	R3
Redfield, Stephen (5 yr. Review)	Music	R3
Reeves, Stacy (5 yr. Review)	Curriculum, Instruction & Special Ed.	R3
Rich, Karen L. (5 yr. Review)	Systems Leadership & Health Outcomes	R3
Russakovsky, Alexander (5 yr. Review)	Music	R3
Rust, Douglas (5 yr. Review)	Music	R3
Schlegel, Amanda (5 yr. Review)	Music	R3
Shin, Jae-Hwa (5 yr. Review)	Mass Communication & Journalism	R3
Tian, Haiyan (5 yr. Review)	Mathematics	R3
Ural, Susannah (5 yr. Review)	History	R3
Wallace, Karl (5 yr. Review)	Chemistry & Biochemistry	R3
Wiest, Andrew (5 yr. Review)	History	R3
Woolly, Kimberly (5 yr. Review)	Music	R3
Xue, Fei (5 yr. Review)	Mass Communication & Journalism	R3
Yowell, Emily (5 yr. Review)	Psychology	R3
Credentials Committee		
Dr. Lilian Hill, Chair		

DATE: September 19, 2016

TO: Graduate Council

FM: Graduate Credentials Committee

RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
Associate Level 1		
Boyd, Joseph C.	Kinesiology	A1
Branch-Keys, Felicia	Systems Leadership & Health Outcomes	A1
Coleman, Carolyn	Systems Leadership & Health Outcomes	A1
Estill, April L.	Social Work	A1
Judge, Joann P.	Kinesiology	A1
McDonald, Kerby	Systems Leadership & Health Outcomes	A1
McKee-Waddell, Suzanne	CISE	A1
Mesrobian, Diana	Social Work	A1
Oakley, Charlotte B.	Nutrition & Food Systems	A1
Simmons, Donna B.	Child & Family Studies	A1
Taylor, Joe E.	Advanced Practice	A1
Thompson, Patricia	Advanced Practice	A1
Van Cleave, Kathy "Anne"	Social Work	A1
Westbrook, Alicia G.	Child & Family Studies	A1
Wiles, Jennifer E.	Speech & Hearing Sciences	A1
Windham, Melissa	Child & Family Studies	A1
Associate Level 2		
Bennett, Courtney A.	Advanced Practice	A2
Keisling, John	Theatre	A2
Meissner, Nathan J.	Anthropology & Sociology	A2
Rowsey, Kyle E.	Psychology	A2
Associate Level 3		
Bishop, Sandra B.	Systems Leadership & Health Outcomes	A3
Coleman, Jacob	Music	A3
Fabre, David H.	Marine Science	A3
Fath, Aaron J.	Psychology	A3
George, Brandi	English	A3
Jesunathadas, Mark	Kinesiology	A3
Sanow, Anne	English	A3
Shockey, Jay Michael (Comm. Only)	Chemistry & Biochemistry	A3
Tamkin, Vivian L.	Psychology	A3
Regular Level 1		
Cate, Sarah D.	Political Sci., Int'l Development & Int'l Affairs	R1
Lovern, Douglas "Allan"	Advanced Practice	R1
Regular Level 2		
Bush, J. Theresa	Theatre	R2
Coleman, Marcus J.	Communication Studies	R2
Foster, Holly Ann	Educational Research & Administration	R2
Li, Bo	Computing	R2
McCoy, Stephanie M.	Kinesiology	R2
Regular Level 3		
Darnell, Michael Z.	Division of Coastal Sciences	R3
Donaldson, Janet R.	Biological Sciences	R3
Foley, Christopher D.	English	R3
Geisz-Everson, Marjorie	Advanced Practice	R3
Huff, Mark J.	Psychology	R3
Keefer, Lucas A.	Psychology	R3
McKenzie, Colin R.	Music	R3
Tesh, Timothy J.	Music	R3
Wan, Anna	Mathematics	R3
Xie, Zhifu	Mathematics	R3
Report Approved by:		
Credentials Committee		
Dr. Lilian Hill, Chair		

University of Southern Mississippi
DRAFT - Academic Master Plan (2016 -) DRAFT for Review

Strategic Planning Priorities	Academic Master Plan
<p><u>Graduate Council's Feedback During the AMP Listening Session</u> September 19, 2016 GC Meeting</p> <p>Some of the items on the AMP initiated a long discussion about concerns, as well as what the Graduate Council members see as action plans. Dr. Coats, Dr. Powell, Dr. Flynn, and I worked to steer the discussion away from the action plans for now. We explained they would be involved with the action plans soon. Specific areas of concern or suggestions are below in red in Items 2 and 6.</p>	
<p>1. Support student success to foster retention, progression and graduation.</p>	1a. Implement a comprehensive student success and retention effort.
	1b. Provide deliberate intervention for underprepared and/or underperforming students.
	1c. Identify, evaluate, and remove challenges to progression.
	1d. Target recruitment of populations likely to succeed at Southern Miss.
	1e. Promote opportunities to further enhance the quality of students' educational experiences at Southern Miss.
<p>2. Promote teaching, research, and creative excellence.</p> <p>The GC suggested that items <u>2.a.</u>, <u>b.</u>, & <u>c.</u> should have language that includes the words faculty and students.</p> <p>The GC also thinks that items 2.a., b., & c. need to be further examined and clarified.</p>	<p>2a. Expand the depth and breadth of funded research and creative programs.</p> <p>2b. Increase the quality and the quantity of scholarly research and creative output.</p> <p>The Graduate Council made a suggestion here for a possible action plan: The Graduate School Dean has some funds for graduate students to attend conferences and teach professionalism to others. They want this to be an action plan item and did not want this thought lost, so I am documenting it here.</p>
	<p>2c. Develop infrastructure to promote and reward excellence in teaching.</p> <p>The GC would like to include the word research here, not just teaching, but research and teaching.</p> <p>The members want to add a 2.d.</p> <p>2.d. Language should include to enhance support for faculty research.</p>
	<p>2d. Develop infrastructure to promote and reward excellence in teaching.</p>
	<p>2e. Develop infrastructure to promote and reward excellence in teaching.</p>
<p>3. Strategically expand undergraduate and graduate enrollment.</p>	<p>3a. Expand current and new high-interest degree programs with growth potential.</p> <p>3a.1. Evaluate regularly for demand and potential</p>
	3b. Develop intentional, targeted marketing and recruitment strategies.
	3c. Explore alternative course delivery for instructional flexibility.
	3d. Revise 2009 Strategic Enrollment Plan to inform and implement the new plan.
	3e. Coordinate enrollment and admissions with academic affairs.
<p>4. Strengthen economic and community partnerships.</p>	4a. Grow commercialization activities that move technological research initiatives from the laboratory to the business incubator and ultimately to new businesses in the marketplace.
	4b. Utilize faculty and staff expertise effectively to form community partnerships.
	4c. Promote strategic economic development that will attract businesses to the region and utilize academic research to bolster the local and state economy.

University of Southern Mississippi
DRAFT - Academic Master Plan (2016 -) DRAFT for Review

Strategic Planning Priorities	Academic Master Plan
	<p>4d. Promote social capital development by creating and extending community partnerships focused on social, cultural and recreational engagement and opportunity; highlight the university’s significant role in improving and enhancing quality of life in Mississippi and local communities.</p> <p>4e. Leverage all partnerships to enrich student learning opportunities (internships, job shadowing, etc.)</p>
5. Invest in faculty and staff to maximize their potential.	<p>5a. Identify, invest in, honor and celebrate our academic program strengths.</p> <p>5b. Provide and sustain competitive packages to recruit high quality faculty and staff.</p> <p>5c. Provide opportunities and infrastructure to retain high quality faculty and staff.</p>
6. Promote a culture of inclusiveness of people and ideas	<p>6a. Hire, retain, and develop strong, diverse faculty and staff whose talents align with institutional priorities. 6a.1. Build development and compensation programs to recruit/retain the best faculty and staff. The GC members suggest more definition and clarity to the thought of supporting diversity, what that really means when we say diversity.</p> <p>6b. Utilize faculty and staff expertise well and foster collaboration.</p> <p>6c. Model inclusiveness in and across curriculum and other educational programs, e.g. Honors Forum (intellectual diversity).</p>
7. Enhance physical, technological, and financial infrastructure to support our mission, vision, and values.	<p>7a. Direct resources to initiatives that grow revenue and incentivize that growth.</p> <p>7b. Facilitate communication between academic affairs and other units in order to allow academic affairs to drive infrastructural changes, procedure and policy changes, etc.</p> <p>7c. Develop technology facilitating a process of continuous quality improvement in academic affairs (e.g. gather qualitative and quantitative data and statistics for program review, support technology that allows for ease in communication and teaching among virtual and physical campuses, etc.).</p> <p>7d. Focus on enhancing learning environments and modalities when renovating or modifying existing, and adding new academic facilities.</p>
8. Improve efficiency and effectiveness of institutional processes and systems.	<p>8a. Catalogue practices, procedures, and systems and review for effectiveness.</p> <p>8b. Evaluate policies to reduce duplication and improve consistency.</p> <p>8c. Provide technology and training to generate savings at all levels.</p>



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the Provost and Senior Vice President for Academic Affairs

MEMORANDUM

TO: Graduate Council

FROM: Amy Chasteen Miller, Associate Provost

DATE: July 25, 2016

SUBJECT: Online Learning Approvals

CC: Dr. Steven R. Moser, Provost and Senior Vice President for Academic Affairs
Dr. Tom Hutchinson, Director, Office of Online Learning

The Office of Online Learning was established on July 1, 2016 to enhance services to faculty teaching online, students taking courses online, and programs that have or plan to offer online degrees. In the upcoming year, we will address a variety of issues related to online learning policies and practices, in part due to our membership in NC-SARA and the requirements that carries. Currently, we have an effective approval process for both online courses and online programs. It is crucial that the Office of Online Learning is connected to this approval process for several reasons:

- We are required to train all faculty teaching online, per NC-SARA and our own “Online at Southern Miss” policy (<https://www.usm.edu/institutional-policies/policy-acaf-lec-001>).
- The Office of Online learning maintains a list of all current fully online degree programs, which we need to keep updated.
- New online degree programs should only be approved if we have the infrastructure and resources in place to support effective course delivery and student advising.

Given these needs, we request some adjustments to the approval form and process for online courses and programs:

1. Proposals to offer a course or program online should be accompanied by a memo or email from Dr. Tom Hutchinson indicating that the Office of Online Learning is able to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.
2. Proposals to offer a course or program online should include a space to indicate acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.
3. The Office of Online Learning should be contacted if and when programs are approved for fully online delivery so that their database can be updated.

We are proposing that these changes go into effect in Spring 2017. Thank you for your consideration.

Please note this document contains first-round revisions to the Online at Southern Miss Policy to address immediate, necessary edits. The entire document will be reviewed and updated by the Online Learning Steering Committee in the 2016-2017 Academic Year. A complete revision will be presented to Academic and Graduate Councils in the Spring 2017 Semester.



Responsible University Administrator: Provost
Responsible Officer: Director of the ~~Learning Enhancement Center~~ **Office of Online Learning**
Origination Date: 01/31/12
Current Revision Date: ~~11/24/15~~ **2016-2017 Academic Year**
Next Review Date: 11/24/19
End of Policy Date: N/A
Policy Number: ACAF-LEC-001
Status: Effective

ONLINE at SOUTHERN MISS

Policy Statement

The University of Southern Mississippi began the eLearning Initiative in the spring of 2009. This initiative is focused on developing additional fully online degree programs to increase enrollment, improve student satisfaction, and raise retention and graduation rates at Southern Miss. The project encompasses many aspects of launching a successful online program including marketing and outreach efforts, faculty training and support, course scheduling and development, upgrading program and business processes, and sustaining growth.

We currently have undergraduate programs, graduate programs, hybrid/executive format programs, certificate programs, and a supplemental endorsement. In addition to our online degree programs, we offer a wide variety of fully online classes.

Reason for Policy/Purpose

This policy is required for the effective communication of university policies regarding Online Learning at Southern Miss.

Who Needs to Know This Policy

All members of The University of Southern Mississippi community.

Website Address for this Policy

www.usm.edu/institutional-policies/policy-acaf-lec-001

1.0 Definitions

SACS-COC Definition
of Distance
Education

For the purposes of the Commission on College’s accreditation review, distance education is a formal education process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place.

IHL Definition of
Distance Learning

Distance learning may be defined as “institutionally based formal education where the learning group is separated and where interactive communication systems are used to connect instructors, learners, and resources” (*The Quarterly Reviews of Distance Education*) or “the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance” (*United States Distance Learning Association*).

Presently, a *course* is considered to be a distance learning course when at least fifty (50) percent of the course is available via technology-based instruction while a *program* is considered to be a distance learning program when at least fifty (50) percent of the program is available via technology based instruction.

Undergraduate Fully
Online Program

All courses listed in the degree plan are available online, either through USM or MSVCC. This includes all GEC categories, major area of study requirements, and any additional requirements. A student would not have to take a face-to-face course to complete this degree. Admission to an undergraduate fully online program may be restricted to a certain cohort. A student who is admitted to a fully *online* program is given an online campus code in the student program panel in SOAR.

Undergraduate
Hybrid Online Major
Area of Study

Fifty (50) percent or more of courses listed under Major Area of Study Requirements in the degree plan are available online. Only courses offered by the program’s department/school should be listed under major Area of Study Requirements.

Undergraduate Hybrid Online General or College Curriculum	Fifty (50) percent or more of courses listed under a Curriculum Requirement in the degree plan are available online. This includes, but is not limited to, General Education Curriculum, BBSA Requirements, BA Requirements, and Teacher Licensure Requirements.
Graduate Fully Online Program	All courses listed in the program's Plan of Study are available online through USM. A student would not have to take a face-to-face course to complete this degree. A student who is admitted to a fully online program is given an online campus code in the student program panel in SOAR.
Graduate Hybrid Online Plan of Study	Fifty (50) percent or more of courses offered by the program's department/school and listed in the program's Plan of Study are available online.
Graduate Hybrid Online General Curriculum	Fifty (50) percent or more of courses listed under a Curriculum Requirement in the Plan of Study are available online. This includes, but is not limited to, Research Tools and Dissertation Support.
Graduate Executive Format Program	A graduate program developed especially for working executives, managers, and professionals. Executive programs generally require professional work experience for entrance and students may be admitted as a cohort. Courses are delivered through intensive campus meetings (weekends or several full days once a month, for example) and online communications. An Executive Format Program can have fifty (50) percent or more of courses offered online or less than fifty (50) percent of courses offered online.
Graduate Executive Format Program (Online classification)	Fifty (50) percent or more of courses offered by the program's department/school and listed in the program's Plan of Study are available online.
Graduate Executive Format Program (Alternative Delivery classification)	Less than fifty (50) percent of courses offered online.
Undergraduate and Graduate Fully Online Certificate	All courses listed in the certificate's curriculum are available online through Southern Miss. A student would not be required to take a face-to-face course to complete this certificate.

Undergraduate and Graduate Hybrid online Certificate Fifty (50) percent or more of the courses listed in the certificate curriculum is available online.

Executive Format Student A student enrolled in an Executive Format Program.

Web Supplement Course A course with less than fifty (50) percent online component. In SOAR, web supplement courses are coded as follows:
a) *Campus*-Hattiesburg or Gulf Coast
b) *Location*-Hattiesburg, Gulf Park, Keesler, Gulf Coast Research Center, Stennis, etc.

Attribute- → c) **Instruction Mode-C-5** Web Supplement (~~Departments do NOT enter the instruction mode for these classes. Instructors complete and submit the Course Supplement Request Form found at: <http://www.usm.edu/elo/csrf/>. Once the request is received in LEC, a course shell is created and the instruction mode is changed and a course attribute of web supplement is added.~~)

Hybrid Online Course A course with fifty (50) to ninety-nine (99) percent online component. Student must either meet on campus or visit the campus at some point during the semester. In SOAR, hybrid courses are coded as follows:
a) *Campus*-Hattiesburg or Gulf Coast
b) *Location*-Online
c) *Instruction Mode*-C-9
d) *Class Note*-Online Hybrid

one → Fully Online Course A course delivered ~~on~~ hundred (100) percent online. Students are not required to meet on campus or visit the campus at any point during the semester. In SOAR, ~~hybrid~~ online courses are coded as follows:
a) *Campus*-Online
b) *Location*-Online
c) *Instructional Mode*- CO Fully Online
d) *Class Note*-Online web referral

Fully Online Student A student enrolled in a fully online program.

Hybrid Online Student A student enrolled in a fully online course or a hybrid online course, but is not enrolled in a Fully Online program. A Hybrid Online Student may, in a given semester, be enrolled in all online courses.

Executive Format Student A student enrolled in an Executive Format Program.

Bold first sentence.

2.0 Infrastructure

Blackboard is the online course management system used to deliver web-based distance learning courses and as a technology supplement for face-to-face taught courses. Through Blackboard, instructors may post course syllabi and other documents; incorporate online engagement tools (ex. Discussion boards, chat, announcements, file exchange, etc.); administer quizzes and exams and post grades.

Bold first part of sentence.

2.1 All online course material is delivered exclusively using the Blackboard learning management system, allowing instructors to take full advantage of a variety of technology tools with a user-friendly interface that meets accessibility standards for interoperability and access for learners with special needs. The Provost's Office has compliance responsibility and authority to make sure no other learning management system is used, and monitors learning platforms used.

Bold first part of sentence.

2.1.1 Southern Miss has invested and continues to support infrastructure for faculty and students using Blackboard learning support technology. We strive for consistency and quality in the student learning experience, rigorous standards and review, security of student information and grades, as well as maintaining a reasonable cost to support faculty training, instructional design, and course development services. We achieve this by standardizing the institution on a single, core set of e-learning technologies.

2.1.1.1 Compliance with technology standards are demonstrated through institutional indicators shown below:

2.1.1.2 Course Architecture Indicators: Blackboard architecture permits the online teacher to add content, activities and assessments to extend learning opportunities and accommodate traditional and non-traditional schedules.

2.1.1.3 User Interface Indicators: Faculty are expected to utilize the officially endorsed university template within the Blackboard LMS. The purpose of a university-wide template for online courses is to ensure a consistent experience for our students. The template promotes best practices in syllabus requirements, design of instruction, course structure and organization, learner support and resources, learner interaction and collaboration, effective use of course technology, and assessment and evaluation.

2.1.1.4 Faculty may use third party tools as an enhancement to their course, not as a replacement for their course. Faculty choosing to utilize third party tools

Bold this sentence.

Office of Online Learning

(publisher content, course cartridges, etc.) will work with the third party vendor and the Blackboard support staff in the LEC to migrate content directly into the Blackboard course shell or to develop an official portal through the Blackboard course shell to gain access to other content and teaching materials not developed by the instructor. See the institutional policy at (add URL once policy is posted on IR site).

Office of Online Learning

2.1.1.5 Technology Requirements and Interoperability Indicators for LEC:

2.1.1.5.1 Hardware, Web browser and software requirements are specified.

2.1.1.5.2 Prerequisite skills in the use of technology are identified.

2.1.1.5.3 Appropriate content-specific tools and software are utilized.

2.1.1.5.4 Interoperability technical standards allow sharing content from different learning management systems into the Blackboard platform, which is used exclusively as the USM learning management system.

2.1.1.5.5 Interoperability technical standards ensure sharing of question, assessments and results with others.

2.1.1.6 Accessibility Indicators:

2.1.1.6.1 The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access for all students.

2.1.1.6.2 Online textbooks used in a course meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.

2.1.1.7 Technical Support Indicators:

2.1.1.7.1 LEC offers the instructors assistance with technical support and course management.

2.1.1.7.2 Student support is provided by BB Student Support Services. Contact information for 24/7 support can be found on the Learning Enhancement Center website at <https://lec.usm.edu/> under Quick Links tab.

2.1.1.7.3 LEC offers orientation, intermediate and advance training.

Proposals presented to Academic and Graduate Council to add or modify online courses or programs must contain a correspondence from the Office of Online Learning

regarding the office's ability to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.

Office of Online Learning

Office of Online Learning

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Office of Online Learning

3.0 Online Instructor Professional Development Program

requires (bold)
This edit is needed to comply with NC-SARA requirements. See number 6:
<http://nc-sara.org/files/docs/C-RAC%20Guidelines.pdf>

The LEC provides an ongoing program of appropriate technical, design, and production support for instructors conducting courses online. The University of Southern Mississippi strongly encourages all online instructors to complete the LEC Blackboard Training Program prior to teaching an online course. Information regarding training and support for online faculty can be found at <https://lec.usm.edu/faculty-help/>. Instructors must demonstrate proficiency in the following areas prior to conducting online instruction:

on the Office of Online Learning's web site.

- 3.1 System Understanding – Instructors are expected to independently manage an online course management system; post course syllabi and other documents; incorporate online engagement tools (ex. Discussion boards, chat, announcements, file exchange, etc.); administer quizzes and exams, and post grades.
- 3.2 Features/Capabilities – Instructors are expected to develop and maintain an awareness and understanding of the basic instructional functions, features, and capabilities of the current online learning management system utilized by The University of Southern Mississippi (Blackboard). Examples of useful functions, features, and capabilities include: Assignment Dropbox, Grade Book, Notes, and Assessment Manager.
 - 3.2.1 Faculty should secure access to high-speed bandwidth connection for all class activities.
 - 3.2.2 It is highly recommended to test all course-related technology prior to the start of the course.
 - 3.2.3 When selecting technology, faculty should understand the purpose of that technology and implement as necessary within the course.
 - 3.2.4 Contact Blackboard support personnel in ~~the Learning Enhancement Center~~ for assistance with any technology related issues.
 - 3.2.4.1 The University of Southern Mississippi professional development for online instructors may include, but is not limited to: learning communities, which allow instructors to work together in pairs or teams with opportunities for follow-up discussions to share information; online training modules; and face-to-face training; technology coaching or mentoring.

Office of Online Learning

3.2.4.2 The online instructor professional development program shall address differences in learning styles and technical abilities. The professional development program shall incorporate collaborative learning activities and model effective teaching in an online environment.

3.2.4.3 Services are offered through the Learning Enhancement Center to:

Office of Online Learning

3.2.4.3.1 Assist departments in the development of online courses and programs by providing high quality instructional design services, training, and marketing and recruiting services for fully online programs.

3.2.4.3.2 Provide adequate and appropriate training opportunities for faculty utilizing online learning tools opportunities for faculty utilizing online learning tools for both fully online and face-to-face courses.

3.2.4.3.3 Support University sanctioned online learning tools.

3.2.4.3.4 Provide a secure location and appropriate process for students to take proctored exams if required by the faculty of record. Proctoring

found on the Office of Online Learning's web site.

policies are located at

<https://lec.usm.edu/proctoring/>.

Develop and maintain an online faculty listserv.

3.2.4.3.6 Communicate critical information through the online faculty listserv in a timely manner regarding changes in technologies, upgrades, outages, and other information affecting access to courses both by faculty and students.

3.2.4.3.7 Maintain a stable and consistent environment for the delivery of online courses in collaboration with iTech and Blackboard.

3.2.4.3.8 Research, review, implement, and support emerging technologies that may prove beneficial to faculty and students utilizing online learning.

3.2.4.3.9 Ensure access to 24/7 support through Blackboard Student Support Services.

3.3 Evaluation

3.3.1 Evaluations may include, but are not limited to: diagnostic, formative (ongoing sharing between participant and instructor), and summative (to summarize participant learning).

3.3.2 Online instructor professional development training and support programs are evaluated regularly by the Office of the Provost. Program assessment data are routinely compared to national research in five areas: 1) participant reaction to online professional development, 2) participant learning, 3) organizational support, 4) participant implementation, and 5) student impact.

3.4 Constraints/Compliance – Course developers must create online course materials in accordance with the University of Southern Mississippi’s established requirements and guidelines within this policy.

3.4.1 Online course instruction must satisfy or exceed the various accreditation criteria and policy statements of the Southern Association of Colleges and Schools Commission on Colleges.

3.4.2 Online Courses will also meet the standards established by the Southern Regional Education Board (SREB) for course content, evaluation and management.

3.4.3 Use of the online Learning standard template is required when new courses are developed.




4.0 **FACULTY/INSTRUCTOR**

Each department ensures a sufficient number of faculty are qualified to develop, design, and teach online courses/programs. Faculty are expected to create content and features in online courses for which they serve as subject matter experts and which demonstrate comprehension of the distinct characteristics of online instruction including:

4.1 Following the established and published course schedule.

4.2 Having the course developed and ready for student access on the official first day of class.

4.3 Providing a welcome or informational message and/or video for students within the home page of the course.

- 4.4 Developing a comprehensive course syllabus designed around one or more required textbooks or cases, with the course syllabus available on the first day of class.
- 4.5 Adhering to the syllabus including course milestones, due dates, and critical course activities.
- 4.6 Setting forth expectations for both students and instructor in the syllabus to ensure that students understand what is expected of them and what they can expect of the instructor. 
- 4.7 ~~Articulating the academic requirements for the course, including course objectives, assignments, participation requirements, examinations, and evaluation rubrics.~~  according to guidelines in the Faculty Handbook and provided by the Office of the Provost.
- 4.8 Developing instructional modules for the course, which include components of theory, practice, and assessment. These modules may be designed as weekly modules, two-week modules, or other appropriate module designs that adequately and appropriately deliver full content of the individual course over the full calendar of the semester. Recognizing the diverse disciplines offered through online learning, faculty may choose a variety of content delivery methods rather than modules or units within the Blackboard LMS. Instructional design assistance is available in the LEC. 
- 4.9 Conduct (that is, “teach”) the course within the scheduled time frame.
- 4.10 Developing or providing assessment instruments to measure the academic progress of students using multiple approaches.
- 4.11 Communicating any schedule adjustments.
- 4.12 Identifying and correcting inaccurate course content, confusing information and/or instruction, broken links, and other course design issues.
- 4.13 Using the Blackboard gradebook functions to manage course assignments, assessments, and grade entry. The university does not endorse the use of e-mail or third party software for assignment and assessment submission or documentation of official university records.
- 4.14 Ensuring that all documents posted to the Blackboard course have received appropriate copyright clearance or have been determined to qualify for academic fair use. Assistance for copyright and fair use policies is available through the University Libraries.

5.0 Communication and Availability

The faculty are expected to be available to the online learner for the duration of the course. Timely instructor feedback and communication is essential for the online learner in order to manage their learning experience. For this purpose, faculty should employ the email function embedded within the institutionally provided and supported LMS. In addition the instructor is expected to:

- 5.1 Post online office hours and be available during the designated times. The LEC can assist faculty with a variety of tools to make the office hours experience more personal and meaningful to both the faculty and student.
- 5.2 Clearly communicate student expectations.
- 5.3 Communicate instructor class schedule and availability, as well as response times to emails, discussion board activities, and other forms of communication where students will expect a response from the instructor.
- 5.4 Actively participate in course-related discussions, chats, and activities where appropriate. Remember, online learning is an active, engaged process, not an independent study course.
- 5.5 Regularly access the online course. Best practices suggest that faculty access the course at least every 24 to 48 hours.
- 5.6 Give prior notice to students and appropriate administrative/academic units if you are unable to log into the course, if you may be unavailable for an extended period of time, or if you experience any technical issues that would prohibit communication in, or instruction of, the course.
- 5.7 Feedback - Feedback on assignments and assessments is most helpful to students when it is provided promptly and when clear and concise language is used to explain the degree to which relevant course outcomes have been met. The instructor is expected to communicate to students when they can expect to receive graded feedback on assignments and exams, and whenever exceptions to announced and appropriate time frames for feedback occur. .
- 5.8 Provide prompt feedback. Communicated to students when they can expect to receive graded feedback on assignments and exams.
- 5.9 Inform the student of when they can expect a response if the instructor cannot provide a detailed response when originally documented in the class schedule or syllabus.

- 5.10 Provide clear and concise feedback to explain the degree to which the student is achieving the course/lesson outcomes.

6.0 Electronic Curriculum and Instruction

Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population and faculty should consider and understand the following:

- 6.1 Quality outcome courses include clearly defined curriculum content, effective and easy-to-use ways for students to interact with and learn the content, and are designed to attract student interest.

6.1.1 Communication and Interaction indicators: The design of the course should provide opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress. The course provides opportunities for appropriate student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.

6.1.2 Resources and Materials Indicators: The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material. Students have access to resources that enrich the course content.

6.1.3 Instructional Design Service: **LEC** provides instructional design services and online faculty members are encouraged to use these services to maximize delivery of their online course.

← Office of Online Learning

6.1.4 Course Management and Instruction: An effective online course should be examined as to the difference in presentation of learning strategies than used in a face-to-face course. The instructor is responsible for exercising demonstrated best practices in managing and teaching the class from start to finish. (refer to section 3.0 for a complete detailed list)

- 6.2 Consortia Partners and Contractors – Although important elements of a program may be supplied by consortia partners or outsources to other organizations, including contractors who may not be accredited, the responsibility for performance remains with the institution awarding the degree or certificate. It is the institution in which the student is enrolled, not its suppliers nor partners, who has a contract with the student. Therefore, the criteria for selecting consortia partners and contractor, and the means to monitor and evaluate their work, are important aspects of the program plan.

In considering consortia agreements, attention is given to issues such as assuring that enhancing service to students is a primary consideration and that incentives do not compromise the integrity of the institution or of the education program. Consideration is also given to the effect of administrative arraignments and cost-sharing on an institution's decision-making regarding curriculum.

- 6.2.1 Performance expectations are defined in authorized University memoranda of understanding, contracts, and agreements. Conditions for contract termination are also defined.
 - 6.2.2 Adequate quality control and curriculum oversight provisions are included in agreements concerning courseware.
 - 6.2.3 Appropriate system reliability and emergency backup guarantees exist in agreements concerning technology services.
 - 6.2.4 Provision for protection of confidentiality and privacy in services involving personally identifiable information included.
 - 6.2.5 Assurances concerning qualification and training of persons involved in contact with students are defined, ranging from help desk to tutoring or counseling.
 - 6.2.6 Articulation and transfer arrangements are applicable to courses offered via the consortium, which involve specific curricular decisions by the academic structures of the participating institutions.
- 6.3 Student Accessibility – In designing an electronically offered degree or certificate program, the institution provides a coherent plan for the student to access all courses necessary to complete the program, or clearly notifies the students of requirements not included in the electronic offering. Hybrid programs or courses, mixing electronic and on-campus elements, are designed to assure that all students have access to appropriate services.
- 6.3.1 Students are notified of program requirements ~~via Online@Southern Miss.~~ ← by visiting <https://online.usm.edu>
 - 6.3.2 If the institution relies on other University approved providers to offer program-related courses, students are informed of these courses ~~via Eagle Learning Online.~~ ← by visiting <https://online.usm.edu>
 - 6.3.3 The total online program is realistically available to students for whom it is intended. For example, the chosen technology is likely to be

accessible by the target student population and target students meet the parameters of program scheduling.

6.3.4 Students with a disability which qualifies under the American with Disabilities Act (ADA) and requires accommodations should contact The University of Southern Mississippi Office for Disability Accommodations (ODA) for information <http://www.usm.edu/oda> late policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities or chronic health disorders. Students can contact ODA at <http://www.usm.edu/oda> if they are not certain whether a medical condition/disability qualifies.

7.0 Student Support

Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences affect everything from admissions policy to library services.

7.1 Library and Learning Resources:

7.1.1 Students have access to and can effectively use appropriate library resources.

7.1.2 Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

7.2 Student Services:

7.2.1 Students have adequate access to the range of services appropriate to support the programs offered through ~~Online @ Southern Miss.~~

7.2.2 Students in ~~Online @ Southern Miss~~ programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

7.2.3 Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

7.2.4 Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

online

7.2.5 Students enrolled in ~~Online @ Southern Miss~~ courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

7.3 The institution recognizes that appropriate services must be available for students of electronically offered programs, using the working assumption that these students will not be physically present on campus. With variations for specific situations and programs, these services, which are possibly coordinated, may include:

7.3.1 Accurate and timely information about the institution, its programs, courses, costs and related policies and requirements.

7.3.2 Pre-registration advising.

7.3.3 Application for admission.

7.3.4 Placement testing.

7.3.5 Enrollment/registration in programs and courses.

7.3.6 Financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards.

online

7.4 A sense of community is important to the success of many students. An ongoing, long-term relationship with ~~Online @ Southern Miss~~ students is beneficial to both student and institution. Strategies and practices to build community are implemented in ~~Online @ Southern Miss~~ programs as appropriate, through such actions as encouraging study groups, providing student directories (with the permission of those listed), including off-campus students in institutional publications and events, including these students in definitions of the academic community through such mechanisms as student government representation, invitations to campus events including graduation ceremonies, and similar strategies of inclusion.

online

8.0 Evaluation & Assessment

Both the assessment of student achievement and evaluation of the overall program take on added importance as new techniques evolve. For example, in asynchronous programs the element of seat time is essentially removed from the equation. For

online

these reasons, the institution conducts sustained, evidence-based and participatory inquiry as to whether ~~Online @ Southern Miss~~ programs are achieving objectives. The results of such inquiries are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets and perhaps have implications for the institution's roles and mission.

8.1 The following Southern Association of Colleges and Schools (SACS) Commission on Colleges policy standards apply:

8.1.1 Student Assessment – When examinations are employed (paper, online, demonstrations of competency, etc.), they take place in circumstances that include firm student identification. The institution otherwise seeks to assure the integrity of student work.

Office of Online Learning

8.1.2 Guidelines for examination by proctor are on the ~~Online @ Southern Miss~~ website. Policies and procedures define faculty, student and LEC responsibilities for proctored exams, including but not limited to establishing student identity, assuring security of test instrument, administering the examinations, and assuring secure examinations and prompt evaluation.

8.1.3 If other methods are used to identify those who take the examination, how is identification firmly established? How are the conditions of the examination (security, time limits, etc.) controlled?

8.1.4 Does the institution have in place effective policies and procedures to assure the integrity of student work?

8.2 Institutional Assessment and Reporting.

8.3 Accreditation Measures/Self-Evaluation.

Review

Office of Online Learning

The Director of the ~~Learning Enhancement Center~~ is responsible for the review of this policy every four years (or whenever circumstances require immediate review).

Forms/Instructions

N/A

Appendices

N/A

Related Information

N/A

History

Amendments: Month, Day, Year – summary of changes

01/31/12: Formatted for Institutional Policies website.

02/19/13: Formatted in template. Policy section renumbered. Minor editing of punctuation and usage throughout.

11/24/15: Reviewed and edited

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Authorization

RECOMMENDED BY:


Responsible University Administrator

Date

1/26/16


Responsible University Officer

Date

26 Jan 16

REVIEWED BY:


Director of Compliance and Ethics

Date

1/27/16


Office of General Counsel

Date

1/28/16

APPROVED:


President

Date

2-1-16

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

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[New Emphasis Areas, Certificates, or Minors](#)

[Suspending Admission, Suspending or Deleting Degree Programs, Emphasis Areas, Certificates, or Minors](#)

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

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

[Establishing or Modifying Academic Policies](#)

[Awareness Page](#)

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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 for 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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Field Code Changed

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.

Field Code Changed

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.

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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. [The Office of Institutional Effectiveness is also available to assist with IHL form questions.](#)

DEFINITIONS

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

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

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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.

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

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WHO APPROVES WHAT CHART

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

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

❖ The Registrar reviews all proposals.

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

** 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](#), [Checklists available on Info Center](#))
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](#) [GC chair](#).
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, [minors](#), 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, and, if applicable, a statement from the Office of Online Learning related to resource requirements. IHL Board approval is required for new degrees, ~~and~~ new degree programs, and termination of degree programs.
5. ———
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

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- 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. [Please note the PEC has a two-read system.](#)

[Proposals to initiative or modify Academic Policies may originate from an area outside an academic college. These proposals are to be submitted directly to Academic or Graduate Council.](#)

- 8. All proposals are to be submitted in hard copy and in electronic format to the appropriate Council Chair by the deadline. [\(See Info Center pages for proper procedure.\)](#) 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, [save the file to your computer, open the document again,](#) complete all sections and click ‘save.’ All changes to the document will remain when it is re-opened. [If this feature does not work on your computer, you will need to “print as PDF” before saving.](#) (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.

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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](#))

Field Code Changed

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.

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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.

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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 SACSCOC Comprehensive Standard 3.6.2) AND does this course include a research component (yes/no; if no, then explain how the program meets SACSCOC 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.)

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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](#). This form directs departments to include in the proposal a required correspondence from the Office of Online Learning stating the office is able to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.

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. Completed forms and College approval should be forwarded to the Councils in order to assure consistency and accuracy in the Bulletins and in SOAR. The council chair will report these edits in the Chair Report in order to assure consistency and accuracy in the Minutes, Bulletins and in SOAR.

~~The Registrar implements Course Modifications after approved by the Council approval. s 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](#). This form directs departments to include in the proposal a required correspondence from the Office of Online Learning stating the office is able to provide any resources that the proposal indicates are necessary and beyond the scope of the unit. Departments must also indicate acknowledgement that all faculty teaching online must complete training and adhere to the [Online at Southern Miss policy](#). The accompanying Checklist to this proposal also requires programs to provide the number of program credit hours that can be completed by Distance Education/Online delivery.~~

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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 01-0~~65~~ 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 01-0~~65~~ 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 01-0~~65~~ 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 01-0~~65~~, 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	
GEC 06 – Mathematics					X	

All proposals to add a course to GEC 01-0~~65~~ should include a memo which states:

- a. The proposed GEC 01-0~~65~~ 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 076-09 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 076-09. (See [Proposal Deadlines](#).)

All proposals to add a course to GEC 076-09 should include a memo which states:

- a. The proposed GEC 076-09 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 ~~076~~-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 ~~076~~-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 ~~076~~-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-g above.

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

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

New Degree Programs

The approval process for developing new programs requires three steps:

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

Supporting documentation for new degree programs must include:

1. A copy of the [IHL New Degree Program Proposal form](#). (Note the emphasis name should not be included as part of the program name on any IHL form.)
2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree
3. The effective date (e.g., "Fall Semester 20xx-20xx"). (See Proposal Deadlines)
4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.
5. A data-informed rationale for the new degree program to include an evaluation of the program demand
6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.
7. The Degree Plan/Plan of Study (Please use the [Degree Plan Template](#) for undergraduate courses and the [Plan of Study Template](#) for graduate courses.)
- 7-8. [For undergraduate degrees, the Semester Guide.](#)
- 8-9. A copy of the [IR Programs, Emphasis Areas, Minors, or Certificates Processing Form](#)
- 9-10. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.
- 10-11. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
- 11-12. The teaching site(s) where the [face-to-face and/or hybrid](#) 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, [Magnolia Speech School](#). SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).
13. If the new degree program includes online delivery of 50% or more of the courses, [include the following items.](#) [\(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 at Southern Miss Policy Policies and Procedures](#))

- a. 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](#))
- b. The IHL form Declaration of Intent to Offer an Existing Degree Program by Distance Learning
- c. A correspondence from the Office of Online Learning regarding the office's ability to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.
- d. Acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.
- e. Acknowledgement that all online instruction is to be delivered exclusively using the Blackboard learning management system.
- f. Campus Code(s). The department will indicate all possible campus codes for the program. Please see [Online at Southern Miss Policy](#) for definitions. **Departments are expected to adhere to the campus codes as listed in the IR Active Program Inventory.**

 - i. Online 100%
 - ii. Hybrid Gulf Park (or Stennis or GCRL or Magnolia)
 - iii. Hybrid Hattiesburg
 - iv. Face-to-Face Gulf Park (or Stennis or GCRL or Magnolia)
 - v. Face-to-Face Hattiesburg

12. 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 je@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. For undergraduate emphasis areas, the Semester Guide. (See [Guidelines for Semester Guides](#))

~~7-8.~~ A statement from the University Librarian regarding the impact such a program would have on library acquisitions.

~~8-9.~~ 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

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Coast Research Laboratory, ~~Gulf Coast Student Service Center, Keesler Air Force Base~~, Stennis Space Center, ~~Magnolia Speech School~~. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
14. If the new emphasis area, certificate, or minor includes online delivery of 50% or more of the courses, include the following items. (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 [Online at Southern Miss Policy](#)).
- a. The Online Program Proposal form
 - b. The IHL form Declaration of Intent to Offer an Existing Degree Program by Distance Learning
 - c. A correspondence from the Office of Online Learning regarding the office's ability to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.
 - d. Acknowledgement that all faculty teaching online must complete training and adhere to the [Online at Southern Miss policy](#).
 - e. Acknowledgement that all online instruction is to be delivered exclusively using the Blackboard learning management system.
 - f. Campus Code(s). The department will indicate all possible campus codes for the program. Please see [Online Policy](#) for definitions. **Departments are expected to adhere to the campus codes as listed in the IR Active Program Inventory.**
 - i. Online 100%
 - ii. Hybrid Gulf Park (or Stennis or GCRL or Magnolia)
 - iii. Hybrid Hattiesburg
 - iv. Face-to-Face Gulf Park (or Stennis or GCRL or Magnolia)
 - v. Face-to-Face Hattiesburg

9-11.

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.

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7. [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (Contact ir@usm.edu)

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

RELOCATION/EXPANSION OF AN EXISTING PROGRAM

Examples of relocating or expanding an existing program include expanding a program to include both campuses; moving a Gulf Coast-only program to the Hattiesburg campus or moving a Hattiesburg-only program to the Gulf Park campus; and expanding a Gulf Park-only program to ~~the Keesler Air Force Base~~another 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, Magnolia Speech School. SACSCOC notification may be required (see USM Substantive Change policy <http://www.usm.edu/provost/usm-substantive-change-policy>).

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Supporting documentation for relocating/expanding an existing program includes:

1. the [Programs, Emphasis Areas, Minors or Certificates Processing Form](#) (~~Contact~~<https://www.usm.edu/institutional-research-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, ~~include the following items. {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 [Online at Southern Miss Policy](#))~~

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- ~~a. The Online Program Proposal form~~
- ~~b. The IHL form Declaration of Intent to Offer an Existing Degree Program by Distance Learning~~
- ~~c. A correspondence from the Office of Online Learning regarding the office's ability to provide any resources that the proposal indicates are necessary and beyond the scope of the unit.~~
- ~~d. Acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.~~
- ~~e. Acknowledgement that all online instruction is to be delivered exclusively using the Blackboard learning management system.~~
- ~~f. Campus Code(s). The department will indicate all possible campus codes for the program. Please see [Online Policy](#) for definitions. Departments are expected to adhere to the codes as listed in the IR Active Program Inventory.~~
 - ~~i. Online 100%~~
 - ~~ii. Hybrid Gulf Park (or Stennis or GCRL or Magnolia)~~
 - ~~iii. Hybrid Hattiesburg~~
 - ~~iv. Face-to-Face Gulf Park (or Stennis or GCRL or Magnolia)~~
 - ~~v. Face-to-Face Hattiesburg~~

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~~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 [and Semester Guides \(for undergraduate programs\)](#).

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.

— 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.

— Graduate Plans of Study are found on the Graduate School website.

e.c. Corresponding edits to the **Undergraduate Semester Guide** found in the Undergraduate Bulletin ([see Guidelines for Semester Guides](#)) and the program's **Articulation Plan** found on the IE Info Center.

f.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, 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. 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.

Online Course Approval Information

Please complete this form and attach to the appropriate add or modify course forms. NOTE: This form can be edited and saved with either Adobe Acrobat Professional or Adobe Reader.

Course Prefix & Number

Course Title

Describe the target student audience for this course (take into consideration the online delivery).

Is this course part of the GEC (including capstone, writing-intensive, & oral communication courses)?

Address the appropriateness of online delivery for this course.

Provide information about how this online course will be equivalent to the same or a similar course delivered in a face-to-face, classroom-based format. See explanations [here](#).

Does course involve demonstration of performance-based skills (e.g., laboratory work, clinicals, practica, oral communication, etc.)

If yes, describe methods of content delivery

~~Provide evidence of appropriate training for faculty member teaching this course initially.~~

~~Check all that apply:~~

- ~~Has taught using Blackboard before~~
- ~~Has attended Blackboard training~~
- ~~Has attended Live Classroom training~~
- ~~Will attend Live Classroom training by~~
- ~~Will be mentored by~~
- Other (describe)

Online at Southern Miss Policy requires all online instructors to complete the Office of Online Learning Blackboard Training Program prior to teaching online courses. (Include link to Policy)

Check here to indicate the department agrees to comply with this policy:

Online at Southern Miss Policy requires all online instruction be delivered exclusively using the Blackboard learning management system. No other learning management system is to be used. (Include link to Policy)
Check here to indicate the department agrees to comply with this policy:

Provide information of how students will access course-related materials, support, and/or resources.

Check all that apply:

- Textbook
- Online Presentations
- paper-based electronic both
- Chat Logs
- Electronic reserve
- Discussion Boards
- Physical reserve
- Physical reserve
- Podcasts
- Instructor Notes
- Full-text online journals (For graduate course, provide titles of at least five full-text journals in the field available online)

Online at Southern Miss Policy states that all online courses and programs must first contact the Office of Online Learning. Please include a correspondence with the proposal. (include link)

Other (describe)

Provide information concerning student-instructor and student-student interaction.

Check all that apply:

- Chat
- Telephone/cell phone
- Discussion Boards
- Face-to-Face Sessions
- Email
- Live Classroom
- Online Office Hours
- Whiteboard
- Other (describe)

Collaborate Synchronous Sessions

Describe methods of student assessment/testing.

Check all that apply:

- Proctored quizzes/tests/exams
- Graded discussions
- Timed quizzes/tests/exams
- Presentations
- Open-book quizzes/tests/exams
- Performance-based skills
- Written Projects/Papers
- Participation
- Other (describe)

**Approved
Graduate Council/Academic Council
Policy for Evaluation and Proposal of Online Programs**

~~Prior to submission of the request to offer an entire degree program online, all online courses in the proposed (online) degree program must be previously approved by the appropriate faculty within the unit, the respective college curriculum committee(s) and the appropriate University Council (Graduate Council or Academic Council).~~

Courses for online delivery must comply with Rehabilitation Act Section 508.

~~Program approval must follow all IHL requirements for approval including submission of Library impact letter and other IHL forms for new programs/modifications for online delivery.~~

I. Policy Adherence

1. -Online at Southern Miss Policy requires all online instructors to complete the Office of Online Learning Blackboard Training Program prior to teaching online courses. (Include link to Policy)

[Check here to indicate the department agrees to comply with this policy:](#)

2. Online at Southern Miss Policy requires all online instruction to be delivered exclusively using the Blackboard learning management system. No other learning management system is to be used. (Include link to Policy)

[Check here to indicate the department agrees to comply with this policy:](#)

II. Administration

1. What is the responsible academic unit(s) and college, with identified faculty responsible for administering the degree program?
2. What is the main purpose of offering this distance learning (online) degree program?
3. How does this compare to other similar programs at The University of Southern Miss? In the state? In the region?
4. What changes in faculty/staff are required to administer/teach this program?
5. How will these changes affect the other programs within the unit and college?

III. Determination of Program Need

Formatted: Numbered + Level: 1 +
Numbering Style: I, II, III, ... + Start at: 1 +
Alignment: Left + Aligned at: 0.25" + Indent
at: 0.75"

1. Describe the process the faculty used to initiate and develop the online program, (include what assessment results have lead to proposing an online degree program).
2. How was it determined (what criteria was used) to offer this program online?
3. How many students must be enrolled to make the online program minimally viable?
4. What faculty/student ratio is anticipated for this online program?
5. How does this faculty/student ratio compare to the existing traditional program offered?
6. Will students be required to visit on campus? If yes, explain:
7. Will students be allowed to combine on-campus (face to face) AND distance learning (online) courses within this degree? If yes, explain:

IVH. Student Performance and Security

1. How will student performance on assignments, exams, quizzes and final exams (including comprehensive exams) be administered and evaluated?
 - a. Will students be required to come to campus for exams?
 - b. Will students take online exams and how will they be administered?
 - c. What are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering exams, and assuring secure and prompt evaluation?
2. What are the research components of this online degree program?
3. How are research components evaluated?
4. How will the program handle General Education Curriculum requirement, oral communication components, capstone, and writing intensive areas related to the General Education Curriculum.
5. Submit assessment plan for program.

IV. Access and Use of Learning Resources

1. What mechanisms are in place to provide and assess students' access to and use of appropriate, necessary, and relevant learning resources [facilities, laboratories, libraries, technical expertise, etc.], and how is this communicated to the student?
2. Does the program have the expectation that students may require access to and use of non-online resources to complete the program. Students may need to use physical resources (library or laboratory/clinical setting). If yes, explain:

VI. Faculty/Student Interaction and Mentoring

1. How will the program assure that each student is appropriately mentored, including advising, instructor-student and student-student interaction, interaction with major professor and other faculty, comprehensive examinations, thesis/research project advisement and oversight, and professional growth?
2. Describe the program that will be available to students online (e.g., program website, student handbook, etc) to furnish essential program information.

VI. Milestones of Student Progress

1. What are the minimal criteria for assessing the progress of students' completion of the online program?
2. What mechanisms and/or procedures will assure that students make reasonable progress toward the completion of the online degree program?
3. What policies/procedures would apply to those students who do not demonstrate minimal progress toward completion of the program?

VII. Faculty and Program Support Services

1. What are the minimal support services required to make the online program viable?
2. Describe support services available to those faculty members responsible for working directly and indirectly with students in the online program.
3. [Submit Memo from the Office of Online Learning](#)

[Online at Southern Miss Policy states that all online courses and programs must first contact the Office of Online Learning. Please include correspondence with the proposal \(include link\).](#)

Note: Save this form to your computer first. Then open the file using Adobe Reader or Adobe Acrobat Professional to complete and save this form. Instructions for using the course proposal forms are found in the Academic and Graduate Councils Guidelines for Proposals found in [Info Center](#).

Proposal to Add a Course

To:

Through: PEC (if indicated)

From:

Course Information:

Title: (limit to 50 spaces/characters)

Does this request add a course to the General Education Curriculum including ~~computer competency~~, writing intensive, speaking intensive, and capstone requirements?

Yes No **If yes, mark category:**

The AC chair will refer all GEC items to the General Education Committee for review before presentation to the full Council.

Does this request affect a degree plan? **A modified degree plan must accompany the proposal.**

Yes No

If yes, please follow the instructions for modifying a degree plan.

Course Prefix: Course Number:

[CIP Code](#): Semester Credit Hours:

Grading Method:

Abbreviated Title: (limit to 19 spaces/characters)

Bulletin Description: (limit to 264 spaces/characters)

Effective semester for implementation:

Spring Fall Summer

Note: Course must be approved prior to early registration for the semester that the course is to be offered.

Recommended Section Size:

Can this course be repeated for credit? Yes No Total number of repeats allowed?

Is consent required for students to take this course? Yes No

Is this course equivalent to (may be taken as) any other course(s)? Yes No

If yes, specify which course(s):

IHL [Method of Instruction](#) Code(s):

Note: The Online Course Approval Information form must accompany the Add a Course form for all new online courses. Online courses must be approved by the Academic and/or Graduate Councils. Upon approval, the course syllabus must be submitted to IHL via ~~LEC~~ **Office of Online Learning**.

Explain how assessment results were used in the determination of this action.

Explain how credit weighting for the course meets the [U.S. Department of Education](#) definition of a credit hour (include both in-class and out-of-class expectations).

Additional Information for Proposal to Add a Course:

A brief statement of the course objectives:

The nature of the intended student audience:

Does this course require a textbook or other materials that must be purchased? Yes or No _____

Titles and publication dates of suggested texts or required reading materials:

Methods of testing or evaluation, including the manner of grade determination (e.g., weights attached to specific components):

A course outline listing major topics to be included in the course:

If a graduate course, does this course provide an overview of the literature? Yes No

If no, then explain how the program meets [SACSCOC Comprehensive Standard 3.6.2](#) in the narrative below.

If a graduate course, does this course include a research component? Yes No

If no, then explain how the program meets [SACSCOC Comprehensive Standard 3.6.2](#) in the narrative below.

Please expand the "yes" answers in the narrative below

Attach a separate document to proposal if:

A) the new course requires special facilities, additional faculty, or other special requirements and/or

B) proposed course overlaps existing course.

A) Proposal for new course that requires 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.

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

Note: Save this form to your computer first. Then open the file using Adobe Reader or Adobe Acrobat Professional to complete and save this form. Instructions for using the course proposal forms are found in the Academic and Graduate Councils Guidelines for Proposals found in [Info Center](#).

Proposal to Modify a Course

To:

Through: PEC (if indicated) Yes No

From:

Current Course Information:

Title: (limit to 50 spaces/characters)

Course Prefix: Course Number:

Note: If proposal is to modify course to an online format, please complete the Online Course Approval Form.

Does this request affect a course in the General Education Curriculum including ~~computer competency~~, writing intensive, speaking intensive, and capstone requirements? Yes No **If yes, mark category:**

The AC chair will refer all GEC items to the General Education Committee for review before presentation to the full Council.

Does this request affect a degree plan? Yes No If yes, please follow the instructions for modifying a degree plan.

Reason for Modification: **A modified degree plan must accompany the proposal.**

Indicate below **ONLY** the items to be modified:

	Current	Proposed
Semester Credit Hours		
Grading Method	<input type="text" value="Select Grading"/>	<input type="text" value="Select Grading"/>
Course Number		
Course Title		
Abbreviated Title (19 char)		
<u>CIP Code</u>		
GEC Course	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Course Repeat for Credit	<input type="radio"/> Yes <input type="radio"/> No Total Number of completions <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total number of completions <input type="text"/>
<u>Method of Instruction Code</u>		
Other		

Effective semester for implementation: Fall Spring Summer

Note: Course modification must be approved prior to early registration for the semester that the course is to be offered.

Current Bulletin Description including prerequisites (264 characters)

Proposed Bulletin Description including prerequisites (264 characters)

Explain how assessment results were used in the determination of this action.

Explain how credit weighting for the course meets the [U.S. Department of Education](#) definition of a credit hour (include both in-class and out-of-class expectations).

Does this course require a textbook or other materials that must be purchased? Yes or No



Responsible University Administrator: Office of the Provost
Responsible Office: Provost
Origination Date: 11/12/2014
Current Revision Date: N/A
Next Review Date: 11/12/2018
End of Policy Date: N/A
Policy Number: ACAF-PRO-012
Status: Effective

Academic Integrity Policy

Policy Statement

Academic misconduct involves deception to improve a grade, earn course credit, or complete a degree. It includes cheating, plagiarism, inappropriate acquisition or provision of information, conspiracy to cheat or plagiarize, lying about academic work, stealing academic materials, and unapproved multiple submissions of assignments.

Reason for Policy/Purpose

Academic misconduct is inconsistent with the scholarly mission of The University of Southern Mississippi and is not tolerated. Students who commit acts of academic misconduct as defined in the Academic Integrity Policy will incur academic sanctions as enumerated by the Policy.

Who Needs to Know This Policy

The entire University of Southern Mississippi community.

Website Address for this Policy

<http://www.usm.edu/institutional-policies/policy-acaf-pro-012>

Definitions

Cheating - Unauthorized and inappropriate collaboration as defined by the instructor or proctor; giving or receiving (or attempting to give or receive) aid from any source without the consent of the instructor or proctor or in a manner inconsistent with course or program goals.

Plagiarism - The use of another person's words or ideas without appropriate quotation or attribution; claiming or submitting for academic credit the work of another person.

Acquiring Information Inappropriately - The act of obtaining course assignments or examination questions or answers in ways or from sources not approved by the instructor or proctor (includes, but is not limited to, unauthorized use of the Internet).

Lying or Falsification of Data - Any statement of untruth in all matters related to the academic experience, including false claims of authorship; falsification of information, data, or results derived from or related to research or to laboratory experiments; the misrepresentation of information, data, or results by any means with intent to mislead administrators, faculty, or others acting as officials of the University.

Stealing or Defacing - The act of intentionally taking, transferring, defacing or destroying, without right or permission, any property related to the academic mission of the University.

Multiple Submission - The submission, more than once, without authorization by all instructors involved, of substantial portions of the same work, including oral reports or work submitted for retaken courses.

Conspiracy - The act of agreeing or planning with any person to commit a violation of the Academic Integrity Policy.

Policy/Procedures

1.0 The Agreement

1.1 In acknowledgement of the integrity policy, students--upon first formal enrollment in the University--must affirm the Integrity Agreement. Thereafter, it shall be understood that enrollment in a course constitutes affirmation of the following agreement:

As a member of the Southern Miss community, I will act with honor and integrity at all times. I will not engage in any act of academic misconduct, and I understand that such acts violate the Academic Integrity Policy and Student Honor Code and undermine the community of trust so important to the integrity of the University.

2.0 Imposed Sanctions

2.1 Instructors make the initial determination that the Academic Integrity Policy has been violated. When it is determined that a student has violated the policy, the instructor or proctor may impose the following sanctions based on the circumstances of the case:

2.1.1 Resubmission of work, lowered course grade, or any other course- or exam-related sanction the instructor determines to be appropriate. Faculty are encouraged to recognize that students are involved in a process of learning and not all violations of the Academic Integrity Policy are equal. The instructor may issue a reprimand or require the student to resubmit the assignment, complete an additional or different assignment, or take a new examination. The instructor may also assign a lowered course grade ~~by assigning an "F" or "0" on the assignment or exam, thereby reducing the final grade.~~

If an act of academic misconduct is serious enough to merit an F for the course, regardless of other scores, then the appropriate F in such cases is the "XF."

2.1.2 The XF grade. The instructor may assign an XF for the course. That grade will be recorded on the academic transcript with the notation "failure due to academic misconduct." The XF will be treated as an F for the purpose of calculating grade point average and class standing but cannot be replaced by retaking the course. The student may petition for removal of the "X" notation upon completion of an Academic Integrity Remediation Program specified by the Academic Integrity Officer (see Sections 3.0 and 8.0). In such cases, the XF will be replaced with an F and the student may then retake the course to replace the grade. Only one XF can be removed from the transcript during a six-year period.

2.2 Instructors must make every effort to meet with a student who commits academic misconduct to explain the following:

- the nature of the alleged violation of the Academic Integrity Policy (e.g., plagiarism; looking at another student's work on an exam);
- the basis for believing the student has violated the policy (e.g., a Turnitin originality report, a description of a report made by someone who observed the academic misconduct);
- the penalty to be imposed; and
- the process for appeal, regardless of whether the penalty is a lower grade or an XF grade.

- 2.3 Students should not be disallowed from continuing to attend or participate in any class on the basis of academic misconduct alone before they have an opportunity for appeal. Students who appeal a decision of the instructor may continue to register for and attend classes until the appeal process is completed.

3.0 Automatic Sanctions for Undergraduate Students

- 3.1 Academic suspension: Undergraduate students with three XF grades will be placed on academic suspension.

- 3.1.1 A student placed on academic suspension may not enroll at The University of Southern Mississippi until one semester (fall, spring or summer) has passed.

This section should be struck as the prohibition against taking courses at another institution while on suspension has been lifted.

- ~~3.1.2 The student may not transfer credits earned at any other university or college without prior written approval of the chair or director of the student's current department or school and the dean of his or her college. Any credits earned contrary to this policy will not count toward graduation requirements at Southern Miss.~~

To gain readmission, the student must complete an Academic Integrity Remediation Program specified by the Academic Integrity Officer in addition to all other University requirements (See the Office of Admissions for details). With permission from the Academic Integrity Officer, the student may complete the Remediation Program during the semester following a suspension. Failure to complete the Program will result in re- suspension the next semester.

- ~~3.1.3 Readmission after the required suspension period requires reinstatement to the University through "the change of academic status" process initiated with the chair or director of the student's current department or school and the dean of the college in which the student was enrolled as a major.~~

- 3.1.4 To gain readmission, the student must complete an Academic Integrity Remediation Program specified by the Academic Integrity Officer. With permission from the Academic Integrity Officer, the student may complete the Remediation Program during the semester following a suspension. Failure to complete the Program will result in re-suspension the next semester.

- 3.2 Expulsion: Undergraduate students with four or more XF grades will be expelled from the University.

4.0 Sanctions for Academic Misconduct in Graduate Programs

- 4.1 Students enrolled in a graduate program can be dismissed from the program and the University upon receipt of the first XF grade or after any instance in which academic misconduct has taken place.

4.2 Graduate students wishing to appeal a sanction for academic misconduct, including dismissal on the basis of academic misconduct, should file an appeal with the Academic Integrity Appeals Board.

5.0 Revocation of Degree

5.1 In egregious instances of academic misconduct, the University reserves the right to revoke a degree if it determines after the student has graduated that academic misconduct occurred in the completion of degree requirements. A former student whose degree is revoked has the same right of appeal as any student who has been assigned an XF grade.

6.0 Withholding Honors

6.1 Students with an XF grade at the time of graduation will be disqualified from graduating with academic honors, including Latin Honors.

7.0 Offenses Not Associated with a Course

7.1 In case of academic misconduct not directly associated with a course, such as program examinations or defenses of academic projects, the proctor, committee chair, or relevant academic administrator will be responsible for determining whether the Academic Integrity Policy has been violated and the sanction that is to be imposed. The same university representative will serve in the role of the instructor in cases of appeal.

8.0 ~~The Academic Integrity Office~~

The Office of the Provost

Office of the Provost

do not overlap with issues related to the Academic Integrity Policy.

report to the Office of the Provost.

the Office of the Provost

The ~~Academic Integrity Office~~ is entrusted with ensuring that the Academic Integrity Policy is publicized and fairly administered. ~~Its jurisdiction is limited to the Academic Integrity Policy and does not extend to issues properly addressed by the Grade Appeals Committee or Student Government Association's Judicial Board. It consists of~~ The Academic Integrity Officer, the Academic Integrity Appeals Board, ~~and any designated staff.~~ and

Because ~~it~~ guarantees that the policy is fairly administered, it may not assume an advocacy role for either students or faculty; however, it may advise participants on how to best secure their rights.

8.1.1 The Academic Integrity Officer is appointed by the Provost and may hold an additional academic or administrative role.

- 8.1.2 In addition to promoting Academic Integrity and disseminating the policy, the Academic Integrity Officer initiates an Academic Integrity Appeal upon submission of an Academic Integrity Appeal form, guarantees that all parties to an appeal have been notified and have access to relevant documents, and monitors the appeal process to ensure that the appropriate procedures have been followed. The Academic Integrity Officer may vacate a decision, but on procedural grounds only.
 - 8.1.3 The Academic Integrity Officer also designates appropriate classes or modules to serve as the Academic Integrity Remediation Program, advises on the content of those classes or modules, and certifies that a student has completed the program. The Academic Integrity Officer may change an XF grade to an F if the student completes the required remediation program.
 - 8.1.4 The Academic Integrity Officer submits annual reports to the Provost on the state of academic integrity at the University.
 - 8.1.5 The Academic Integrity Officer, in consultation with the Academic Integrity Appeals Board, can propose to the Provost revisions or amendments to the Academic Integrity Policy and will seek approval of the changes through the appropriate university committees.
- 8.2 The Academic Integrity Appeals Board is a University Standing Committee composed of two students (one undergraduate and one graduate student) and three faculty members appointed by the Provost after seeking nominations from the Attorney General of the Student Government Association, the President of the Graduate Student Senate, and the President of the Faculty Senate.
- 8.2.1 Student board members serve one-year terms, and faculty board members serve staggered terms of two academic years. The Provost will also identify up to three alternate faculty members to serve as needed when regular faculty board members cannot attend a hearing.
 - 8.2.2 The panel's presiding officer, one of the three faculty members, is also chosen by the Provost.
 - 8.2.3 The Academic Integrity Officer may not be appointed to the Appeals Board.
 - 8.2.4 The primary mission of the Appeals Board is to create a community of trust and responsibility that ensures the highest standards of ethical academic conduct at the University.

8.2.5 All decisions of the Board are made by a majority vote of the quorum. The quorum is defined as at least three members of Board (no fewer than one of whom must be a student); during summer terms, the Provost may temporarily fill Board vacancies.

8.3 Together, the responsibilities of the Academic Integrity Appeals Board and Academic Integrity Officer are to:

- afford each student and faculty member full respect and every reasonable consideration;
- ensure that the facts of a case are given careful attention;
- allow open discussion and case discovery through an orderly but not unduly formal procedure;
- hold students to high standards of behavior; and
- contribute to the educational mission of the University and protect its academic reputation by ensuring integrity in all academic matters brought to its attention.

9.0 The Appeal Process

9.1 Students have an absolute right to due process and a fair, speedy appeal.

9.1.1 A student who wishes to appeal a penalty for academic misconduct, including an XF grade, must complete the Academic Integrity Violation Appeal Form and complete the steps described below.

9.1.2 An appeal can occur immediately following notification of a sanction for academic misconduct, but the student must initiate the appeal procedure within 30 school days (excluding Saturday, Sunday, and official student holidays) of the beginning of the semester subsequent to the one in which the grade was awarded, or 120 calendar days after the issuance of spring semester grades, should the student not be enrolled during the summer term.

9.1.3 The appeal procedure is initiated when the student submits the Appeal form ~~to the Academic Integrity Office~~. Students may begin the appeal process as soon as the instructor notifies the student regarding a sanction for academic misconduct. The student can appeal the sanction while the course is still in progress and does not need to wait until the final course grade is posted. (To appeal a grade unrelated to academic misconduct, the student must employ the standard grade appeal process).

Office of the Provost

in person

Students in fully online programs should contact the Office of the Provost regarding the appeal procedure to follow.

Students in fully online programs should contact the Office of the Provost regarding arrangement of these meetings.

9.1.4 The student must meet with the instructor and the chair of the department in which the course was taught to review the facts of the case. If the instructor is not a member of the University faculty at the time of the appeal, the student should meet with the chair.

9.1.5 The student has a right to request written documentation of the Academic Integrity Policy violation. The Academic Integrity Violation Appeal Form should be signed by the instructor and chair to confirm meeting with the student unless the faculty member decides to rescind the XF grade.

9.1.6 The student should then submit the Appeal form to the ~~Academic Integrity Office~~. Within five working days, the ~~Academic Integrity Office~~ should contact all parties informing them that a formal appeal has been initiated. All parties must submit any written materials they intend to present to the Academic Integrity Appeals Board within 30 days of being notified of an appeal.

Office of the Provost

Officer

to the Office of the Provost

9.1.7 An appeal hearing will be scheduled within 90 days of an appeal form being submitted to the ~~Academic Integrity Office~~. All appeals are heard by the Academic Integrity Appeals Board, a University Standing Committee appointed by the Provost.

Office of the Provost

9.1.8 All parties to an appeal have a right to review the written material concerning the appeal that is submitted to the ~~Academic Integrity Office~~. All parties have the right to speak on their own behalf. All parties have the right to seek advice (in accordance with FERPA regulations) and schedule witnesses who may speak in their defense as long as they have direct information pertaining to the Academic Integrity Policy violation. Character witnesses are not permitted and will be dismissed by the Board.

Office of the Provost

9.1.9 Upon hearing the case, the Board, by majority vote of a quorum, must determine if the academic integrity penalty was appropriately assigned based on the preponderance of evidence presented by all parties to the case. If the Board determines that the grade was inappropriately assigned, the Board is authorized to change the grade to an Incomplete and to require the faculty member to reassess the student's academic work and submit a grade change.

9.1.10 The Academic Integrity Officer must inform all parties of the determination of the Academic Integrity Appeals Board within five working days of the hearing. The determination of the Academic Integrity Appeals Board is final and may not be further appealed except on procedural grounds.

- 9.1.11 The Academic Integrity Officer shall monitor the process and proceedings of the Academic Integrity Appeals Board. Either on his or her own initiative or after receiving a complaint from a party involved in an appeals hearing, the Academic Integrity Officer may vacate a decision if proper procedures were not followed and refer it back to the Academic Integrity Appeals Board for a rehearing. Decisions may be vacated only on procedural and not substantive grounds.
- 9.2 The appeal process described in this policy applies for grades earned for academic misconduct.
- 9.3 The Academic Integrity Appeals Board determines whether the charge of academic misconduct and the resulting penalty stand or whether the matter is returned to the faculty member to assign a grade based on the work completed.
- 9.4 Students wishing to appeal a grade that is unrelated to academic misconduct should use the grade appeal procedures described in the Grade [Appeal Policy](#).

Review

10.0 Hearing Procedures

- 10.1 Although Board decisions must be based on a full and fair hearing of the preponderance of evidence, Board hearings are not courts of law and do not necessarily follow standard courtroom procedures.
 - 10.1.1 Students seeking to appeal an academic integrity violation penalty are encouraged to discuss an allegation with parents, guardians, legal counsel or any appropriate member of the University community.
 - 10.1.2 A student's legal counsel or other advisors may also be present at the hearing, and students may consult with them. However, there is no right of the accused to formal legal representation, and attorneys or other advisors may not directly or verbally participate in any enforcement proceedings.
- 10.2 In the event of an incapacitating illness, or some other documentable inability to represent him or herself, the student seeking an appeal or the faculty member whose grade is being appealed may choose, with the permission of the Academic Integrity Officer, another member of the University community as his/her surrogate during the proceedings.
 - 10.2.1 A surrogate must be either an employee of the University or a student currently enrolled in the University.

- 10.3 Parties to the appeal may elect not to attend the hearings, but an absence must not impede the progress of a hearing and submitted evidence can still be reviewed.
- 10.4 The panel should attempt to be reasonable in the accommodation of the student or faculty member's schedule and should not proceed in the event of his or her temporary, documented illness, unless a proxy has been appointed.

11.0 Duties of the General Faculty

- 11.1 It is the responsibility of each member of the University faculty to disseminate the Academic Integrity Policy in course syllabi.

include an

statement

12.0 Responsibilities of the Entire University Community

- 12.1 The ultimate success of the Academic Integrity Policy depends on the development of a culture of academic integrity defined by basic values: honesty, trust, fairness, respect, and responsibility. Because the requisite culture and values require considerable time, resources, and effort, the University community must commit to promoting academic integrity as a defining characteristic of this institution.

13.0 Student Awareness

- 13.1 To ensure student awareness of the centrality of academic integrity to scholarship and the learning process, the University will set forth its Academic Integrity Policy in all appropriate official publications and in student and faculty orientation sessions.

14.0 Approval

- 14.1 The University of Southern Mississippi Academic Integrity Policy has been submitted to the following bodies for consideration:

Student Government Association
Faculty Senate
Graduate Council
Academic Council
Council of Chairs
Academic deans

Review

The Provost is responsible for the review of this policy every four years (or whenever circumstances require immediate review).

Forms/Instructions/Appendices

Appendix I: Implementation Plan

Appendix II: Academic Integrity Violation Appeal Instructions

Appendix III: Academic Integrity Violation Appeal Form

Related Information/References

Portions of The University of Southern Mississippi Academic Integrity Policy were adapted from the following sources:

- Mississippi State University Student Honor Code:
<http://www.honorcode.msstate.edu/pdf/honor-code.pdf>.
- University of California-Irvine, Manual of the Irvine Division of the Academic Senate, Part III -- Appendices of the Irvine Division; Appendix VIII UCI Academic Senate Policy on Academic Dishonesty:
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754.
- The University of Mississippi Student Academic Conduct and Discipline:
<https://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696>.

History

New Policy Origination Date – November 12, 2014

Amendments: N/A

Authorization

RECOMMENDED BY:

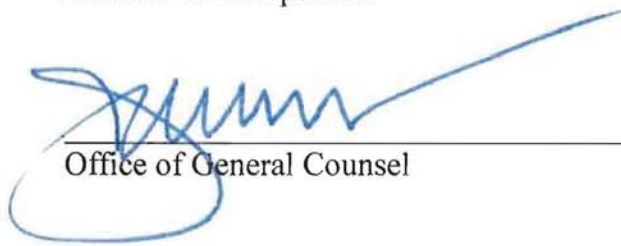

Responsible University Administrator

11/13/14
Date

REVIEWED BY:


Director of Compliance

11/17/14
Date


Office of General Counsel

11/17/14
Date

APPROVED:


President

12/2/14
Date

APPENDIX I: IMPLEMENTATION PLAN

The Academic Integrity Officer and Appeals Board

The Provost will appoint an Academic Integrity Officer and the five-member Appeals Board. The Board will be a University Standing Committee.

The Academic Integrity Policy Affirmation in SOAR

The Academic Integrity Officer will work with the University Registrar to develop a mechanism in SOAR to notify all students about the Academic Integrity Policy and to permit students to indicate that they have read and understood the policy when students attempt to enroll for the first time.

Dissemination of the Academic Integrity Policy and Student Education

The Academic Integrity Officer will work with university personnel and the Student Government Association to ensure that the policy is included in all relevant university publications, to notify new and returning faculty about the policy, to provide support to faculty about how to reinforce academic integrity, and to educate students about the policy and about the importance of the values it represents.

Academic Integrity Remediation Program

The Academic Integrity Officer will work with Universities Libraries to develop and administer the Academic Integrity Remediation Program. The program will be designed to notify the Academic Integrity Officer when a student successfully completes the training modules.

APPENDIX II: ACADEMIC INTEGRITY VIOLATION APPEAL INSTRUCTIONS

Introduction

A student who wishes to appeal a penalty for academic misconduct, including an XF grade, must complete the steps described below. An appeal can occur immediately following notification of a sanction for academic misconduct, but the student must initiate the appeal procedure within 30 school days (excluding Saturday, Sunday, and official student holidays) of the beginning of the semester subsequent to the one in which the grade was awarded, or 120 calendar days after the issuance of spring semester grades, should the student not be enrolled during the summer term. The appeal procedure is initiated when the student submits the Academic Integrity Violation Appeal Form to the ~~Academic Integrity Office~~. (To appeal a grade unrelated to academic misconduct, the student must employ the standard ~~grade appeal~~ process.)

Office of the Provost

Procedure

Grade Review Council

- [] Fill in the information that is requested at the top of the Appeal Form, attached.
- [] On a separate page to be attached to the Appeal Form, summarize your reasons for believing that the sanction was imposed in error.
- [] Meet with the instructor and the chair of the department in which the course was taught to review the facts of the case. Provide them with a copy of your summary. If the instructor is not a member of the University faculty at the time of the appeal, the student should meet with the chair. The student has a right to request written documentation of the Academic Integrity Policy violation. The Academic Integrity Violation Appeal Form should be signed by the instructor and chair to confirm meeting with the student unless the faculty member decides to rescind the XF grade.
- [] Submit the Appeal Form to the ~~Academic Integrity Office~~. Within five working days, the Academic Integrity ~~Office~~ should contact all parties informing them that a formal appeal has been initiated. All parties must submit any written materials they intend to present to the Academic Integrity Appeals Board within 30 days of being notified of an appeal.

Office of the Provost

Officer

Students in fully online degree programs should contact the Office of the Provost regarding how to schedule meetings.

An appeal hearing will be scheduled within 90 days of an Appeal form being submitted to the ~~Academic Integrity Office~~.

Office of the Provost

APPENDIX III: ACADEMIC INTEGRITY VIOLATION APPEAL FORM

NAME _____ LOCAL TELEPHONE _____

EMAIL _____ ADDRESS _____

CLASS: [] Freshman [] Sophomore [] Junior [] Senior [] Graduate Student

MAJOR _____ ADVISOR _____

COURSE _____
(Course Prefix, Section, Title)

SEMESTER FOR WHICH THE SANCTION WAS IMPOSED _____

INSTRUCTOR _____

SANCTION _____

Instructions: The student and instructor should sign the Appeal Form below once they have met to discuss the academic integrity violation penalty. The signatures below only indicate that a meeting has taken place to discuss the penalty. The student and instructor should each attach a summary of the incident leading to the penalty.

The chair should sign the Appeal Form below once he or she has met with the student and instructor. The chair's signature only indicates that the meetings have taken place to discuss the penalty. The chair may attach comments concurring with the imposition of a penalty for violating the Academic Integrity Policy or supporting the student's appeal.

STUDENT SIGNATURE _____

INSTRUCTOR SIGNATURE _____

CHAIR SIGNATURE _____

All changes are in the section called **General Academic Information**

Add/Drop/Withdrawal

Add to bottom:

Students who have violated the Academic Integrity Policy and who have been informed that they will receive an XF grade for the semester are not eligible to withdraw from a class. Instructors will deny ~~requests~~ any request for withdrawal. (See Academic Integrity below.)

Grades

Current:

F — indicates failure and carries no quality points

Revised:

F — indicates failure and carries no quality points

XF -- indicates failure due to academic integrity violation and carries no quality points

Computation of Grade Point Averages

Current:

An undergraduate student will be permitted to repeat courses for a total of twelve semester hours in order to improve his or her grade point average. The first twelve hours used shall stand. The grade for the second attempt will be used in grade point average calculations. This policy does not apply to courses for which a grade was assigned for reasons of academic dishonesty. Courses must be retaken at The University of Southern Mississippi. Students are free to retake additional courses, but all attempts will be included in the calculation of the GPA. Exceptions to this policy must be approved by the provost. Prior to graduation, a request for an excessive repeat must be made by the student and recommended by the department and college dean before being considered by the provost. Excessive repeats will not be considered after graduation.

Revised:

An undergraduate student will be permitted to repeat courses for a total of twelve semester hours in order to improve his or her grade point average. The first twelve hours used shall stand. The grade for the second attempt will be used in grade point average calculations. This

policy does not apply to courses for which an XF grade was assigned for reasons of academic dishonesty. Courses must be retaken at The University of Southern Mississippi. Students are free to retake additional courses, but all attempts will be included in the calculation of the GPA. Exceptions to this policy must be approved by the provost. Prior to graduation, a request for an excessive repeat must be made by the student and recommended by the department and college dean before being considered by the provost. Excessive repeats will not be considered after graduation.

Course Repeat and Grade Replacement

Current:

Grade replacement is not automatic. Some departments and majors have degree progression requirements that prevent students from taking a course multiple times and students may not replace a grade awarded for academic dishonesty. Students who have retaken a class must submit a request to the Registrar's Office to have a grade marked as "Repeated". A successful request does not result in the recalculation of previously issued Dean's and President's Lists.

Revised:

Grade replacement is not automatic. Some departments and majors have degree progression requirements that prevent students from taking a course multiple times and students may not replace an XF grade awarded for academic dishonesty. Students who have retaken a class must submit a request to the Registrar's Office to have a grade marked as "Repeated". A successful request does not result in the recalculation of previously issued Dean's and President's Lists.

Academic Suspension

Add: Students who were suspended as the result of repeated violations of the Academic Integrity Policy are required to attend an Academic Integrity Remediation Program as specified by the Academic Integrity Officer. With permission from the Academic Integrity Officer, the student may complete the Remediation Program during the semester following a suspension. Failure to complete the Program will result in re-suspension the next semester.

Academic Honesty

Current:

When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students.

In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension or expulsion. Academic dishonesty also

includes any submission of false documents such as add/drop forms, substitutions, special requests, etc.

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Revised:

I suggest we cut this section and the section on plagiarism that follows and replace it with the new section on Academic Integrity below.

Plagiarism

Current:

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:

1. reproducing another author's writing as if it were one's own
2. paraphrasing another author's work without citing the original
3. borrowing from another author's ideas, even though those ideas are reworded, without giving credit
4. copying another author's organization without giving credit

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

**Taken from Student Handbook*

Revised:

Cut this section and the section on "Academic Honesty" and replace with a new section on Academic Integrity. It should read:

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do as stated in the university's Academic Integrity Honor Code:

As a member of the Southern Miss community, I will act with honor and integrity at all times. I will not engage in any act of academic misconduct, and I understand that such acts violate the Academic Integrity Policy and Student Honor Code and undermine the community of trust so important to the integrity of the University.

Forms of academic dishonesty include (but are not limited to):

- Cheating (to include copying from others' work)
- Plagiarizing, which includes representing another person's words or ideas as your own and failure to properly cite the source of your information, argument, or concepts
- Falsifying documents
- Disclosing test or other assignment content to another student
- Submitting the same paper or other assignment to more than one class without the explicit approval of all faculty members
- Collaborating with others on work without authorization

Engaging in any of these behaviors or supporting others who do so will result in academic penalties. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions range from being required to resubmit the work to receiving an "XF" grade for the course. The XF grade will appear on the student's transcript with the notation "Failure due to academic misconduct." Repeated acts of academic misconduct will lead to suspension and ~~exclusion~~expulsion.

Students may petition to remove up to a single XF grade from their transcript by attending the Academic Integrity Remediation Program specified by the Academic Integrity Officer. Students who disagree with the faculty member's determination that the Academic Integrity Policy was violated, may appeal the grade resulting from the violation of the Academic Integrity Policy. An appeal process that balances the rights of students with the University's commitment to maintaining high academic standards has been established. To learn more about the University's Academic Integrity Policy, including the appeals process, see <https://www.usm.edu/institutional-policies/policy-acaf-pro-012>

Students who have questions about how to adhere to the University's Academic Integrity Policy are encouraged to discuss the policy with their instructors and can find more information online at <https://www.usm.edu/success>



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the Provost and Senior Vice President for Academic Affairs

MEMORANDUM

TO: Graduate Council

FROM: Amy Chasteen Miller, Associate Provost

DATE: July 25, 2016

SUBJECT: Academic Withdrawal After the Deadline Policy

CC: Dr. Steven R. Moser, Provost and Senior Vice President for Academic Affairs
Dr. Anita Boykins, Associate Dean, College of Nursing
Dr. Brigitte Burgess, Associate Dean, College of Business
Dr. Jeff Hinton, Associate Dean, College of Education and Psychology
Dr. Douglas Masterson, Associate Dean, College of Science and Technology
Dr. Julie Reid, Associate Dean, College of Arts and Letters
Dr. Kathy Yadrick, Associate Dean, College of Health

The Office of the Provost requests revision of the Academic Withdrawal After the Deadline Policy based on a review and recommendations from the Student Success Leadership Team (SSLT), composed of Associate Deans from each college who work on student success initiatives. This proposal was developed after working with the current policy and (in some cases) serving on the review committee over the past year and identifying problem spots that need to be addressed.

The SSLT worked for six months to develop this proposal and believes that these revisions to the policy would improve efficiency while maintaining the effectiveness of the process in meeting student and University needs.

The proposed new policy would go into effect in Spring 2017.

The current policy for Academic Withdrawal After the Deadline requires that requests for late withdrawal are reviewed by the Academic Withdrawal After the Deadline Committee on a monthly schedule. While each request includes an approval/disapproval vote by the Chair and Dean, the final decision on the late withdrawal request is based on the vote by the Committee.

The proposed revised policy recommends the following changes:

1. The form for Academic Withdrawal After the Deadline would be split into two forms: (1) University Withdrawal After the Deadline and (2) Petition to Drop a Course with a W After the Deadline. Each form specifies whether Chair and Dean for the student's major or for the individual course needs to sign the request, a distinction that is not clear to students on the single form currently in use. As a result, the current form and process has brought about some confusion.
2. The Dean will serve as the final approval on the late W request, eliminating the need for a separate dedicated Academic Withdrawal After the Deadline Committee.
3. The student would submit and leave the form with the appropriate Chair; the form then would move from Chair to Dean and then to the Registrar, who processes the decision. Currently, the student submits the form directly to the Registrar, who sends the form to the Chair and Dean for their approval/disapproval votes; the Registrar then forwards the form to the Committee members and collects their votes to implement the decision.
4. A statement from the student's advisor will be additionally required to notify the student of potential academic consequences of an academic withdrawal after the deadline on degree progression. This notification was the intent of the original policy but never implemented.

The new procedure will streamline the process, enable more timely approval/disapproval of late withdrawal requests, and greatly reducing the administrative work involved.

Due to the monthly meeting schedule, the current procedure has not been able to accommodate some academic withdrawals that require a quick decision (e.g., GPA-based scholarships/financial aid deadlines). Additionally, because of the high bar for seeking late withdrawals, they are necessarily based on unusual and often highly sensitive personal circumstances that students do not wish to share with a large committee of strangers but feel obligated to do so as the only way to obtain a late withdrawal. This pressure unnecessarily causes even further stress and vulnerability to students who have faced a personal crisis. Finally, Deans already have final approval authority to change grades to a W in various circumstances; the proposed revision would bring the approval for a W after the deadline in line with other situations where grade changes and withdrawals are granted.

Thank you for your consideration.

Attachments:

- 1) Academic Withdrawal After the Deadline Policy (proposed revision)
- 2) Academic Withdrawal After the Deadline Procedure Flowchart (proposed)
- 3) Drop a Course with a W After the Deadline Form (proposed revision)
- 4) University Withdrawal After the Deadline Form (proposed revision)
- 5) Academic Withdrawal After the Deadline Policy Statement and Request Form (current)

Academic Withdrawal After the Deadline (Late Term Withdrawal Without Academic Penalty)

Each semester the University publishes the deadline for withdrawing from classes without academic penalty (typically, the 50th day of the semester – see Academic Calendar), after which a letter grade is assigned for each enrolled course. In rare cases, students may experience extreme personal hardship beyond their control on or after the withdrawal deadline that hinders the continuation of their current class schedule, and they believe their best option is to withdraw from the University or from an individual course after the withdrawal deadline.

Students who seek a late term withdrawal must complete a Petition for Academic Withdrawal After the Deadline form. There are two versions of this form: one form to request **withdrawal from the university** (i.e., withdrawal from all classes for the semester) and another form to request to **drop an individual course with a W**. As part of the petition, a student must provide appropriate documentation, which supports the date and nature of the personal hardship and shows how it prevented successful completion of the semester or an individual course.

Policy Statement: This policy applies to the current semester only. Therefore, if a student believes that he/she may qualify for a late term withdrawal, the request should, ideally, be initiated prior to the end of the semester in which the hardship occurred. However, the University acknowledges that some hardships may prevent students from submitting a late term withdrawal request in a timely manner. Therefore, in order to give students a reasonable opportunity to complete the petition with required documentation, requests must be submitted **no later than the last day of classes of the semester immediately following**, regardless of whether or not the student is enrolled during that semester. For example, a student who experiences a hardship after the last day to withdraw without academic penalty during the Fall 2015 term, must submit the request and documentation no later than the last day of classes of the Spring 2016 term.

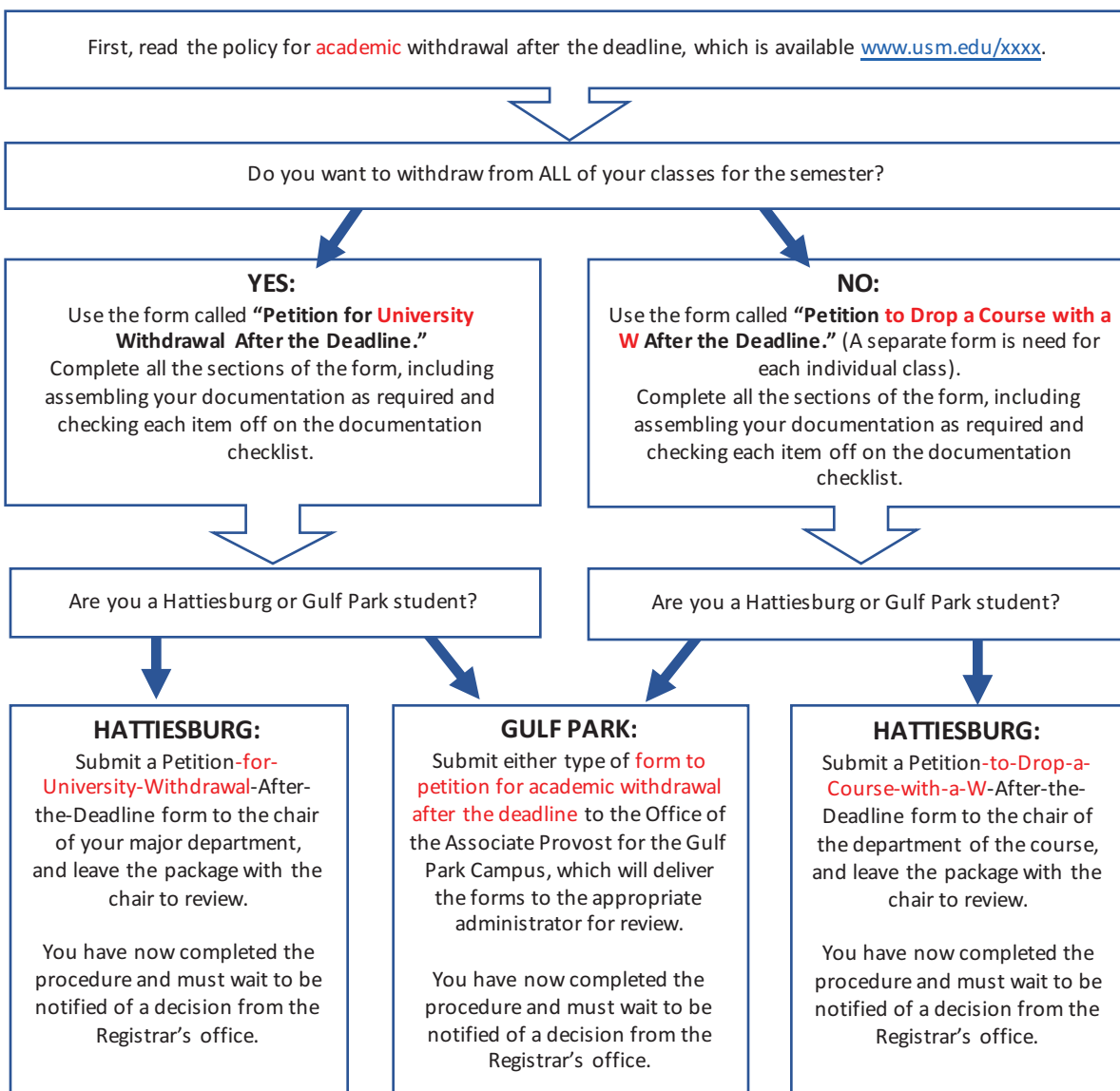
Before requesting an Academic Withdrawal After the Deadline, students should consider the following:

1. Students will not receive any refunds for withdrawn courses. Furthermore, withdrawing from a course or the university could affect a student's future financial aid.
2. This policy is intended to assist students who have experienced a hardship that was beyond their control; it is not intended for students who failed to submit assignments or take exams as scheduled, simply chose not to attend class, and/or did not comply with published University dates and other guidelines.
3. Only those petitions that are submitted per the policy guidelines (i.e. received by the appropriate term deadline, completed form with appropriate signatures, documentation, etc.) will be considered.
4. Petitions are not granted automatically; each case is considered individually based on the evidence the student presents. Even if approved, petitions may take a few weeks to process through the various levels. Therefore, students should not expect their petition to have an immediate impact on their GPA or on their current academic status.
5. If the Petition for **University** Withdrawal After the Deadline **from the University** is approved, the student will receive a "W" grade for all courses approved during the term in question, except for those courses completed prior to the hardship or the last day to drop/withdraw without penalty (i.e. mini session, 8W1, etc.). If the Petition to Drop a Course with a W After the Deadline **from a Class** is approved, the student will receive a "W" grade for the individual course in question while grades for courses already completed will remain on the student's transcript.
6. This policy does not apply to semesters or courses previously completed nor does it apply to future semesters or courses. If a student believes that extenuating circumstances existed that prevented their ability to make good grades during a previously completed term; please refer to the Administrative Withdrawal Policy in the Bulletin.
7. This policy does not apply to courses in which the student believes that the final grade in an individual course was incorrect, arbitrary, or assigned unfairly; please refer to the Grade Review Policy.
8. If students are unsure which policy applies to their circumstances, they should consult the Office of the Registrar or the dean's office in their college.

After reviewing the entire policy statement and considerations above, if a student believes that they may qualify for an Academic Withdrawal after the Deadline, they should complete the appropriate petition form along with all required documentation.

- **Hattiesburg students** should submit a **Petition for University Withdrawal After the Deadline** form to the chair of their major department and a **Petition to Drop a Course with a W After the Deadline** form to the chair of department of the course.
- **Gulf Park students** should submit either type of **petition** form to the Office of the Associate Provost for the Gulf Park Campus, who will deliver the forms to the appropriate administrator for review.
- At both campuses, the chair (not the student) should forward the petition to the college dean within 10 business days, and the dean should forward the petition to the Registrar within 10 business days. **The Registrar's office will notify the student by email of the petition's decision.** For more information on academic withdrawal after the deadline, see [\[INSERT WHEN URL IS KNOWN\]](#).

PROCEDURE FOR PETITION FOR **ACADEMIC** WITHDRAWAL AFTER THE DEADLINE



TO ASSOCIATE PROVOST FOR THE GULF PARK CAMPUS:

- For **University Withdrawal**, deliver to the department chair (or Gulf Park designee) of the student's major.
- For **Drop a Course with a W**, deliver to the department chair (or Gulf Park designee) of the class from which the student wishes to withdraw.

TO CHAIR (OR DESIGNEE):

Review the package, sign and indicate your decision on the form, and then forward the package to the Dean of your college within 10 business days. If you wish, you may attach your own statement to be included in the package.

TO DEAN (OR DESIGNEE):

Review the package, sign and indicate your decision on form, and then forward the package to the Registrar's office within 10 business days. If you wish, you may attach your own statement to be included in the package.

PETITION FOR UNIVERSITY WITHDRAWAL AFTER THE DEADLINE

INSTRUCTIONS

- 1 First, read the entire University policy for Withdrawal After the Deadline, available at usm.edu/registrar/xxxxx-xxxxxxx.
- 2 If you are attempting a late withdrawal from one or more classes but are NOT trying to withdraw from all classes, do not use this form. Instead, use the form called Petition to **Drop a Course with a W After the Deadline**.
- 3 Complete all parts of the petition described below. (a) If you are a Hattiesburg student, deliver the entire petition package to the chair of your major department. Leave the package with the chair to review, after which the chair will forward it to the dean. (b) If you are a Gulf Park student, deliver the entire package to the Associate Provost for the Gulf Park campus, who will forward the package to the appropriate administrator. (c) For all students, the Registrar's office will notify you by email when your petition has been decided.

PERSONAL INFORMATION

Name _____ Student ID _____ Email _____

Cell Phone _____ W Request Term _____ Year _____

Major During Term _____ College _____

HARDSHIP

Date(s) of Hardship _____

Nature of Hardship Death of immediate family member Accident/illness/hospitalization
 Other _____

DOCUMENTATION

All requested documentation MUST be attached to this form in order for it to be valid. Forms sent to the Dean without proper documentation will be returned to the department.

- Written personal statement detailing nature and circumstances of hardship
- Third-party evidence which supports nature and circumstances of hardship
- Current unofficial USM Transcript and Degree Progress Report (DPR)
- Signed statement from each course instructor (or email from instructor's USM email account) indicating the student's progress and participation (i.e., grades, attendance, assignment submission, etc.) prior to the date of hardship. Instructors may provide their statement directly to the chair of the student's major department.
- Signed statement or email from the advisor's USM email account regarding potential impact of withdrawal on the student's academic progression.

STUDENT SIGNATURE

- By signing, I acknowledge that I have read and understand the instructions on this form and I agree to comply with the procedures therein. I have provided documentation that is accurate, relevant, and complete and I understand that failure to do so voids/nullifies this request. If this request is approved, I understand that I am still responsible for any tuition/fees incurred for the semester in question. I also understand that it is my responsibility to discuss with the Financial Aid Office the impact that an Academic Withdrawal may have on my financial aid.

Student Signature _____ Date _____

OFFICIAL SIGNATURES

Chair and/or Dean may attach a statement with additional information on the student's petition if desired.

Department Chair of Student's Major _____ Date _____ SUPPORT DENY

College Dean of Student's Major _____ Date _____ SUPPORT DENY

PETITION TO DROP A COURSE WITH A W AFTER THE DEADLINE

INSTRUCTIONS

- 1 First, read the entire University policy for Withdrawal After the Deadline, available at usm.edu/registrar/xxxxxxxx-xxxxxxx.
- 2 You will need a separate signed form for each class from which you are petitioning to withdraw. You may attach all forms together with your statement and documentation. If you are attempting withdraw from the university after the deadline (i.e., W in all your classes), do not use this form; use the form called **Petition for University Withdrawal After the Deadline**.
- 3 Complete all parts of the petition described below. (a) If you are a Hattiesburg student, deliver the entire petition package to the department chair of the class from which you wish to withdraw. Leave the package with the chair to review, after which the chair will forward it to the dean. (b) If you are a Gulf Park student, deliver the entire package to the Associate Provost for the Gulf Park campus, who will forward the package to the appropriate administrator. (c) For all students, the Registrar's office will notify you by email when your petition has been decided.

PERSONAL INFORMATION

Name _____ Student ID _____ Email _____
Cell Phone _____ College _____ Major _____

COURSE INFORMATION

Course _____ Instructor _____ Term _____ Year _____

HARDSHIP

- Death of immediate family member Date(s) of Hardship _____
 Accident/illness/hospitalization
 Other _____

DOCUMENTATION

All requested documentation **MUST** be attached to this form in order for it to be valid. Forms sent to the Dean without proper documentation will be returned to the department.

- Written personal statement detailing nature and circumstances of hardship
 Third-party evidence which supports nature and circumstances of hardship
 Current unofficial USM Transcript and Degree Progress Report (DPR)
 Signed statement or email from the instructor's USM email account indicating the student's progress and participation (i.e., grades, attendance, assignment submission, etc.) prior to the date of hardship. Instructors may provide their statement directly to the chair of the department for the course.
 Signed statement or email from the advisor's USM email account regarding potential impact of W on the student's academic progression.

STUDENT SIGNATURE

- By signing, I acknowledge that I have read and understand the instructions on this form and I agree to comply with the procedures therein. I have provided documentation that is accurate, relevant, and complete and I understand that failure to do so voids/nullifies this request. If this request is approved, I understand that I am still responsible for any tuition/fees incurred for the semester in question. I also understand that it is my responsibility to discuss with the Financial Aid Office the impact that an Academic Withdrawal may have on my financial aid.

Student Signature _____ Date _____

OFFICIAL SIGNATURES

Chair and/or Dean may attach a statement with additional information on the student's petition if desired.

Course Department Chair _____ Date _____ SUPPORT DENY

Course College Dean _____ Date _____ SUPPORT DENY

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (September 2016)

Student Spotlight

International Development Doctoral Student Named U.S. Navy Legislative Fellow



Tony Gonzales

Tony Gonzales, senior chief petty officer for the United States Navy and doctoral student in International Development (IDV), is one of 15 servicemen selected by the Navy's Office of Legislative Affairs as a 2017 Navy Legislative Fellow. Beginning November 1, Gonzales and other fellows will spend 14 months in Washington D.C. participating in a variety of projects, including drafting legislation and organizing committee hearings and serving on the staff of a senator or congressman who sits on one of the various Armed Services committees in Congress. Dr. Joseph St. Marie, graduate program coordinator said, "The IDV Program is very happy that Tony Gonzales has been chosen as a Navy Legislative Fellow. Tony's selection highlights the quality and drive IDV students have to excel in their regular jobs and in their courses at Southern Miss." Gonzales, currently stationed in Pensacola, Fla., is an adjunct faculty member at Pensacola State College where he teaches U.S. government. "The Navy has made a fine choice and we are fortunate to have such a fine student representing Southern Miss and our nation," said St. Marie. For full story see: <http://news.usm.edu/article/southern-miss-student-selected-navy-legislative-fellow>.

Doctoral Students Attend Teaching Institute

Doctoral students from Communication Studies Victoria L. Brown, Kevin Bryant, and Carley Young were selected competitively to attend the Teaching Institute for Graduate Assistants in Communication (TIGTAC) held in early August at The University of Maine. TIGTAC was sponsored by the National Communication Association with a theme of social justice in the classroom. The trio enjoyed networking and attending various events, such as a panel on facilitating difficult conversations in the classroom, a discussion about performing critical pedagogy, and a workshop on designing syllabi and assignments with a social justice focus.



Carley Young, Kevin Bryant, and Victoria Brown on the UMaine campus

Faculty Kudos

\$4 Million National Science Foundation Award will Develop Sensing Technologies to Detect and Analyze Pollutants in Gulf Coast Ecosystems



Dr. Jason Azoulay

Dr. Jason Azoulay, assistant professor in Polymer Science and Engineering, was awarded a \$4 million grant through the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR) program. The award supports research aimed at developing sensing technologies to detect and analyze pollutants in ecosystems along the Gulf Coast. During the four-year project period Dr. Azoulay will lead a team of 10 researchers across six institutions in Mississippi and Alabama on the project that combines approaches from chemistry, biochemistry, geochemistry, marine science, computational science, polymer science, and engineering. A broader impact of this project is support for graduate education. The grant provides research training opportunities, assistantships, and other financial resources for 10 graduate students, 10 high school students, and 10 Research Experiences for Undergraduate (REU) participants across all jurisdictions. For full story see <http://news.usm.edu/article/southern-miss-receives-4-million-nsf-award-gulf-water-research>.

New Initiative to Create Defense Community Specialization in the Master of Science in Economic Development Program Funded by a Federal Grant

Dr. Chad Miller, associate professor in the Department of Economic Development, Tourism, and Sport Management and graduate program coordinator for the M.S. in Economic Development program (MSED), is principal investigator on a \$3 million grant from the U.S. Department of Defense's Office of Economic Adjustment (OEA) to develop three pilot programs for technology transfer and economic development "to aid regions dependent upon defense initiatives." Miller, an Army veteran who spent three years on active duty stated, "As a veteran myself, I think this is an exciting opportunity to apply USM's economic development expertise to assist the defense community and the State of Mississippi as it adjusts to federal funding changes." Dr. Miller will partner with co-principal investigator Dr. Shannon Campbell, director of the Trent Lott National Center for Excellence in Economic Development and Entrepreneurship, and Dr. Chase Kasper, assistant vice president for Research, Technology Transfer and Corporate Relations to focus on three pilot initiatives: 1) provide economic diversification technical assistance for communities; 2) create a defense community specialization for the Master of Science in Economic Development program; and 3) create a platform for technology transfer related to defense intellectual property into new economic opportunities. The defense community specialization in the MSED program will allow military personnel



Dr. Chad Miller

and working professionals an online option and also include a new emphasis in “defense sector economic diversification.” For full story see: <http://news.usm.edu/article/southern-miss-receives-3-million-federal-grant-develop-pilot-programs-technology-transfer-ec>.

Graduate News from Colleges

College of Arts and Letters

Students in the Master of Arts in the Teaching of Languages program in the **Department of Foreign Languages and Literatures** were selected to present papers at the South Central Modern Languages Association in Dallas, Texas in November.

- **María Lago-González** will present work entitled “Hello, We are Linda,” and **Anabel González García**, will present “Like Water for Chocolate: Matriarchy and Gender Roles from a Feminist Point of View.” Both students are in the Film Studies Pathway. **Cristina Heras Ramírez**, who is studying Applied Linguistics, will present “Incorporating TV Series in the Teaching of L2 Pragmatics.”

College of Education and Psychology

The master’s degree in **Library and Information Science** was ranked number six among the “Top 30 Affordable Online Master’s in Library Science Degree Programs 2016” by Grad School Hub. To view the article see <http://www.gradschoolhub.com/best/affordable-online-masters-in-library-science/>.

Congratulations to **Dr. Donald Sacco**, Nina Bell Suggs Endowed Professor in the **Department of Psychology**, who was awarded an \$89,000 National Institutes of Health award for a project entitled “Misconduct Framing and Questionable Research Practices.” Dr. Sacco will serve as co-principal investigator on this year long project which began Sept. 1.

Mitch Brown, Ph.D. student in the **Department of Psychology**, received a \$500 travel award to present his research at the 18th Meeting of the Society for Personality and Social Psychology in San Antonio, Texas in January 2017. The poster entitled “Affiliative and Pathogen-avoidance Motives Differentially Shift Preferences for Facially Committed Extraversion” is coauthored by **Christopher Lustgraaf**. Both Mitch and Christopher are mentored by Dr. Donald Sacco.

Dr. Elena Stepanova, assistant professor in the **Department of Psychology**, received a \$2,600 Travel and Mentoring Program Award to attend the 31st International Congress of Psychology (ICP2016) in Yokohama, Japan this past July. She served as chair of the symposium “Facial Processing, Categorization, and Social Biases: Novel Approaches in Theory and Methodology” during the conference.

College of Health

Dean Mike Forster was selected to serve on the board of directors of the Mississippi Public Health Institute (MSPHI). A non-profit organization, MSPHI promotes the health and well-being of Mississippians. See full article at <http://news.usm.edu/article/college-health-dean-forster-selected-state-board>.

Faculty in the **Department of Speech and Hearing Sciences** received numerous awards and honors:

- **Dr. Kim Ward** was elected chair of the American Speech-Language-Hearing Association's Medicaid Committee for 2016-2017.
- **Dr. Steve Oshrin** will serve a four-year term on the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The 20 member CAA is the accrediting body for 322 graduate programs in Speech-Language Pathology and Audiology.
- **Mary Schaub**, M.S., will receive the Outstanding Alumnus award from The University of Wyoming in early October.

College of Science and Technology

James Thompson, master's student in the **Department of Geography and Geology**, will present the paper "Hydrological responses of a coastal marsh along a salinity gradient: a case study in Grand Bay National Estuarine Research Reserve, Mississippi" at the Geological Society of America annual meeting in Denver, Colo. later this month. **Dr. Frank Heitmuller**, associate professor, and **Dr. Mark Puckett**, professor and chair will attend and present their research as well.

Graduate students and faculty in the **Department of Chemistry and Biochemistry** received honors:

- **Frederick McFarland** was selected to attend the 2016 National School on Neutron & X-ray Scattering at Argonne National Laboratory.
- **Tamanna Shanta** received a travel grant to the 229th Electrochemical Society Meeting (summer 2016) in San Diego, where she gave the research presentation entitled "Influence of Nanostructured Carbon Supports on Nanocatalysts towards Electrooxidation of Formic Acid for Direct Formic Acid Fuel Cells".
- **Dr. Johnathan Hugh Broome** attended the Gardner Institute G2C Conference in Atlanta, the Biennial Conference on Chemical Education (BCCE) in Greeley, Colo., and was accepted to participate in the ACUE Faculty Development Institute here at USM.
- Following selection by the Beijing Overseas Talent Center, **Dr. Wujian Miao** was awarded a Distinguished Visiting Professorship by Beijing University of Technology (BJUT). Dr. Miao will work in BJUT during the summer of 2016-2018 on research and educational projects with the possibility of a short-term exchange program for graduate students from BJUT to USM.

Professional Development Opportunities for Graduate Students

Professionals *in preparation*

Professionals in Preparation Engages It's Second Cohort. Students participating in Professionals in Preparation (PIP) kicked off the fall schedule with a luncheon and orientation on Friday, Sept. 9. This fall 19 Ph.D. and master's students from a broad array of disciplines will participate in professional development activities approximately twice monthly. Upcoming fall activities will include workshops and seminars on communication, job



Professionals in Preparation students enjoy kickoff luncheon

interview skills, assessing strengths, and effective teaching. They will also participate in the Three-Minute Thesis.

National Science Foundation Graduate Research Fellowship Program (NSF GRFP) Workshop Scheduled.

All senior-level undergraduate and first and second year graduate students in STEM disciplines (including chemistry, computer/information sciences and engineering, engineering, geosciences, life sciences, materials research, mathematical sciences, physics and astronomy, psychology, social sciences, and STEM education and learning research) are invited to a GRFP workshop. This event will increase awareness of this generous funding opportunity which provides three years of full support to attend graduate school. Attendees will receive valuable advice from professors who have served as grant reviewers, current GRFP fellows, and the university's fellowships advisor with the goal of helping them prepare competitive applications. The eligibility rules have changed for this competition cycle so it is especially important that students have the information to determine their eligibility and make a strategic decision about whether this is the appropriate cycle to apply. USM has a strong success rate in the GRFP competition, and attendance of this workshop has contributed to more competitive applications and awards.



When: Tuesday, Sept. 20 at 12:15 p.m. – 1:30 p.m.

Where: Hattiesburg: McCain Library, Room 203; Gulf Park: Hardy Hall Conference Room 346 via IVN
Stennis: Building 1022, Room 112 via IVN; CRL: Caylor Auditorium via IVN



The Third Annual Three Minute Thesis Competition is coming in November.

Students will be challenged to describe the importance of their research to a general audience in less than three minutes using only a single slide as a visual aid.

master's/specialist and doctoral students will be selected as finalists in four categories: 1) Arts and Humanities; 2) Life, Health, and Environmental Sciences; 3) Physical Sciences and Mathematics; and 4) Social and Educational Sciences and Business during preliminary rounds on November 2 and 3 from 2 to 5 p.m. in the Trent Lott Center A-D. Grand Champion, Runner Up, and People's Choice will be selected during the finals competition on Nov. 4 from 2 to 4 p.m. in the same location. Excellent cash prizes will be awarded. More information and the registration form will be available soon.

Graduate School Operations Updates

Hobson's Radius Update:

Hobson's Radius, Southern Miss' new application portal and Customer Relationship Management (CRM) software, went live in early August. All applications for spring 2017 and later admission are currently submitted through this portal with many already in progress or submitted with payment. Departmental communication plans are under development. These communications will allow departments to tailor outreach to prospects and applicants with the goal of improving our application, admission, and enrollment funnel. Thanks to Tracy Barnhill and Elisabeth McBride for their outstanding efforts in developing Graduate School applications for Radius to meet departmental requirements. Faculty and staff should be trained to use Radius software as soon as possible. Please contact Tracy Barnhill (tracy.barnhill@usm.edu) to request training sessions.

Recruiting and Enrollment:

The Graduate School and individual departments engaged prospective students through strategic recruiting efforts during 2015-16 academic year, including attending on-campus, state, and regional graduate recruiting fairs; hosting campus visits by groups or individual students; recruiting at the National Conference on Undergraduate Research (NCUR) and other discipline-specific conferences; outreach to students groups and prospects. The result of strategic recruiting efforts was an overall increase in fall 2016 graduate student enrollment by 1.69% (Figure 1). Colleges adding graduate enrollment included College of Business (7.11%), College of Health (7.48%), and College of Nursing (22.77%). Non-degree enrollment also increased (12.20%).

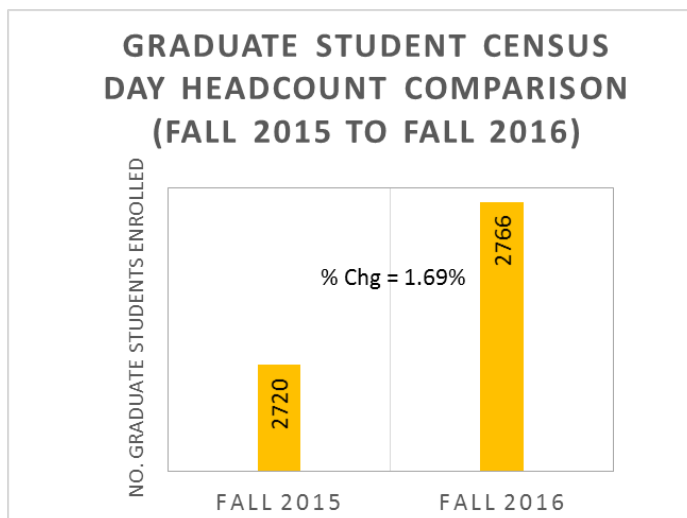


Figure 1. Census day headcounts (Fall 15 to Fall 16) revealed an increase of 46 students (1.69% growth).

Graduate School Progress to Degree Forms:

Most forms required by the Graduate School have been updated as fillable documents. When submitting these to the Graduate School, please complete electronically, print, obtain original signatures when needed, and deliver to the Graduate School. Handwritten forms will not be accepted. Please discontinue use of previous versions of forms that may be saved or bookmarked. Clean up of the Graduate School website is ongoing, so please inform Vanessa Molden (Vanessa.molden@usm.edu) of any links to outdated forms so they can be disabled.

Guidelines and Instructions for Thesis, Dissertation, and Capstone Templates:

Thesis, dissertation, and capstone templates and updated guidelines and instructions for these templates are available on Aquila at <http://aquila.usm.edu/graduateschooldocs/>. Students must prepare documents using the latest guidelines. Additional video tutorials will be added to the Aquila website soon. Students needing LaTeX should contact Jeanne Stewart (Jeanne.Stewart@usm.edu) for additional instructions before using a template. Ms. Stewart is available by appointment for group or individual template training sessions.

Graduate School Policy Updates

Summer 2017 Tuition Waivers:

The Graduate School is concerned that the current 2017 summer tuition waiver budget is inadequate to support a guarantee of six hours tuition waiver as has been available in the past. This shortfall is based on a much larger than usual number of graduate assistants enrolling in courses during summer 2016 that required us to use funds from the first-term summer 2017 budget to meet those requests. The three hour limit has the potential to impact students in programs that require enrollment in six summer hours. We are attempting to address this issue through Academic Affairs, but we ask that graduate assistants be informed of their guaranteed allowance based on Table 1 below by including the addendum letter provided to departments in offer letters. Departments will be informed if any positive developments arise that lessen the impact of the restricted budget.

Table 1. Summer Tuition Waiver Eligibility for Graduate Assistants

Semester(s) as GA	Student received a full or partial Assistantship during fall/spring	Eligible Summer Tuition Waiver (h)
Fall 2016 <i>and</i> Spring 2017	Full – 20 hours per week worked	3
Fall 2016 <i>and</i> Spring 2017	Partial – 10 hours per week worked	1
Spring 2017 only	Full – 20 hours per week worked	3
Spring 2017 only	Partial – 10 hours per week worked	1

Change in Grading Structure for Thesis, Specialist, and Dissertation Research Courses (698, 798, and 898, respectively):

Beginning fall 2016 the assignment of the E grade will no longer be an option for 698, 798, and 898 courses. The grading system will be satisfactory (S), unsatisfactory (U), or pass (P). The S/U/P grading system will impact the transcript the same as P/F currently does. This policy applies to the grading structure for these courses beginning fall 2016. E grades awarded prior to fall 2016 will not be changed.

- Satisfactory (S)
 - Satisfactory research progress.
 - The major professor/committee chair directing the research must develop a set of expectations for research progress in writing, discuss these expectations with the student no later than the first week of the semester, and collect the signature of the student acknowledging that he/she understands the expectations. These signed documents should be maintained by the faculty member in case of an appeal.
 - The major professor/committee chair will assess student progress throughout the semester or minimally at the end of the semester to determine whether satisfactory progress was made.
- Unsatisfactory (U)
 - Unsatisfactory research progress
 - If after assessment of student progress the faculty member determines the student did not meet the minimal expectations of satisfactory performance articulated in the research expectations document, the U should be assigned.
 - A student who earns a U will be placed on probation the next semester enrolled.
 - The student will return to good academic standing if an S in 698, 798, or 898 (as appropriate) is earned during the probationary semester.
 - One U grade can be removed from the transcript by petition for a grade change by the faculty member if the student earns two consecutive S grades.
 - A second U grade in these courses at any point in the degree program will result in dismissal from the program.
- Pass (P)
 - P indicates a student passed his/her thesis or dissertation defense and submitted the final document to the Graduate School.
 - Typically, P will be assigned the semester a student passes the thesis or dissertation defense, but in cases where a student passes the defense but defers graduation, P will be assigned the final semester of enrollment. (This is current practice for E/P).

Faculty mentors will be required to set standards for research productivity for individual students and to assess student progress each semester before assigning grades. Department chairs may choose to help faculty consider reasonable expectations and provide advice to faculty about assessment. Criteria should identify realistic goals for the student and ways to assess or measure performance. Neither an S nor a U should be assigned arbitrarily. The change in the grading system for thesis/dissertation research

courses is intended to motivate students to make progress, to document progress or lack thereof, and to foster timely degree completion. The current E/P grading system requires no accountability on the part of the student toward progress to degree. This change should produce a positive impact on student success long term.

Continuous Enrollment Policy Update:

The following change to the Continuous Enrollment Policy was reviewed by Graduate Council officers and approved by Provost Moser. This language is included in the 2016-2017 Graduate Bulletin in the section General Academic Information for all Graduate Students, Section II. Continuous Enrollment, Item C. The italicized sentence is newly inserted.

“Failure to enroll for at least one hour during the fall and spring semesters will result in discontinuation from the university. A student who has been discontinued and seeks readmission must apply for readmission, pay an application fee, and remit payment for one hour of tuition, at the current tuition rate, for each fall and spring semester not enrolled.”

Continuous enrollment is required after the student successfully completes required coursework and passes the comprehensive examination. A need for a one year break in continuous enrollment based on extreme circumstances (chronic illness, family crisis, extreme hardship, military deployment, etc.) may be accommodated by the Leave of Absence for Graduate Students policy.

Reinstating the “back tuition” payment policy, which existed in the Graduate Bulletin through the 2009-10 edition, will affect students who are newly enrolled fall 2016 and later. However, departments should make their continuing students aware of the continuous enrollment policy.

Graduate Certificate Program Coursework:

The following excerpt from the 2016-2017 Graduate Bulletin details clarifications in certificate program coursework allowances. This text was reviewed by Graduate Council leadership and Academic Deans and approved by Provost Moser. Items in italics are new language in the current policy.

A. A minimum of twelve semester hour credits of prescribed coursework is required for a graduate certificate. Many certificate programs require more than 12 hours of coursework. To determine specific program requirements, the department should be consulted.

B. A student enrolled in a degree program may earn a certificate while pursuing the degree, and all certificate coursework credit earned as a degree-seeking student may apply to the degree if approved by the graduate committee. A certificate-seeking student who is already enrolled in a degree program is required to apply for admission to a certificate program and pay the application fee.

C. Up to 12 hours from a certificate program, earned while the student is a certificate-seeking, non-degree student, may be applied to a degree program if approved by the graduate committee whether the certificate is awarded or not.

D. Courses used to complete a degree cannot be used toward a certificate after the degree is awarded.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

GRADUATE SCHOOL

Graduate Council Minutes
The University of Southern Mississippi
April 17, 2017

The Graduate Council met at 3:00 p.m. on April 17, 2017, in McCain Library, Room 203 with Dr. Leisa Flynn, Chair-Elect of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Wendy Atkins-Sayre, Dr. Janie Butts, Dr. YanLin Guo, Dr. Grant Harley, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Vanessa Murphree, Dr. Bonnie Nicholson, Dr. Ras Pandey, 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. Bonnie Nicholson for Dr. Jonathan Barron and Dr. Leisa Flynn for Dr. Bret Becton.

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

The following guests were present: Ms. Desira Bailey, Ms. Jennifer Culley, Dr. Taylor Hightower, Dr. Gary Krebs, Ms. Kathryn Lowery, Ms. Dawn Porter and Dr. Don Redalje.

1.0 Call to Order

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

2.0 Adoption of Agenda

Dr. Flynn presented the agenda for approval. Dr. Welsh moved and Dr. Atkins-Sayre seconded a motion to approve the agenda. The motion passed.

3.0 Approval of Minutes

Dr. Flynn presented the March 20, 2017 minutes for approval. Dr. Shelley moved and Dr. Abreu seconded a motion to approve the March 20, 2017 minutes for approval. The motion passed.

4.0 Course and Program Proposals

4.1 College of Arts & Letters

Department of Political Science, International Development and International Affairs

Dr. Flynn presented the request to modify the Master of Arts in Political Science. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the modification of the Master of Arts in Political Science. The motion passed 14-0.

Dr. Flynn presented the request to inactivate the Political Science (International Development) MS emphasis area. Dr. Abreu moved and Dr. Nicholson seconded a motion to approve the modification of the Political Science (International Development) MS emphasis area. The motion passed 17-0.

School of Music

Dr. Flynn presented the request to add the Music (Performance: Collaborative Piano) D.M.A. plan of study. Dr. Atkins-Sayre moved and Dr. Morgan seconded a motion to approve the modification of the Music (Performance: Collaborative Piano) D.M.A. plan of study. The motion passed 17-0.

4.2 College of Education and Psychology

Department of Curriculum, Instruction, and Special Education

Dr. Flynn presented the request to modify CIS 570 and CIS 708. Dr. Morgan moved and Dr. Slagle seconded a motion to accept these courses as a group. The motion passed. Dr. Shelley moved and Dr. Slagle seconded a motion to approve the modifications of CIS 570 and CIS 708. The motion passed 17-0.

Dr. Flynn presented the request to modify the Master of Arts in Teaching (MAT) plan of study. Dr. Abreu moved and Dr. Shelley seconded a motion to approve the modification of the Master of Arts in Teaching (MAT) plan of study. The motion passed 17-0.

Dr. Flynn presented the request to modify the Teach Mississippi (TMI) graduate certificate. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the modification of the Teach Mississippi (TMI) graduate certificate. The motion passed 17-0.

Department of Educational Research and Administration

Dr. Flynn presented the request to modify the Higher Education Administration Ph.D. plan of study. Dr. Slagle moved and Dr. Atkins-Sayre seconded a motion to approve the modification of the Higher Education Administration Ph.D. plan of study. The motion passed 17-0.

Dr. Flynn presented the request to modify the Higher Education Administration Ed.D. plan of study. Dr. Morgan moved and Dr. Nicholson seconded a motion to approve the modification of the Higher Education Administration Ed.D. plan of study. The motion passed 17-0.

Dr. Flynn presented the request to modify the Higher Education Administration (Student Affairs Administration) M.Ed. plan of study. Dr. Welsh moved and Dr. Hardy seconded a motion to approve the modification of the Higher Education Administration (Student Affairs Administration) M.Ed. plan of study. The motion passed 17-0.

Dr. Flynn presented the request to suspend the Adult Education graduate certificate. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the suspension of the Adult Education graduate certificate. The motion passed 17-0.

School of Library and Information Science

Dr. Flynn presented the request to add the Accelerated Masters option for the MLIS degree. Dr. Harley moved and Dr. Nicholson seconded a motion to approve the addition of the Accelerated Masters option for the MLIS degree. The motion passed 17-0.

4.3 College of Health
School of Kinesiology

Dr. Flynn presented the request to modify the admissions requirements by waiving the GRE for the Kinesiology M.S. plan of study and the Sport Coaching Education M.S. plan of study. Dr. Morgan moved and Dr. Zhang seconded a motion to approve these requests as a group. The motion passed.

Dr. Slagle moved and Dr. Abreu seconded a motion to approve the request to modify the admission requirements by waiving the GRE for the Kinesiology M.S. plan of study and the Sport Coaching Education M.S. plan of study. The motion passed 17-0.

4.4 College of Science and Technology
School of Ocean Science and Technology

Dr. Flynn presented the request to modify the Marine Science M.S. plan of study. Dr. Morgan moved and Dr. Lemacks seconded a motion to approve the modification of Marine Science M.S. plan of study. The motion passed 17-0.

Dr. Flynn presented the request to modify the Marine Science Ph.D. plan of study. Dr. Morgan moved and Dr. Lemacks seconded a motion to approve the modification of Marine Science M.S. plan of study. The motion passed 17-0.

5.0 Officers Report

5.1 Chair – Dr. Janie Butts
No report.

5.2 Chair-Elect – Dr. Leisa Flynn
No report.

6.0 Standing Committee Reports

6.1 Bylaws Committee – Dr. Leisa Flynn
No report.

6.2 Credentials Committee – Dr. Teresa Welsh
Dr. Welsh submitted the Credentials report for April 2017 for approval. The report was approved. (see attached)

6.3 Election Committee – Dr. Chaoyang Zhang
The Elections report is attached.

6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson
Dr. Nicholson's report is attached.

6.5 Program Review Committee – Dr. Kyna Shelley
The Program review report is attached.

7.0 Liaisons to University Committees

7.1 Assessment Committee- Dr. Leisa Flynn
No report.

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

7.3 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.

8.0 New Business

8.1 Provost, Dr. Moser on the Plan for Academic Reorganization

Provost Moser attended the Graduate Council meeting to address concerns about the university reorganization plan. Dr. Moser clarified that the committee had received feedback from the University community and was in the process of reviewing that feedback and making adjustments to the reorganization plan. Once the adjustments have been made, the plan will be sent to Dr. Bennett for approval.

8.2 Graduate Student Senate Report
No report

8.3 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 May 15, 2017 (if needed) at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, March 5, 2017.

Greg Pierce, Recording Secretary

Dr. Leisa Flynn, Chair-elect

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
April 17, 2017

College of Arts and Letter

Department of Political Science, International Development and International Affairs

- Modify: Master of Arts in Political Science degree program.
Allow a non-thesis option. (see attached).
Effective spring 2018.
- Inactivate: Political Science (International Development) MS emphasis area.
(see attached). Effective summer 2017.

School of Music

- Add: Music (Performance: Collaborative Piano) D. M.A. emphasis area.
Effective spring 2018. (see attached)

College of Education and Psychology

Department of Curriculum, Instruction and Special Education

- Modify: CIS 570 Curriculum in the Secondary School.
3-6 hours.
- To: CIS 570 Curriculum in the Secondary School.
3 hours. Effective summer 2017.
- Modify: CIS 708 High School Curriculum.
- To: CIS 708 High School Curriculum.
Course description. Effective summer 2017.
- Modify: Master of Arts in Teaching (MAT) degree program.
(see attached). Effective fall 2017.
- Modify: Teach Mississippi Institute certificate.
(see attached). Effective fall 2017.

Department of Educational Research and Administration

- Modify: Higher Education Administration M.Ed. degree program.
(see attached). Effective fall 2017.
- Modify: Higher Education Administration Ed.D. degree program.
(see attached). Effective fall 2017.
- Modify: Higher Education Administration Ph.D. degree program.
(see attached). Effective fall 2017.

Suspend: Adult Education Graduate certificate.
(see attached). Effective spring 2017.

School of Library and Information Science

Add: Accelerated Masters Option for the MLIS degree. (see attached)
Effective fall 2017.

College of Health

School of Kinesiology

Modify: Entrance requirements for the Kinesiology M.S. program
by removing the GRE test. Effective fall 2017.

Modify: Entrance requirements for the Sport Coaching Education M.S.
program by removing the GRE test. Effective fall 2017.

College of Science and Technology

School of Ocean Science and Technology

Modify: Marine Science M.S. degree program. (see attached).
Effective fall 2017.

Modify: Marine Science Ph.D. degree program. (see attached).
Effective fall 2017.

DATE: April 17, 2017		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
	Associate Level 1	
Herrington, Lacey	Psychology	A1
	Associate Level 2	
	Associate Level 3	
Abney, Jill	History	A3
Feldheim, Kevin A.	Biological Sciences	A3
Pechmann, Joseph H. K.	Coastal Sciences	A3
	Associate Level 4	
	Regular Level 1	
Nikolinakou, Angeliki (Angela)	Mass Communication & Journalism	R1
Turner, Courtney	Speech & Hearing Sciences	R1
	Regular Level 2	
	Regular Level 3	
Gu, Xiaodan	Polymers & High Performance Materials	R3
Credentials Committee		
Dr. Teresa Welsh , Chair		

Current language:

Master of Arts

Requirements for the Master of Arts degree include thirty-three (33) semester hours of coursework (21 hours of 600 level or higher), including [PS 611](#) and [PS 612](#), a thesis, comprehensive examination, and thesis defense. SOC 564 (Qualitative Methods) may be substituted for [PS 611](#) with permission of advisor. The thesis committee may, at its discretion, conduct exams concurrently with the thesis defense. A 3.0 GPA is required for graduation. Students must select a major (comprised of at least 9 hours, 3 of which must be 700 level) and two minors (comprised of at least 6 hours, 3 of which must be 700 level) from the 6 fields of political science. Students must register for 6 hours of [PS 698 - Thesis](#).

Proposed language:

Master of Arts

Requirements for the Master of Arts degree include thirty-three (33) semester hours of coursework (21 hours of 600 level or higher), including [PS 611](#) and [PS 612](#) and a comprehensive examination. SOC 564 (Qualitative Methods) may be substituted for [PS 611](#) with permission of advisor. Students must select a major (comprised of at least 9 hours, 3 of which must be 700 level) and two minors (comprised of at least 6 hours, 3 of which must be 700 level) from the 6 fields of political science. A 3.0 GPA is required for graduation

The thesis option: Students must complete a thesis and an oral defense of the thesis. Students must register for 6 hours of [PS 698 - Thesis](#). The thesis committee may, at its discretion, conduct exams concurrently with the thesis defense.

Non-thesis option: Students must also register for 3 hours of 692 as special project. They must also take 3 hours of [PS 691](#) to complete their research paper under the supervision of a professor in their major area and produce a substantial research paper equal in quality but not in scope, to a thesis.

• Plan of Study: MA in Political Science 33 Hours Minimum

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
Coursework: 33 Hours Minimum	Hours	Term Will Take	Hours Taken	Grade	Substitution
Required: 12 Hours					
PS 611	3				
PS 612	3				
final project, PS 691 or thesis, PS 698	3				
special project, PS 692 or thesis, PS 698	3				
total req	12				
Major: 9 Hours					
(3 hrs @ 700 level +) Major	3				
Major	3				
Major	3				
Comprehensive Exam					
Exit Survey					
total major	9				
Minor: 6 Hours					
(For this option)Thesis Requirements:					
Thesis Committee Approval Form to Graduate School					
Proposal Approval Form to Graduate School	3				
Contact Graduate Reader: Submit Title Page	3				
total minor	6				
Second Minor: 6 Hours					
(3 hrs @ 700 + level) Minor	3				
Minor	3				
total	6				
6 Political Science Fields:					
Political Theory					
American Government					
International Relations					
Comparative Politics					
Public Administration					
Public Law					
Total Hours:	33				
Signatures:					
Student*					
Advisor*					
Chair/Director*					

□ Plan of Study:

MA in Political Science

33 Hours Minimum

06/01/12

Name & e-mail & telephone

Student ID

Admit Term

Required Completion Term

Admit Type

Advisor & telephone

Coursework:

33 Hours Minimum

Hours

Term Will Take

Hours Taken

Grade

Substitution

Transfer Hours - 6 hrs only

Milestones (in order of completion)
Check Deadlines

Date Completed

Required: 12 Hours

PS 611

3

PS 612

3

thesis, PS 698

3

thesis, PS 698

3

total req

12

Final projects, PS 691 or
Special projects, PS 692 or

Major:

9 Hours
(3 hrs at 700 level)

Major

3

Major

3

Major

3

total major

9

Minor:

6 Hours
(3 hrs at 700 level)

Minor

3

Minor

3

total minor

6

Second Minor: 6 Hours
(3 hrs at 700 level)

Elective

3

Elective

3

total

6

6 Fields of Political Science

Political Theory

American Government

International Relations

Thesis Requirements:
Thesis Committee Approval Form to Graduate School
Proposal Approval Form to Graduate School
Contact Graduate Reader: Submit Title Page
Oral Defense Results Form to Graduate School
Submit Draft to Graduate Reader
University Copies Deposited In Graduate School

Thesis Committee: Signatures

Comparative Politics
Public Administration
Public Law

Total Hours: 33

Signatures:

Student
Advisor
Chair/Director

Academic Program, Emphasis Area, Minor or Certificate Processing Form

Please complete this form to process teaching locations of approved programs, emphasis areas, minors or certificates. Return the form with signatures to Institutional Research, Box 5167. Academic/Graduate Council should have been notified of the changes requested below.

The designated location of an academic program or emphasis area is based on the teaching site where students can earn 50% or more of their degree. All departments must conduct assessments by site if students can earn 50% or more of their degree at a teaching site. Establishment of new teaching sites must be approved by the Provost. In addition, the Office of the Provost must be informed of any course offering at locations that are not recognized teaching sites.

Date: December 1, 2016 Department Name: Political Science, International Development and International Affairs

Contact Person: Edward Sayre Email: Edward.sayre@usm.edu

Have the changes requested below been submitted to Academic/Graduate Council? X Yes No

X Program (Emphasis) Minor Certificate

Title AND Degree: Political Science (International Development) MS CIP Code (6 digits): 45.1001

For Certificates: # Hours for Completion: Cert. Level: UGRD GRAD Post-Baccalaureate GRAD Post-Masters

Offer the Program, Emphasis Area, Minor or Certificate at the checked locations listed below (check ALL the locations where the program/emphasis/minor/certificate listed above will NOW be offered):

Hattiesburg Gulf Park 100% Gulf Park (50-99%) GCRL Stennis
Online 100% Online (51-99%) Meridian Jackson, MS Keesler

Is the program/emphasis/minor/certificate a NCATE major? Yes No

If Online 100% is checked, are all courses available online at this time? Yes No

Inactivate/Suspend the Program/ Emphasis Area/ Minor/Certificate listed above at ALL locations:

Last semester student can be admitted (e.g. Fall 2014): Fall 2016

Additional Instructions/Comments:

Signatures for Approval

Chair/Director: Edward Sayre

Date: 12.1.2016

Dean:

Date:

Performance (Collaborative Piano) DMA Assessment Plan

Mission / Purpose:

The mission and purpose of the DMA degree with Collaborative Piano emphasis is to prepare students for careers as collaborative teachers/musicians. The degree curriculum will produce teacher-scholars and/or teacher-performers enabled to pursue independent advanced-level research and/or performance from a background of highly detailed knowledge of music history, music theory, pedagogy, and their major area of study. Graduates are qualified to pursue a wide-variety of careers in various roles: public and private school music teachers, private lesson instructors, church musicians, music program consultants, freelance musicians, accompanists, arts lobbyists, musical theater directors, teachers at community college or regional liberal arts institutions, and as teachers at universities, including those with R1 status.

1. Student Learning Objective Title: Music History Knowledge

Description: Student competency in music history will be assessed in MUS 630 through exams and projects.

2. Student Learning Objective Title: Music Theory Competency

Description: Student competency in music history will be assessed in MUS 620 through exams and projects

3. Student Learning Objective Title: Applied Performance Prowess

Description: Students will demonstrate refined performance ability as measured by two categories on their major instrument: technical facility and musical maturity. To be assessed in MUP 801 through end of semester jury

4. Student Learning Objective Title: Bibliography Knowledge

Description: Students will be assessed in MUS 702 on their knowledge of and ability to notate sources for music research through projects and bibliography assignments

5. Student Learning Objective Title: Recital

Description: Students in the DMA degree are required to display applied instrument proficiency by performing a full recital with lecture/program notes.

6. Student Learning Objective Title: Diction

Description: Students will be assessed in MUS 539 on their knowledge of and ability to apply best practice in teaching and assessment of correct diction using the International Phonetic Alphabet (IPA) through a final examination.

7. Student Learning Objective Title: Vocal Literature

Description: Students will be assessed on their knowledge of and ability to apply best practice in vocal literature in MUS 540 through an essay examination and a Comparative Listening

Assignment

8. Student Learning Objective Title: **Chamber Music Literature**

Description: Students will be assessed in MUS 558 on their knowledge of and experience performing the various styles and applications of chamber music from all historical periods, including but not exclusive of ensemble literature composed for piano and other instruments through exams and projects.

9. Student Learning Objective Title: **Sight Reading**

Description: Students will be assessed in MUP 801 on their ability to sight read various styles and applications of chamber music from all historical periods through playing tests during the semester.

1. Program Objective Title: **Retention**

Description: Retention of students in this degree will be measured by degree enrollment from the previous spring to the current spring semester.

2. Program Objective Title: **Graduation**

Description: Students will graduate at a rate that is adequate of overall **retention** rates indicated in the fall semester.

DMA in Collaborative Piano

Candidacy Audition

All students must audition for the appropriate area faculty. This audition must be deemed Satisfactory before one can be accepted into the School of Music (i.e., before completing nine (9) hours of graduate work). Early auditions are encouraged, and a high level of performance proficiency is expected. In lieu of a candidacy audition, with the approval of the School of Music Graduate Committee, students who will complete the Master of Music degree in Performance at USM may use their graduate recital. The appropriate faculty must attend the recital, and the printed program must state the total purpose of the concert, e.g., "This recital is given in partial fulfillment of the requirements for the degree Master of Music in Performance, and it also serves as an audition for acceptance into the Doctor of Musical Arts curriculum in the School of Music." The student must begin doctoral study within one year of this audition. (See page 3)

Required Courses

Credit Hours	Course Number	Course Name
3	MUS 500	Writing about Music
3	MUS 702	Bibliography for Music Research
2	MUS 557	Collaborative Piano Lit. I (Winds/Brass)
2	MUS 558	Collaborative Piano Lit. II (Strings)
12	MUS 898	Dissertation

The remainder of the course work will be guided by the counsel of the major professor and graduate advisory committee. Curricular choices may be determined by several factors including the student's performance on the qualifying examination and entrance audition, and the student's interests and/or professional goals. The following additional minimum distribution of graduate courses (including master's degree work) is required.

Credit Hours	Course Number	Course Name
30	MUP, MUS	Performance music studio study, recitals
6	MUS	Music History
6	MUS	Music Theory
6	MUS	Music Literature (MUS 531/MUS 540/1)
6	MED, MUP, MUS	Electives (eg. MUS 539 Diction, MUS 546 Instrumental Literature)

A 3.0 GPA is required for graduation. Graduate Students must receive a grade of B- or better in any class in order for it to count toward the graduation requirements.

TOTAL: 76 credit hours

Recitals

Four Recitals will be required in addition to the candidacy audition. Three will be a combination of vocal and instrumental repertoire. The fourth will be a lecture recital accompanied by a lecture document (approx. 30 pages in length). In order to ensure a holistic approach to collaborative piano, **recital repertoire will be an equal representation of instrumental, vocal and orchestral reduction repertoire.**

As a general rule, not more than one doctoral recital may be presented by a candidate during any academic term, or more than two during any nine-month period. Rare exceptions will be permitted, but under rigidly-controlled procedures. See the Graduate Coordinator for details.

Language Requirement

Satisfactory competence in English and German, French, or Italian is required for candidacy and must be approved by the Advisory Committee. Competence in a foreign language can be demonstrated by: a) having already completed two semesters (6 hours) of coursework in German, French or Italian with a grade of B- or higher at a previous institution; b) completing two semesters (6 hours) of coursework in German, French or Italian with a grade of B- or higher at the University of Southern Mississippi. c) completing the College-Level Examination Program (CLEP) test in French or German. The CLEP can be taken at many sites. Students must obtain a minimum score on the total test in one of the languages as follows: French 43; German 39. Satisfactory performance on language exams, administered by the USM Department of Foreign Languages and Literatures, also is acceptable. Others may be required by the major professor and the graduate Advisory Committee. Students may transfer these hours from an accredited institution upon admission, provided that the most advanced of the courses was taken within the last six calendar years.

DMA Collaborative Piano Audition Requirements:

- A complete sonata from the standard duo instrumental repertoire e.g. Brahms, Beethoven, Prokofiev, Franck
- The first movement from a Mozart orchestral reduction. Choose one from the following:
 - Any standard aria from a Mozart opera (confirm selection with keyboard faculty)
 - Violin: K. 216 in G major, K. 218 in D major, or K. 219 in A major
 - Flute: K. 313/285c in G major
 - Oboe: K. 314/271k in C major
 - Clarinet: K. 622 in A major
 - Bassoon: K. 191 in Bb major
- Prepare 3 songs in each language from the following list (Total nine songs). We will select three for you to perform at your audition.

German:

J. Brahms *Meine Liebe ist grün* **or** *Wie melodien zieht es mir*

F. Schubert *Gretchen am Spinnrade* **or** *Im Frühling*

R. Schumann *Mondnacht* **or** *Widmung*

French:

H. Duparc *Extase* **or** *Chanson Triste*

C. Debussy *Il pleure dans mon coeur* **or** *C'est l'extase*

G. Fauré *Mandoline* **or** *Notre amour*

English:

S. Barber *The Desire for Hermitage* **or** *The Monk and his Cat*

A. Copland *Heart! We Will Forget Him!*

R. Vaughan Williams *The Vagabond* **or** *The Roadside Fire*

- Sight-reading with a partner

Master of Arts in Teaching (MAT) Plan of Study – Current

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:
<p>Coursework: _____ Hours Minimum Required:</p>					
CIS 603 Classroom Management			3		<p>Milestones: Check Deadlines Plan of Study Form Submitted to Graduate School Research & Scholarly Integrity Education (RCR) 18 hrs of Coursework at 600 Level of Higher No Incomplete Grades 3.0 GPA Required for Graduation Application for Degree Forms filed in Graduate School Comprehensive Exam Exit Survey</p>
CIS 700 Seminar in Secondary Education			3		
REF 632 Assessing Student Outcomes			3		
CIS 694 Field Problems (Student Internship)			3		
CIS 794 Field Problems (Student Internship)			3		
IT 645 Computers in Education			3		
CIS 791 or REF 601 Research in Secondary Education			3		
CIR 754 Teaching Reading in Secondary School			3		
CIS 708 High School Curriculum			3		
SPE 500 Psychology and Education of Exceptional Children			3		
CIS 570 Curriculum in the Secondary School			3		
CIS 570 Curriculum in the Secondary School			3		
Total			36		
SIGNATURES:					DATE
Student					
Advisor					
Chair					

Master of Arts in Teaching (MAT) Plan of Study - Proposed

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:	
Coursework: _____ Hours Minimum Required: CIS 603 Classroom Management CIS 700 Seminar in the Secondary Education CIS 570 Curriculum in the Secondary School REF 632 Assessing Student Outcomes CIS 694 Field Problems (Student Internship) CIS 794 Field Problems (Student Internship) IT 645 Computers in Education CIS 791 or REF 601 Research in Secondary Education CIR 754 Teaching Reading in Secondary School CIS 708 High School Curriculum Secondary Education Methods SPE 500 Psychology and Education of Exceptional Children CIS 570 Curriculum in the Secondary School CIS 700 Seminar in Secondary Education CIS 570 Curriculum in the Secondary School						
	List Class	Grade	Hours	Substitute	Transfer	Milestones: Check Deadlines
			3			Plan of Study Form Submitted to Graduate School Research & Scholarly Integrity Education (RCR)
			3			18 hrs of Coursework at 600 Level of Higher No Incomplete Grades
			3			3.0 GPA Required for Graduation Application for Degree Forms filed in Graduate School
			3			Comprehensive Exam
			3			Exit Survey
	Total		36			

SIGNATURES:

Student
Advisor
Chair

DATE

TMI Program of Study – Current

Certificate Plan of Study:	Certificate Name: Teach Mississippi Institute	Hours Required:	12
Student's Name:		Student ID:	
Student's Email:		Admit Term:	
Advisor's Name:			
Intended Completion Term:			

Required Coursework:	Grade	Hours	Substitute	Milestones:
CIS 603		3		Plan of Study Submitted to Graduate School
CIS 700		3		Research & Scholarly Integrity Education Completed
REF 632		3		3.0 GPA required for completion
CIS 694/794		3		No grades below a C and/or no Incomplete grades
				Exit Survey
		12		

Comments:

1. 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.
2. 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 revaledation 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 revaledation.
3. All courses must be completed at USM. Transfer credits are not accepted in a certificate program.

TMI Program of Study – Proposed

Certificate Plan of Study:	Teach Mississippi Institute	Hours Required:	12
Student's Name:		Student ID:	
Student's Email:		Admit Term:	
Advisor's Name:			
Intended Completion Term:			

Required Coursework:	Grade	Hours	Substitute	Milestones:
CIS 603		3		Plan of Study Submitted to Graduate School
CIS 700 CIS 570		3		Research & Scholarly Integrity Education Completed
REF 632		3		3.0 GPA required for completion
CIS 694/794		3		No grades below a C and/or no Incomplete grades
				Exit Survey
		12		

Comments:

1. 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.
2. 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.
3. All courses must be completed at USM. Transfer credits are not accepted in a certificate program.

Plan of Study : M.Ed in Higher Education (Student Affairs Administration)		-45 42 Hours Minimum -8/15/2014 2/22/17				
Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor and telephone	
Coursework: 45 42 Hours Minimum	Hours	Term will Take	Grade	Transfer/ Substitution	Milestones (in order of completion) Check Deadlines	N/A or Date Completed
Required: (27 hrs)					Plan of Study Form Submitted to Graduate School	
HE 614	Administration in Student Affairs				Integrity Assurance Training	
HE 615	American College Student				Foreign Lang. If M.A. List courses & university	N/A
HE 619 or HE705	Cultural Diversity or Social Justice				in Graduate School at least 1 month before graduation)	
HE 639	Foundations of Student Affairs Admin				18 hrs of coursework at 600 level or higher	
HE 740 or HE 716	Legal/Ethical Issues in SA or Legal Issues in HE				3.00 grade pt. required	
HE 743	Student Development Theory				Application for Degree Filed in Graduate School	
HE 612	Helping Skills in Student Affairs				Comprehensive Exam	
REF 600	Foundations of Ed Studies & Res					
REF 601	Educational Research					
REF 723 or REF 724	Assessment in Student Affairs Practice or Assessment in HE					
Practicum: (12 3 hrs)						
HE 654*	Supervised Practice					
HE 654* (3-2 hrs)	Supervised Practice					
HE 654* (3 hrs)	Supervised Practice					
HE 655 (3 hrs)	Capstone Seminar in Student Aff					
<i>* to be taken 3 times for a total of 9 hours. *may be repeated as elective</i>						
HE Electives: (6 9 hrs) from list						
Choose 2 3 HE Electives from 711, 712, 713, 715, 654; approved dept 792s						
HE xxx (3hrs) Elect 1						
HE xxx (3hrs) Elect 2						
HE xxx (3 hrs) Elect 3						
TOTAL:	45 42 hrs					
Signatures:						
Student				Date		
Advisor				Date		
Director				Date		
Chair				Date		

Plan of Study:		PhD in Higher Education Administration				69 66 Hours Minimum		11/05/15		
Name & e-mail & telephone			Student ID	Admit Term	Required Completion Term		Admit Type	Advisor & telephone		
Coursework:										
69 66 Hours Minimum	Hours	Term Will Take	Hours Taken	Grade	Research Tools	Hours	Grade	Sub	Hours - 6 hrs only	
Required: -48 24 Hours					Req: 12 Hours					
HE 711	3				REF 761*	3			Qualifying Exam, if applicable	
HE 713 or HE 715	3				REF 762*	3			Plan of Study form filed in Graduate Studies	
HE 714	3				REF 824	3			Integrity Assurance Training	
HE705 or 619-HE 715	3				REF 830	3			*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
HE 716	3				REF 730	3			Residency Requirement Met - Put dates	
HE 712	3				total	15			No incomplete Grades	
HE 800	3								3.0 GPA required for graduation	
HE 814	3				*REF 601 & 602 are prereq's for REF 761				Comprehensive Exam passed	
total req	24								Application for Degree filed in Graduate School at least one semester before planned graduation*	
					Dissertation Support				Enrollment Requirement: Must be enrolled the	
Options: 15 12 - 18 Hours (depending on options)					REF 889	3			the semester that your degree is to be awarded	
(Select one of the following, Requires advisor approval)					total	3			Exit Survey	
(1) 15 12-hrs of approved electives (see list)									*Application fee paid.	
(2) 15 -18 hr approved minor	Student Affairs, Ed Research; Minors out of dept must be approved.									
(3) 15 hr Certificate	Institutional Research, College Teaching									
					Dissertation				Dissertation:	
					HE 898	12			Committee Approval Form	
					OR HE898 (9 hrs) AND EDA 807 (3 hrs)	12			IRB/Human Subjects Committee Approval	
Approved Electives:					total	12			Contact Graduate Reader: Submit Title Page	
(for Option One Only)									Proposal Approval Form	
choose from HE 715, 717, 718, 719, 777; REF 709, 770, 731; approved 792 courses in dept)									Oral Defense of Dissertation	
Elective	3								Submit Draft to Graduate Reader	
Elective	3								Copies Deposited in Grad School	
Elective	3								UMI Forms to Grad School with copies	
Elective	3								Survey of Earned Doctorates Form	
Elective	3									
total electives	15 12	Hours Minimum, depending on option								
Total Hours: 69-66-72	Hours Minimum, depending on option									
Signatures:	Student						Date			
	Advisor									
	Director									
	Chair									

Academic Program, Emphasis Area, Minor or Certificate Processing Form

Please complete this form to process teaching locations of approved programs, emphasis areas, minors or certificates. Return the form with signatures to Institutional Research, Box 5167. Academic/Graduate Council should have been notified of the changes requested below.

The designated location of an academic program or emphasis area is based on the teaching site where students can earn 50% or more of their degree. All departments must conduct assessments by site if students can earn 50% or more of their degree at a teaching site. Establishment of new teaching sites must be approved by the Provost. In addition, the Office of the Provost must be informed of any course offering at locations that are not recognized teaching sites.

Date: 3-28-17 Department Name: Educational Research and Administration

Contact Person: Lilian Hill and Thomas Lipscomb Email: Lilian.hill@usm.edu thomas.lipscomb@usm.edu

Have the changes requested below been submitted to Academic/Graduate Council? [X] Yes [] No

[] Program (Emphasis) [] Minor [X] Certificate

Title AND Degree: Adult Education Graduate Certificate - ADEADECP CIP Code (6 digits):

For Certificates: # Hours for Completion: 15 Cert. Level: [] UGRD [X] GRAD Post-Baccalaureate [] GRAD Post-Masters

Offer the Program, Emphasis Area, Minor or Certificate at the checked locations listed below (check ALL the locations where the program/emphasis/minor/certificate listed above will NOW be offered):

[] Hattiesburg [] Gulf Park 100% [] Gulf Park (50-99%) [] GCRL [] Stennis

[] Online 100% [] Online (51-99%) [] Meridian [] Jackson, MS [] Keesler

Is the program/emphasis/minor/certificate a NCATE major? [] Yes [] No

If Online 100% is checked, are all courses available online at this time? [] Yes [] No

Inactivate/Suspend the Program/ Emphasis Area/ Minor/Certificate listed above at ALL locations:

Last semester student can be admitted (e.g. Fall 2014): Spring 2017

Additional Instructions/Comments:

Signatures for Approval

Chair/Director: [Signature]

Date: 3/28/17

Dean:

Date:

Plan of Study:

MS in Marine Science (Chemical)

34 Hours Minimum

06/01/12

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
Coursework:	Term Will Take	Hours Taken	Grade	Substitution	Date Completed
34 Hours Minimum	Hours			Transfer Hours - 6 hrs only	Milestones (in order of completion) Check Deadlines
Required: 18 Hours					Plan of Study Form Submitted to Graduate School
MAR 501	3				Responsible Conduct of Research Training
MAR 501L	1				*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)
MAR 541	3				18 hrs of coursework at 600 level or higher
MAR 541L	1				No Incomplete Grades
MAR 561	3				3.0 GPA required for graduation
MAR 561L	1				Application for Degree to be Filed in Graduate School at least one semester before planned graduation
MAR 581	3				Comprehensive Exam
MAR 581L	1				Exit Survey
MAR 689	2				*Application fee paid.
total req	18				
Thesis: 6 Hours					Thesis Requirements:
MAR 698	3				Thesis Committee Approval Form to Graduate School
MAR 698	3				Proposal Approval Form to Graduate School
thesis total	6				Contact Graduate Reader: Submit Title Page
					Oral Defense Results Form to Graduate School
					Submit Draft to Graduate Reader
					University Copies Deposited in Graduate School
Electives: 10 Hours					
600 level or above (See Advisor)					
Elective	4				
Elective	3				
Elective	3				
total electives	10				
Total Hours:	34				

change here

→ "10-DAY FIELD EXPERIENCE REQUIREMENT"

Address "Approved Electives up to 10 Hours. May include MAR 691 or MAR 697"

4 - Remove breakdown of credit hours

Signatures:
 Student*
 Advisor*
 Chair/Director*

Thesis Committee: Signatures

Plan of Study:

MS in Marine Science (Biological)

34 Hours Minimum

06/01/12

Name & e-mail & telephone		Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
Coursework:		Term Will Take	Hours Taken	Grade	Substitution	Transfer Hours - 6 hrs only
34 Hours Minimum						
Required:	18 Hours					
	MAR 501		3			
	MAR 501L		1			
	MAR 541		3			
	MAR 541L		1			
	MAR 561		3			
	MAR 561L		1			
	MAR 581		3			
	MAR 581L		1			
	MAR 689		2			
	total req		18			
Thesis:	6 Hours					
	MAR 698		3			
	MAR 698		3			
	thesis total		6			
Electives:	10 Hours					
<i>Approved Electives (600 level or above) up to 10 hours. May include MAR 691 or MAR 697.</i>						
	Elective		4			
	Elective		3			
	Elective		3			
	total electives		10			
	Total Hours:		34			
Signatures:						
	Student*					
	Advisor*					
	Chair/Director*					

insert here

→ MID-DAY FIELD EXPERIENCE REQUIREMENT

Approved Electives

Remove breakdown of credit hours

Thesis Requirements:
 Thesis Committee Approval Form to Graduate School
 Proposal Approval Form to Graduate School
 Contact Graduate Reader: Submit Title Page
 Oral Defense Results Form to Graduate School
 Submit Draft to Graduate Reader
 University Copies Deposited in Graduate School

Thesis Committee: Signatures

Plan of Study:

MS in Marine Science (Geological)

34 Hours Minimum

06/01/12

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
Coursework:					
34 Hours Minimum	Hours	Term Will Take	Hours Taken	Grade	Substitution
Required: 18 Hours					Transfer Hours - 6 hrs only
MAR 501	3				
MAR 501L	1				
MAR 541	3				
MAR 541L	1				
MAR 561	3				
MAR 561L	1				
MAR 581	3				
MAR 581L	1				
MAR 689	2				
total req	18				
Thesis: 6 Hours					
MAR 698	3				
MAR 698	3				
thesis total	6				
Electives: 10 Hours					
(600 level or above) up to 10 hours, may include MAR 691 or MAR 697					
(See Advisor)					
Elective	4				
Elective	3				
Elective	3				
total electives	10				
Total Hours: 34					

insert here →

18 hrs of coursework at 600 level or higher
 No Incomplete Grades
 *Application fee paid.

Thesis Requirements:
 Thesis Committee Approval Form to Graduate School
 Proposal Approval Form to Graduate School
 Contact Graduate Reader: Submit Title Page
 Oral Defense Results Form to Graduate School
 Submit Draft to Graduate Reader
 University Copies Deposited in Graduate School

Thesis Committee: Signatures

Signatures:
 Student*
 Advisor*
 Chair/Director*

4 - Remove breakdown of credit hours

Additional 4 approved Electives

Plan of Study:

MS in Marine Science (Physical)

34 Hours Minimum

06/01/12

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone		
Coursework:	Term Will Take	Hours Taken	Grade	Substitution	Transfer Hours - 6 hrs only	Milestones (in order of completion)	Date Completed
34 Hours Minimum	Hours					Check Deadlines	
Required: 18 Hours						Plan of Study Form Submitted to Graduate School	
MAR 501	3					Responsible Conduct of Research Training	
MAR 501L	1					*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
MAR 541	3					18 hrs of coursework at 600 level or higher	
MAR 541L	1					No Incomplete Grades	
MAR 561	3					3.0 GPA required for graduation	
MAR 561L	1					Application for Degree to be Filed in Graduate School at least one semester before planned graduation	
MAR 581	3					Comprehensive Exam	
MAR 581L	1					Exit Survey	
MAR 689	2					*Application fee paid.	
total req	18						
Thesis: 6 Hours						Thesis Requirements:	
MAR 698	3					Thesis Committee Approval Form to Graduate School	
MAR 698	3					Proposal Approval Form to Graduate School	
thesis total	6					Contact Graduate Reader: Submit Title Page	
						Oral Defense Results Form to Graduate School	
						Submit Draft to Graduate Reader	
						University Copies Deposited in Graduate School	
Electives: 10 Hours						Thesis Committee: Signatures	
<i>600 level or above</i> up to 10 hours. May include MAR 691 or MAR 697							
<i>See Advisor</i>							
Elective	4						
Elective	3						
Elective	3						
total electives	10						
Total Hours: 34							
Signatures:							
Student*							
Advisor*							
Chair/Director*							

insert here

18 hrs of coursework at 600 level or higher

600 level or above up to 10 hours. May include MAR 691 or MAR 697

See Advisor

Remove breakdown of credit hours

Plan of Study:

MS in Hydrographic Science

36 Hours Minimum

06/01/12

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone		
Coursework:	Term Will Take	Hours Taken	Grade	Substitution	Transfer Hours - 6 hrs only	Milestones (in order of completion)	Date Completed
36 Hours Minimum						Check Deadlines	
Required: 30 Hours						Plan of Study Form Submitted to Graduate School	
HYD 600						Responsible Conduct of Research Training	
HYD 601						*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
HYD 602						18 hrs of coursework at 600 level or higher	
HYD 604						No Incomplete Grades	
HYD 605						3.0 GPA required for graduation	
HYD 608						Application for Degree to be Filed in Graduate School at least one semester before planned graduation	
HYD 609						Comprehensive Exam	
HYD 611						Exit Survey	
HYD 612						*Application fee paid.	
HYD 620							
MAR 561							
MAR 668							
total req		30					
Optional Tracks: 6 Hours							
Option I							
HYD 603		1					
HYD 606		2					
HYD 610		3					
track i total		6					
Option II							
HYD 696		3					
Elective		3					
track ii total		6					
Total Hours:		36					

UNSEITHERE → HYD 607 3

Signatures:
 Student*
 Advisor*
 Chair/Director*

Date:

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
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Coursework:	Term Will Take	Hours Taken	Grade	Research Tools	Hours	Grade	Sub
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Required:		30 hours					
MAR 501		3					
MAR 501L		1					
MAR 541		3					
MAR 541L		1					
MAR 561		3					
MAR 561L		1					
MAR 581		3					
MAR 581L		1					
MAR 689		2					
dissertation, MAR 898		12					
total req		30 42					

Electives:		24 Hours					
Elective		3					
Elective		3					
Elective		3					
Elective		3					
Elective		3					
Elective		3					
Elective		3					
Elective		3					
total electives		24 12					

Total Hours: 54 (54 ~~84~~ Hours Minimum)

Signatures:

Student*

Advisor*

Chair/Director*

Transfer Hours - 6 hrs only

Milestones (in order of completion)

Check Deadlines

- Qualifying Exam, if applicable
- Plan of Study form filed in Graduate Studies
- Responsible Conduct of Research Training
- *Transfer Transcripts Received (List as on Transcript 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 semester that your degree is to be awarded
- Exit Survey
- *Application fee paid.

Dissertation:

- Committee Approval Form
- IRB/Human Subjects Committee Approval
- Animal Protection Committee Approval
- Contact Graduate Reader: Submit Title Page
- Proposal Approval Form
- 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

Dissertation Committee: Signatures

insert here

insert here

note in Hours column

insert here

12"

10-day Field Experience Requirement

Approved Electives (600 or above) up to 12 Hours

Approved Electives (600 or above): 12 hours

may include mar 791 or mar 797

Remove breakdown of credit hours

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone
---------------------------	------------	------------	--------------------------	------------	---------------------

Coursework:
54 ~~84~~ Hours Minimum
Required: 30 hours

Course	Hours	Term Will Take	Hours Taken	Grade	Research Tools	Hours	Grade	Sub
MAR 501	3							
MAR 501L	1							
MAR 541	3							
MAR 541L	1							
MAR 561	3							
MAR 561L	1							
MAR 581	3							
MAR 581L	1							
MAR 689	2							
dissertation, MAR 898	12							
total req	30							

insert here

note in Hours column

insert here

12

Approved Electives (600 or above) = 12 hours

insert here

Approved Electives (600 or above) up to 12 Hours

Electives: 24 Hours (may include MAR 791 or MAR 797) "12" note in Hours column

Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
total electives	24

Remove breakdown of credit hours

12

Total Hours: 54 (54 ~~84~~ Hours Minimum)

Transfer Hours - 6 hrs only

Milestones (in order of completion)

Check Deadlines

- Qualifying Exam, if applicable
- Plan of Study form filed in Graduate Studies
- Responsible Conduct of Research Training
- *Transfer Transcripts Received (List as on Transcript 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.

Dissertation:

- Committee Approval Form
- IRB/Human Subjects Committee Approval
- Animal Protection Committee Approval
- Contact Graduate Reader: Submit Title Page
- Proposal Approval Form
- 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

Dissertation Committee: Signatures

Signatures:

Student*

Advisor*

Chair/Director*

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone					
Coursework:	Term Will	Hours	Grade	Research Tools	Hours	Grade	Sub	Transfer Hours - 6 hrs only	Milestones (in order of completion) Check Deadlines	Date Filed
54 84 Hours Minimum Required:	30 hours								Qualifying Exam, if applicable	
MAR 501	3								Plan of Study form filed in Graduate Studies	
MAR 501L	1								Responsible Conduct of Research Training	
MAR 541	3								*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
MAR 541L	1								Residency Requirement Met - Put dates	
MAR 561	3								No incomplete Grades	
MAR 561L	1								3.0 GPA required for graduation	
MAR 581	3								Comprehensive Exam	
MAR 581L	1								Application for Degree filed in Graduate School	
MAR 689	2								at least one semester before planned graduation	
dissertation, MAR 898	12								Enrollment Requirement: Must be enrolled the the semester that your degree is to be awarded	
total req	30								Exit Survey	
									*Application fee paid.	
Electives:	24 Hours								Dissertation:	
Elective	3								Committee Approval Form	
Elective	3								IRB/Human Subjects Committee Approval	
Elective	3								Animal Protection Committee Approval	
Elective	3								Contact Graduate Reader: Submit Title Page	
Elective	3								Proposal Approval Form	
Elective	3								Oral Defense of Dissertation	
Elective	3								Submit Draft to Graduate Reader	
Elective	3								Copies Deposited in Grad School	
Elective	3								UMI Forms to Grad School with copies	
total electives	24								Survey of Earned Doctorates Form	
Total Hours:	54								Dissertation Committee: Signatures	

← class here

← class here

Approved Electives (6.00 or above) 12 hours
 Approved Electives (6.00 or above) up to 12 Hours
 Electives: 24 Hours
 may include max 291 or max 297
 "12" → note in Hours column
 → REMOVE breakdown of credit hours

12"

← note in Hours column

class here → 12-day field experience requirement

Signatures:
 Student*
 Advisor*
 Chair/Director*

Required
Completion
Term

Name & e-mail & telephone

Student ID

Admit Term

Admit Type

Advisor & telephone

Coursework:

54 ~~84~~ Hours Minimum

Required: 30 hours

Course	Hours
MAR 501	3
MAR 501L	1
MAR 541	3
MAR 541L	1
MAR 561	3
MAR 561L	1
MAR 581	3
MAR 581L	1
MAR 689	2

dissertation, MAR 898 12

total req 30 ~~42~~

Term Will
Take

Hours
Taken

Grade

Research Tools

Hours

Grade

Sub

Transfer
Hours - 6
hrs only

Milestones (in order of completion)

Check Deadlines

Qualifying Exam, if applicable

Plan of Study form filed in Graduate Studies

Responsible Conduct of Research Training

*Transfer Transcripts Received (List as on Transcript 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.

Dissertation:

Committee Approval Form

IRB/Human Subjects Committee Approval

Animal Protection Committee Approval

Contact Graduate Reader: Submit Title Page

Proposal Approval Form

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

Dissertation Committee: Signatures

Total Hours: 54 (54 ~~84~~ Hours Minimum)

Signatures:

Student*

Advisor*

Chair/Director*

insert here

insert here

Note in Hours column

insert here

3.0 GPA required for graduation

Approved Electives (600 or above) up to 12 Hours

12

Approved Electives (600 or above) up to 12 Hours

12

Note in Hours column

3
3
3
3
3
3
3
3

24 12

Remove breakdown of credit hours

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Admit Type	Advisor & telephone						
Coursework:											
54-84 Hours Minimum	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
Required: ³⁹ 30 hours										Qualifying Exam, if applicable	
MAR 501	3									Plan of Study form filed in Graduate Studies	
MAR 541	3									Responsible Conduct of Research Training	
MAR 561	3									*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
HYD 602 of MAR 581	3									Residency Requirement Met - Put dates	
MAR 608	3									No incomplete Grades	
HYD 600	4 3									3.0 GPA required for graduation	
HYD 604	3									Comprehensive Exam	
HYD 605	3									Application for Degree filed in Graduate School	
HYD 612	2 3									at least one semester before planned graduation	
dissertation, MAR 898	12									Enrollment Requirement: Must be enrolled the	
total req	39									the semester that your degree is to be awarded	
CAT A Certification											
Courses: 24 Hours										Exit Survey	
(not required for qualifying exams)										*Application fee paid.	
HYD 601	3									Dissertation:	
HYD 603	1									Committee Approval Form	
HYD 606	3 2									IRB/Human Subjects Committee Approval	
HYD 609	1									Animal Protection Committee Approval	
HYD 610	3									Contact Graduate Reader: Submit Title Page	
HYD 611	3									Proposal Approval Form	
HYD 620	4 3									Oral Defense of Dissertation	
total electives	15 16									Submit Draft to Graduate Reader	
										Copies Deposited in Grad School	
										UMI Forms to Grad School with copies	
										Survey of Eamed Doctorates Form	
Total Hours:	54 ⁵⁵									Dissertation Committee: Signatures	

Signatures:

Student*

Advisor*

Chair/Director*

Proposed Grading System for Graduate Coursework – Revised 4/12/17 for Graduate Council consideration. NO VOTE TAKEN. MORE DISCUSSION NEEDED.

The proposed changes seek to accomplish two goals – (1) Ensuring consistent use of these courses across the graduate curriculum by defining the nature of each type of course and providing guidance about when to utilize these courses, and (2) in an effort to curb the practice of enrolling in courses simply to “fill” the schedule, an A-F grading scheme will be required of all courses listed below.

- A. Research Courses (often numbered 691, 791, with course component as "Research") are to be taken when students conduct research under the direction of a faculty member. These cannot be used to simply "fill" the student's schedule and should reflect actual work being completed by the student. A syllabus is required which defines the grading scale. Acceptable grades: A, B, C, D, or F only
 - a. Note: DNP students will continue to enroll in the nursing capstone course.
- B. Special **Problems** (previously referred to as Independent Study and **numbered generally as 697/797**, with course component as "Individual Directed Studies") is used to reflect research or other topic-specific learning being completed under the direction of a faculty member outside of the typical classroom structure and typically used only for individualized or very small group interactions. These courses do count toward the degree and a title must be required in SOAR. A syllabus is required which defines the grading scale. Acceptable grades: A, B, C, D, or F only
 - a. For non-thesis programs, special problems may be used to mark the submission of a portfolio or other capstone/ comprehensive project.
- C. Special **Topics** (may be numbered 692/ 792 or other number scheme as determined by the department) is used to reflect an *actual class* to include a day/time/classroom/online course designation. Special Topics are often used for classes which will not be offered consistently and/or haven't received a permanent course number. A title must be required in SOAR. Departments may need to designate or create such a variable-topic course if it does not already exist. A syllabus is required. Acceptable grades: A, B, C, D, or F only

Note: 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.

- D. ~~Independent Study (often numbered 697; 797, with course component as "Independent Study) is used for graduate students who are not in residence but who are actively working on a thesis, project, or dissertation, must enroll for at least one hour each semester (from Graduate Bulletin). These courses should not be used by graduate~~

Commented [BN1]: Consider adding S/ U grading

Consider whether offering an S/U would allow sufficient flexibility.

Questions about whether this will create confusion w/ undergraduate curriculum.

students. Thesis/dissertation (698/898) or Research courses (691/791) should be used as appropriate. Independent study, as previously conceptualized, will no longer exist. The numbering will be re-applied to Special Problems courses. See B above.

Questions remaining:

- Are there unintended consequences with moving from P/F to A-F? Does this inflate the GPA?

For your information:

Approved during the 15-16 Academic Year

Already being implemented

Thesis and Dissertation credits (often numbered 698 and 898 with course component as "Thesis" or "Dissertation") should be taken throughout the thesis or dissertation research process.

Acceptable grades: S (satisfactory) or U (Unsatisfactory) only. "E" grades for ongoing work followed by P or F should be discontinued.

- An "S" grade should be awarded when a student makes satisfactory progress on thesis or dissertation research as evaluated by the committee chair/major professor or advisor, based on expectations communicated at the start of the semester.
 - The "U" grade should be awarded when a student fails to make satisfactory progress on thesis or dissertation research as evaluated by the committee chair/major professor or advisor, based on expectations communicated at the start of the semester.
 - A single "U" grade will result in a student being placed on probation the following semester of enrollment; a student cannot take comprehensive exams or defend a thesis/dissertation while on probation.
 - The student can return to good academic standing following the next semester an S grade is earned in thesis/dissertation research.
 - One "U" grade can be changed to an "S" if the student receives "S" grades for two consecutive semesters of thesis/dissertation research.
 - Two U grades earned at any point (not necessarily consecutively) during the course of study will result in dismissal from the program.
 - A grade of P is assigned once the student has completed all degree requirements, successfully defended the thesis/ dissertation, submitted the finalized document and it is approved by the graduate reader.
 - Neither the S nor the U grade will carry quality points; but both will carry credit.
-

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (April 2017)

Student Spotlight

Biological Sciences Graduate Student is Graduate Assistant of the Year

Dhiraj Acharya, a doctoral student in the Department of Biological Sciences, was selected as the 2017 Graduate Assistant of the Year. Working with his major professor, Dr. Fengwei Bai, Dhiraj studies the immunopathogenesis of mosquito-borne viruses that cause debilitating and often life-threatening infections of humans, including West Nile, Zika, and Chikungunya viruses. Dhiraj began his graduate degree program at Southern Miss in 2012. Since then he published three peer-reviewed, first-author articles and is co-author of eight additional articles which appeared in top journals in his discipline. He is co-author of a book chapter, author of a chapter in a general microbiology laboratory manual, and holds a patent with Dr. Bai for discovery of a novel immunological function that promotes West Nile viral clearance in the host. Serving as a teaching assistant for three years, Dhiraj has taught microbiology lab to numerous undergraduate students, and he trained many students performing undergraduate research in Dr. Bai's lab. Dhiraj earned a master of science in microbiology in his home country of Nepal in 2008, where he was awarded a "Gold Medal" by the president of Nepal. As the 2017 GA of the Year, Dhiraj was presented with a plaque and a \$500 cash award. His portrait will be added to the 2017 Graduate Student Hall of Fame in McCain Library. After graduating this May, Dhiraj will immediately begin a postdoctoral position at the University of Chicago.



Dhiraj Acharya (right), with major professor Dr. Fengwei Bai, is the 2017 GA of the Year

Graduate Student Hall of Fame Portrait Unveiling Kicks Off Graduate Student Appreciation Week

On Monday, April 3, portraits of top graduate students were unveiled at the 3rd annual Graduate Student Hall of Fame Portrait Unveiling held on the second floor of McCain Library at the office of the Graduate School. President Rodney Bennett assisted Dean Coats in honoring 13 students selected by their academic deans or the Graduate School for their outstanding academic and scholarly

accomplishments. President Bennett removed drapes from canvas, poster-sized portraits of each student taken in their research setting as Dean Coats introduced each student and read a description of their research or academic project. During his remarks to a packed house filled with the honorees, their major professors and department chairs, friends, and family, Dr. Bennett noted that each student who was recognized reached their level of success due, in part, to the excellent mentorship provided by major professors. He acknowledged that the honor belongs to mentors as well as students. The portraits will hang for one year in McCain Library until they are succeeded by the 2018 Hall of Fame inductees. The 2017 Graduate Student Hall of Fame includes:

- Carley Reynolds Young, Ph.D. student, Communication Studies, College of Arts & Letters
- Willie Tubbs, Ph.D. student, Mass Communication, College of Arts & Letters
- Ecaterina (Kate) Stepaniuc, Ph.D. student, Mass Communication, College of Arts & Letters, 2016 Three Minute Thesis Grand Champion (nominated by Graduate School)
- Jeffrey R. George, Master's student, Economic Development, College of Business
- Andrew Dodgson, Master's student, Sport Management, College of Business
- Dane Conrad, Ph.D. student, Instructional Technology and Design, College of Education & Psychology
- Claire Houtsma, Ph.D. student, Clinical Psychology, College of Education & Psychology
- Ashley Lauren Parker, MPH, Epidemiology and Biostatistics, College of Health (degree awarded)
- Olivia Hogan Ismail, Master's student, Social Work, College of Health
- Ruoyu (Mason) Zhao, DNP, Nurse Anesthesia, College of Nursing (degree awarded)
- Tiffany Leanne Zyniewicz, Ph.D. student, Nursing Leadership, College of Nursing
- Frederick M. McFarland, Ph.D. student, Physical Chemistry, College of Science & Technology
- Dahlia Amato, Ph.D. student, Polymer Science and Engineering, College of Science & Technology



Hall of Fame inductee Carley Reynolds Young poses before her portrait with her major professor, Dr. John Meyer

Graduate Students Win Awards for Research Presentations

The Susan A. Siltanen Graduate Research Symposium, held Tuesday, April 4, was a success with nearly 120 students presenting their research in oral or poster format. The top presentations received cash awards, supported by the office of the Vice President for Research. The Graduate School and the Graduate Student Senate coordinated the annual event and appreciate the willingness of faculty and staff to judge the competition. Many of the presentations were outstanding and showcased the exceptional, diverse research being conducted by graduate student researchers and their mentors. The winners of the oral and poster presentations in four categories were as follows:

Category

Arts & Humanities

Life, Health, & Environmental Sciences

Physical Sciences & Math

Social & Educational Sciences and Business

Oral Winners

1st Elizabeth Radley
2nd Torie Fowler and
Christina Heras-Ramirez (tie)
1st Grover Brown
2nd Erin Frick
3rd Katrina Aleska
1st Phillip Pickett
2nd Matthew Patterson
3rd Andrew Janisse
1st Brian Bauer
2nd Mohamed Ismail and
Amber de Vere (tie)

Poster Winners

1st Sarah Wright
2nd Tracy Barnett
3rd Mary Wolverton
1st Edward Kelley
2nd Samuel Hendry
3rd Matthew Ladato
1st Austin Maples
2nd Brad Davis
3rd Vivek Vasagar
1st Sarah Butterworth
2nd Mallorie Carroll
3rd Elizabeth Schlosser

Faculty Kudos

2017 Graduate Mentor of the Year is Psychology Professor

Dr. Brad Dufrene, professor and director of the School Psychology Service Center in the Department of Psychology, was named 2017 Graduate Mentor of the Year at the Susan A. Siltanen Graduate Research Symposium awards luncheon on April 4. Selected from an exceptional group of faculty who were nominated by their graduate students, Dr. Dufrene was recognized for fostering the intellectual, scholarly, personal, and professional development of his students and for holding them to high standards of excellence. Among the documents the review committee used to evaluate the nominees' credentials were letters from current and former students. Dr. Dufrene's students clearly recognized the quality mentorship and concern that Dr. Dufrene provides his students. A current student commented that he demonstrates

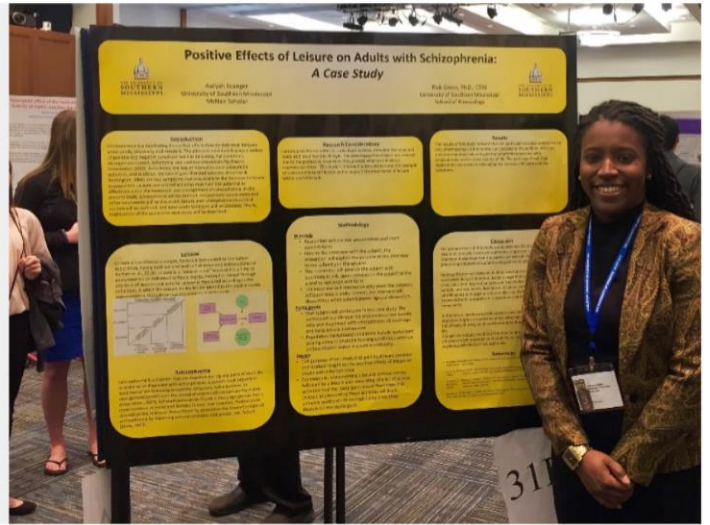
"multicultural competence" which helped her appreciate her value as a bilingual school psychologist. Another noted Dr. Dufrene's abundant fairness in crediting students for their research contributions. A former student stated that on a daily basis he uses what he learned from Dr. Dufrene in the practice he established following completion of his degree. Dr. Dufrene has mentored more than twenty-five graduate students since beginning his career at USM twelve years ago. He joined the USM faculty after receiving a Ph.D. in educational psychology with an emphasis in school psychology from Mississippi State University in 2005. An active researcher with more than forty peer-reviewed articles and three book chapters published, Dr. Dufrene's research focuses on prevention of emotional and/or behavioral disturbance in young children experiencing health disparities; treatment integrity in applied settings; and functional behavior assessment.



Dean Karen Coats presents 2017 Graduate Mentor of the Year Award to Dr. Brad Dufrene

McNair Scholars Program News

McNair Scholars Present Research at National Research Conference



McNair Scholars Mary Travis (left) and Aaliyah Cole (right) presented results of mentored research at NCUR

Immersing students in undergraduate research and preparing them to communicate their findings are important goals of USM's McNair Scholars program, and the Scholars are taking advantage of opportunities to do both. Last week (April 6 – 8) Mary Travis and Aaliyah Granger shared their research with a broad audience at the National Conference on Undergraduate Research (NCUR) at the University of Memphis. Mary, a senior geography major from Hattiesburg, gave a talk entitled "Delta Hands for Hope: a Force for Reconciliation and Sustainable Development in the Delta?" Her research mentor is Dr. Mark Miller. Aaliyah presented a poster, "Positive Effects of Leisure on Adults with Schizophrenia: A Case Study." Aaliyah, a senior from Meridian, is majoring in therapeutic recreation. Her research mentor is Dr. Rick Green. Aaliyah and Mary were accompanied to NCUR by Carolyn Cawthon and Kim Brown, Director and Assistant Director of the McNair Program, respectively.

McNair Scholars Receive University Recognition

McNair Scholars were recognized at the USM Student Awards Ceremony on April 11. Aliscia Burkett, Political Science; Arcia Caston, Kinesiology; Kelsey Hubbard, Kinesiology, Aaliyah Cole, Biological Sciences, and Jeremy Moore, Music Education, were recognized by Who's Who. Aaliyah Cole was included in the undergraduate Hall of Fame, and Jeremy Moore was named Best Citizen.

McNair Program Renewal Application Submitted

Carolyn Cawthon is principal investigator on an application submitted to the U.S. Department of Education seeking renewal of USM's Ronald McNair Scholars Program. Submitted in early April, the grant application requests \$1.13 million to support a five-year project of mentored research, professional development, STEM experiences, travel to professional conferences, and long-term outcome assessment for up to twenty-five McNair Scholars per year. Funding for successful applications will be announced in the fall.

Graduate Student Recruiting

Carolyn Cawthon, Director of Operations and Recruitment and Director of the McNair Scholars Program, and Kim Brown, Assistant Director of the McNair Scholars Program, attended the graduate recruitment fair at the National Conference on Undergraduate Research (NCUR) at the University of Memphis April 6 – 8. They collected contact cards and discussed USM's graduate programs with dozens of prospective graduate applicants who were attending NCUR to present results of undergraduate research projects. Contact information on prospects is being loaded into Radius for departmental review.

Professional Development Opportunities for Graduate Students



The Graduate School is accepting applications for the 2017-2018 Professionals in Preparation program. Professionals in Preparation is a Graduate School-sponsored professional development program designed to help graduate students develop “transferable skills” that will set them apart in a

competitive job market. The program focuses on communication, leadership, mentorship, ethics, and other important skills that cross disciplinary boundaries. In addition, participants may compete for travel awards to assist them in traveling to professional conferences. Seminars and workshops will be held twice monthly during the fall and spring semesters (usually from noon to 1:00 p.m. on Fridays), and students will compete in the annual Three Minute Thesis competition and present their research at the Susan A. Siltanen Graduate Research Symposium. The program description may be viewed on the Graduate School website. A complete application will include a form (see link below), a current CV (limit 3 pages), and a letter of support from the student's committee chair. Feedback from previous participants has been universally positive with students noting the value of the training they receive in the program. Applications must be submitted by noon, Friday, May 5. Please encourage students to apply. <https://forms.usm.edu/graduate-school/view.php?id=36300>

News from the Graduate School

Julie Beckham Joins the Graduate School Staff

Graduate Admissions has a full roster with the addition of Julie M. Beckham to the staff. Julie joined the Graduate School on April 10 after a one and a half year role as an application specialist in Undergraduate Admissions. Julie's experience with Radius and PeopleSoft will allow her to make rapid progress as she learns graduate admissions processes and provides customer service to prospects, applicants, and faculty. Julie earned a B.S. in Liberal Arts at USM in 1992 majoring in advertising with a marketing minor. Outside of USM, Julie owns her own business, “Creative Embroidery & Design.” She is an active volunteer, fundraiser, and donation acknowledgement coordinator for Hub City Humane Society.

Julie Beckham



Application Deadlines

Tracy Barnhill, Manager of Graduate Admissions, notified departments of the need for each department to set appropriate deadlines for prospective students to submit applications to their programs and pay the application fee. Required application documents may still be received after the application is submitted (transcripts, letters of reference, etc.), so deadlines should be early enough for those additional documents to be received and applications to be completed before departmental review. Departments who have not yet provided those deadlines should submit them right to Tracy immediately. Graduate Admissions will not re-open application portals after published deadlines have passed. Re-opening and closing portals is a manual process that is very time consuming. Any applicant who applies after the deadline must apply as a non-degree seeking student.

Commencement Information

Hattiesburg

Hooding Practice: Thursday, May 11, 10:00 a.m., Reed Green Coliseum

- Hooding faculty and their doctoral student are encouraged to attend
- The hooding platform (box) will be used at all ceremonies

Commencement: Friday, May 12, Reed Green Coliseum, 2 ceremonies

- 9:00 a.m.: Colleges of Arts & Letters, Education & Psychology, Nursing
 - Candidates and professors should arrive at Payne Center by 7:45 a.m.
- 3:00 p.m.: Colleges of Business, Health, Science & Technology
 - Candidates A-M and professors should arrive at Payne Center by 1:30 p.m.
 - Candidates N-Z and professors should arrive at Payne Center by 1:40 p.m.

Gulf Coast (Gulf Park, GCRL)

Hooding Practice: There is no separate hooding practice for the Gulf Coast campuses.

- Faculty and students are welcome to attend practice in Hattiesburg on Thursday, May 11.

Commencement: Saturday, May 13, 10:00 a.m., Mississippi Gulf Coast Coliseum, Biloxi

- All doctoral candidates and hooding professors should arrive no later than 8:45 a.m.

Operations Updates

Summer Enrollment for Students Holding Summer Graduate Assistantships

After consultation with appropriate administrative offices and the academic deans, the following modification to required summer enrollment for students holding summer GA's will be in effect this summer. Eligible summer GA's may hold the assistantship while enrolling in a minimum of 1 credit hour during summer 2017, rather than the 3 hours normally required for full-time summer enrollment. This change does not limit GA's to 1 hour; up to 3 hours will be awarded if needed. The change will allow us to utilize tuition waivers more effectively. To be eligible for the 1 hour minimum summer enrollment the following conditions must be met (in consultation with HR):

1. If a continuing student, the student must have been enrolled full time and held an assistantship during spring 2017 and must be already enrolled full time for fall 2017.
2. If graduating during summer 2017, the student must have been enrolled full time and held an assistantship during spring 2017 and has applied for graduation for summer 2017

For those offices that have already submitted tuition waiver requests for students meeting the requirements for the 1 hour option, please submit an amended request to Shelby Flores only for those students who are affected.

Note: The 1 hour enrollment option does not apply to federal work study assistantships. Work study GA's must register for a minimum of 3 hours during the summer.

Graduation Deferment Form Update

Graduate degree auditors discovered that departments often are not aware that their students defer graduation because the deferment form required only the student's signature. To remedy this situation, the deferment form was modified to include a signature line for the student's committee chair or department chair. This change will also provide an opportunity for the student to be advised about their degree progress and plans for completion of the program. The new form is available on the Graduate School website.

A Note of Appreciation

Dean Coats would like to recognize and thank the many individuals who helped make Graduate Student Appreciation Week 2017 a big success. Of particular note were the contributions of Vanessa Molden, Coordinator of Special Projects in the Graduate School, who coordinated all events. Robyn Curtis, Director, Nationally Competitive Awards; Elena Azadbakht, Assistant Professor, Health and Nursing Librarian; Adrienne McPhaul, Assistant Professor, Science, Health, and Nursing Librarian, Gulf Park; Michele Frasier-Robinson, Assistant Professor, Education and Psychology Librarian; Nadine Phillips, Instructor, Interlibrary Loan Librarian; Josh Cromwell, Institutional Repository Coordinator; and Jeanne Stewart, Reviewer of Theses, Dissertations, and Capstone Projects, Graduate School, all provided professional development workshops for graduate students. Many USM faculty and staff served as judges for the Susan A. Siltanen Graduate Research Symposium. Their time was much appreciated. The Department of Chemistry and Biochemistry and the Department of Biological Sciences co-sponsored guest speaker Dr. Justin Brown, who spent the day with graduate students to inform them about expectations and job opportunities for Ph.D.'s in industry. A special thanks is extended to President Rodney Bennett for his participation in the Graduate Student Hall of Fame Portrait Unveiling Ceremony. Honorees and their faculty mentors, friends, and family were inspired by his words and honored that he made the time to be a part of this event.

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement

Graduate Council Minutes
The University of Southern Mississippi
March 20, 2017

The Graduate Council met at 3:00 p.m. on March 20, 2017, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Bret Becton, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Grant Harley, Dr. Susan Hrostowski, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Vanessa Murphree, Dr. Ras Pandey, 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. Sarah Morgan for Dr. Bonnie Nicholson, Dr. Leisa Flynn for Dr. Jonathan Barron and Dr. Amy Slagle for Dr. Wendy Atkins-Sayre,.

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

The following guests were present: Ms. Desira Bailey, Ms. Jennifer Culley, Dr. Amber Hatten, Dr. Taylor Hightower, Dr. Gary Krebs, Ms. Kathryn Lowery, Dr. Gwen Pate and Ms. Dawn Porter.

- 1.0 Call to Order
Dr. Butts called the meeting to order at 3:00 p.m.
- 2.0 Adoption of Agenda
Dr. Butts presented the agenda for approval. Dr. Welsh moved and Dr. Flynn seconded a motion to approve the agenda. The motion passed.
- 3.0 Approval of Minutes
Dr. Butts presented the February 20, 2017 minutes for approval. Dr. Welsh moved and Dr. Abreu seconded a motion to approve the February 20, 2017 minutes for approval. The motion passed.
- 4.0 Course and Program Proposals
 - 4.1 College of Arts & Letters
Department of Anthropology and Sociology
Dr. Butts presented the request to modify ANT 516. Dr. Slagle moved and Dr. Shelley seconded a motion to approve the modification of ANT 516. The motion passed 18-0.

Dr. Butts presented the request to modify ANT 522. Dr. Welsh moved and Dr. Becton seconded a motion to approve the modification of ANT 522. The motion passed 18-0.

Dr. Butts presented the request to modify ANT 536. Dr. Shelley moved and Dr. Slagle seconded a motion to approve the modification of ANT 536. The motion passed 18-0.

Dr. Butts presented the request to modify ANT 541. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the modification of ANT 541. The motion passed 18-0.

Dr. Butts presented the request to modify ANT 696. Dr. Slagle moved and Dr. Morgan seconded a motion to approve the modification of ANT 696. The motion passed 18-0.

Dr. Butts presented the request to modify ANT 641. Dr. Welsh moved and Dr. Becton seconded a motion to approve the modification of ANT 641. The motion passed 18-0.

School of Music

Dr. Butts presented the request to add MUS 557. Dr. Flynn moved and Dr. Shelley seconded a motion to approve the addition of MUS 557. The motion passed 18-0.

Dr. Butts presented the request to add MUS 558. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the addition of MUS 558. The motion passed 18-0.

Dr. Butts presented the request to modify the Music (Performance: Collaborative Piano) M.M. plan of study. Dr. Slagle moved and Dr. Abreu seconded a motion to approve the modification of the Music (Performance: Collaborative Piano) M.M. plan of study. The motion passed 18-0.

4.2 College of Business

School of Accountancy

Dr. Butts presented the request to modify the Master of Public Accountancy M.P.A. plan of study. Dr. Becton moved and Dr. Welsh seconded a motion to approve the modification of the Master of Public Accountancy M.P.A. plan of study. The motion passed 18-0.

4.3 College of Education and Psychology

Department of Child and Family Studies

Dr. Butts presented the request to add MUS 557. Dr. Flynn moved and Dr. Shelley seconded a motion to approve the addition of MUS 557. The motion passed 18-0.

Dr. Butts presented the request to modify the Child and Family Studies M.S. plan of study. Dr. Flynn moved and Dr. Shelley seconded a motion to approve the modification of the Child and Family Studies M.S. plan of study. The motion passed 18-0.

- 4.4 College of Nursing
Department of Advanced Practice
Dr. Butts presented the request to modify the Nursing (Family Nurse Practitioner) M.S.N. program of study and the Nursing (Psychiatric-Mental Health Nurse Practitioner) M.S.N. program of study. Dr. Morgan moved and Dr. Becton seconded a motion to approve these modifications as a group. The motion passed. Dr. Shelley moved and Dr. Hrostowski seconded a motion to approve the modifications of the Nursing (Family Nurse Practitioner) M.S.N. program of study and the Nursing (Psychiatric-Mental Health Nurse Practitioner) M.S.N. program of study. The motion passed 18-0.

Dr. Butts presented the request to modify the Family Nurse Practitioner graduate certificate and the Psychiatric-Mental Health Nurse Practitioner graduate certificate. Dr. Welsh moved and Dr. Flynn seconded a motion to approve these modifications as a group. The motion passed. Dr. Welsh moved and Dr. Abreu seconded a motion to approve the modifications of the Family Nurse Practitioner graduate certificate and the Psychiatric-Mental Health Nurse Practitioner graduate certificate. The motion passed 18-0.

5.0 Officers Report

5.1 Chair – Dr. Janie Butts
No report.

5.2 Chair-Elect – Dr. Leisa Flynn
No report.

6.0 Standing Committee Reports

6.1 Bylaws Committee – Dr. Leisa Flynn
No report.

6.2 Credentials Committee – Dr. Teresa Welsh
Dr. Welsh submitted the Credentials report for February 2017 for approval. The report was approved. (see attached)

6.3 Election Committee – Dr. Chaoyang Zhang
No report submitted.

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

6.5 Program Review Committee – Dr. Kyna Shelley
No report submitted.

7.0 Liaisons to University Committees

7.1 Assessment Committee- Dr. Leisa Flynn
No report.

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

7.3 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.

8.0 New Business

8.1 Graduate Student Senate Report
No report

8.2 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 April 17, 2017 at 3:00.
The deadline for submitting materials to the Graduate School for the Agenda is Friday,
March 31, 2017.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
March 20, 2017

College of Arts and Letter

Department of Anthropology and Sociology

Modify:	ANT 516	<u>Ethnographic Field Methods.</u> 1-6 hours.
To:	ANT 516	<u>Ethnographic Field Methods.</u> 3-6 hours. Effective spring 2018.
Modify:	ANT 522	<u>Ecological Anthropology.</u>
To:	ANT 522	<u>Environmental Anthropology.</u> Effective spring 2018.
Modify:	ANT 536	<u>Archaeology Field Methods.</u> 1-6 hours.
To:	ANT 536	<u>Archaeology Field Methods.</u> 3-6 hours. Effective spring 2018.
Modify:	ANT 541	<u>Human Variation.</u>
To:	ANT 541	<u>Human Variation and Adaptation.</u> Effective spring 2018.
Modify:	ANT 696	<u>Project.</u> A-F or Pass/Fail grading basis.
To:	ANT 696	<u>Project.</u> S/U grading basis. Effective spring 2018.
Modify:	ANT 641	<u>Seminar in Physical Anthropology.</u>
To:	ANT 641	<u>Seminar in Biological Anthropology.</u> Effective spring 2018.

School of Music

Add:	MUS 557	<u>Collaborative Piano Literature 1.</u> Effective spring 2018.
Add:	MUS 558	<u>Collaborative Piano Literature 2.</u> Effective spring 2018.

Modify: Music (Performance: Collaborative Piano) M.M. emphasis area.
Effective fall 2017. (see attached)

College of Business

School of Accountancy

Modify: Master of Professional Accountancy M.P.A. degree program.
Under Required hours - Remove ACC 660; Add ACC 615.
Effective fall 2017.

College of Education and Psychology

Department of Child and Family Studies

Add: FAM 624 Advanced Family Theories.
Online delivery format. Effective fall 2017.

Modify: Child and Family Studies M.S. degree program.
Delete FAM 650; Add FAM 624.
Effective fall 2017.

College of Nursing

Department of Advanced Practice

Modify: Nursing (Family Nurse Practitioner) MSN program.
(see attached). Effective fall 2017.

Modify: Nursing (Psychiatric-Mental Health Nursing Practitioner)
MSN program. (see attached).
Effective fall 2017.

Modify: Family Nurse Practitioner Graduate Certificate.
(see attached). Effective fall 2017.

Modify: Psychiatric-Mental Health Nursing Practitioner Graduate
Certificate. (see attached).
Effective fall 2017.

DATE: March 20, 2017
 TO: Graduate Council
 FM: Graduate Credentials Committee
 RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
Associate Level 1		
DeMott, Daniel D.	Interdisciplinary Studies	A1
Associate Level 2		
Robillard, Eric M.	Coastal Sciences	A2
Associate Level 3		
Darnell, Kelly M.	Coastal Sciences	A3
Filbrun, Jesse E.	Coastal Sciences	A3
Jones, Henry L.	Computing	A3
Leary, Christopher J.	Coastal Sciences	A3
Miller, Lance J.	Psychology	A3
Associate Level 4		
Hughes, Cathy K.	Collaborative Nursing Care	A4
McNeil, Abby	Advanced Practice	A4
Regular Level 1		
Gibbs, SherRhonda R.	Finance, Real Estate, & Business Law	R1
Regular Level 2		
Haynes, Joshua S.	History	R2
Goodwin, Kimberly R.	Management & International Business	R2
Regular Level 3		
Credentials Committee		
Dr. Teresa Welsh, Chair		



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI


SCHOOL OF MUSIC

118 College Drive #5081 | Hattiesburg, MS 39406-0001

Phone: 601.266.5543 | Fax: 601.266.6427 | music@usm.edu | www.usm.edu/music

TO: Graduate Council

THROUGH: College of Arts and Letters College Council

FROM: Richard Kravchak
Director, School of Music 

RE: Modifying the MM, Performance—Collaborative Piano degree plan

The School of Music is modifying the MM in Collaborative Piano program to bring it in line with current practices. We hired a Collaborative Pianist last year in hopes that they can bring the program into the 21st century. Our antiquated degree had not had a student enrolled in several years, but this year we have already had one new major with more auditioning for the program.

The old degree plan in piano accompanying was very specific to vocal accompanying. The new plan creates a well-rounded collaborative pianist who takes two semesters of vocal literature **and** two semesters of the new instrumental literature courses specifically designed for collaborative pianists.

The official emphasis name: Music (Performance: Collaborative Piano <formerly Piano Accompanying>) MM

Teaching Site: Hattiesburg

Effective Date: Fall 2017

Supporting documents
The revised Degree Plan

submit any exception to this policy to the Graduate Coordinator; signatures of all appropriate area faculty must be included on this form.

Ensemble Participation

All full-time master's-level students majoring in music are required to participate in a major ensemble during each term of residence. A maximum of two (2) hours of graduate credit earned from ensemble work may be counted toward a degree. The ensemble in which one participates will be determined by the student's major applied area and area of interest. The following are considered to be appropriate major ensembles to fulfill this requirement: Orchestra, Band, Southern Chorale, Jazz Lab Band, Concert Choir, Symphonic Winds, and Opera/Music Theatre. Exceptions may be granted to master's students in residence during summer semesters.

This major ensemble policy does not apply to graduate guitar or piano majors.

Candidacy Audition for Piano Accompanying degrees:

All students must perform for the appropriate area faculty: two contrasting selections from the standard piano repertoire and three chamber works representing three different periods in music, single movements are acceptable. One of these movements must be for at least three instruments including piano.

The remaining two works should include a sonata with an instrument and piano and a work with voice and piano. The audition may be on videotape, DVD, or CD recording.

This audition must be deemed Satisfactory before one can be accepted into the School of Music (i.e., before completing nine (9) hours of graduate work). Early auditions are encouraged, and a high level of performance proficiency is expected

Required Courses (32 hours)

At least 18 hours of coursework must be at the 600 level or higher. A 3.0 GPA is required for graduation. Graduate students must receive a grade of B- or better in any class for it to count toward graduation requirements.

- MUS 540 - Vocal Literature 2 hrs. ~~or~~
 - MUS 541 - Vocal Literature 2 hrs.
 - ~~MED 550 - Vocal Pedagogy~~ 2 hrs.
 - MUS 539 - Diction 3 hrs. * (French, German, or Italian) - appropriate substitutions are GER 505 and FRE 505 (6 hrs. required)
 - MUS 531 - History of Opera 3 hrs. →
 - MUS 551 - Chamber Music 3 hrs. 2 hrs
 - Applied Music 8 hrs.
- Electives: MUS 630 (3 hrs.) may be required.
Music Theory Electives: MUS 620 (3 hrs.) may be required.
- See revised plan

Special Requirement:

REVISED DEGREE PLAN

MASTER OF MUSIC DEGREE IN PERFORMANCE-Collaborative Piano

(32 Hours) **There are no changes to the total degree hour requirements.**

Credits	Course Name/Category
8	Applied Music
4	MUS 540 and MUS 541: Vocal Literature
2	MUS 557 <i>Collaborative Piano Literature I (Winds, Brass and Piano)</i>
2	MUS 558 <i>Collaborative Piano Literature II (Strings and Piano)</i>
6	MUS 539: Diction (French, German or Italian)
1	MUP 571: Chamber Music
1	MUP 571: Chamber Music
3	Electives: MUS 531, MUS 546, MUS 540, MUS 630 (3) may be required
3	Music Theory Electives: MUS 620 (3) may be required
2	MUS 715 (Graduate Recitals)

At least 18 hours of coursework must be at the 600 level or higher. A 3.0 G.P.A. is required for graduation. Graduate students must receive a grade of B- or better in any class in order for it to count toward the graduation requirements.

Recital Requirement: Two degree recitals comprised of an equal representation of vocal, instrumental, and concerto/orchestral reduction literature will be completed in the second year of study. The student will enroll in MUS 715 for 1 credit hr. the semester of each recital.

Candidacy Audition

MM Performance in Collaborative Piano Audition Requirements

Pre-screening recording (video):

- Two contrasting movements from a standard duo sonata for piano and instrument: eg. Beethoven, Brahms, Prokofiev, Franck, Schumann, Poulenc, Mozart
- Two contrasting art songs from the German, French, or English vocal repertoire: eg. Schumann, Schubert, Duparc, Fauré, Barber, Vaughan Williams

Live Audition (Required if Auditioning for GA position):

- Two contrasting movements from the standard duo instrumental repertoire e.g. Brahms, Beethoven, Prokofiev, Franck
- The first movement from a Mozart orchestral reduction. Choose one from the following:
 - Violin: K. 216 in G major, K. 218 in D major, or K. 219 in A major
 - Flute: K. 313/285c in G major
 - Oboe: K. 314/271k in C major
 - Clarinet: K. 622 in A major
 - Bassoon: K. 191 in Bb major
- Prepare 2 songs in each language from the following list (Total six songs). We will select two total for you to perform at your audition.

German:

- J. Brahms *Meine Liebe ist grün* **or** *Wie melodien zieht es mir*
- F. Schubert *Gretchen am Spinnrade* **or** *Im Frühling*
- R. Schumann *Mondnacht* **or** *Widmung*

French:

- H. Duparc *Extase* **or** *Chanson Triste*
- C. Debussy *Il pleure dans mon coeur* **or** *C'est l'extase*
- G. Fauré *Mandoline* **or** *Notre amour*

English:

- S. Barber *The Desire for Hermitage* **or** *The Monk and his Cat*
- A. Copland *Heart! We Will Forget Him!*
- R. Vaughan Williams *The Vagabond* **or** *The Roadside Fire*

- Sight-reading with a partner

Plan of Study:

MSN in Nursing (Family Nurse Practitioner emphasis)

40 Hours Minimum

11/29/2012-01/03/2017

Name & e-mail & telephone

Student ID

Admit Term

Required Completion Term

Admit Type

Advisor & telephone

Coursework:
44 Hours Minimum

Hours

Term Will Take

Hours Taken

Grade

Substitution

Transfer Hours - 6 hrs only

Milestones (in order of completion)
Check Deadlines

Date Completed

Required:

46 Hours

3

NSG 600

NSG 602

NSG 605

NSG 606

NSG 607

NSG 608

NSG 609

NSG 610

NSG 611

NSG 612

NSG 613

NSG 614

NSG 602

4

NSG 605

NSG 606

NSG 607

NSG 608

NSG 609

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NSG 607

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NSG 610

NSG 611

NSG 612

NSG 613

NSG 614

NSG 610

6

NSG 611

NSG 612

NSG 613

NSG 614

NSG 611

1

NSG 612

NSG 613

NSG 614

NSG 612

1

NSG 613

NSG 614

Total Hours 44

SIGNATURES:

Student

Advisor

Chair/Director

Plan of Study Form Submitted to Graduate School

Responsible Conduct of Research Training

18 hours of coursework at 600 level or higher

No Incomplete Grades

3.0 GPA required for graduation

Application for Degree to be Filed in Graduate School

at least one semester before planned graduation

Comprehensive Exam

Exit Survey

*Application fee paid.

Committee Signatures

Plan of Study: Graduate Certificate in Family Nurse Practitioner

22 25 Hours

4/29/2012 01-04-2017

Name & e-mail & telephone _____ Student ID _____ Admit Term _____ Required Completion Term _____ Intended Graduation Term (4 years from admission) _____ Admit Type _____ Advisor & telephone _____

Coursework: 23
 38 Hours Minimum 38 Hours Hours Term Will Grade
 Required: 38 Hours Take

NSG 666	3		
NSG 647	3		
NSG 658	2		
NSG 641	1		
NSG 667	3		
NSG 667L	4		
NSG 669	3		
NSG 669L	4		
NSG 668	2		
NSG 668	2		
NSG 664L	6		
NSG 669	2		
total	22		
NSG 670	1		
	25		
	22		

Total Hours

~~if already taken a graduate level course with transfer in~~
~~Advanced Health assessment must be taken at USM~~

Signatures:

Student _____
 Advisor _____
 Chair/Director _____

Milestones (in order of completion)
 Check Deadlines
 Plan of Study Form Submitted to Graduate School
 No Incomplete Grades
 3.0 GPA required for graduation
 Application for Certificate Filed in Graduate School
 Fee Payment - \$50.00

Date Completed

Plan of Study:

MSN in Nursing (Psychiatric Nurse Practitioner emphasis)

48 Hours Minimum

01/04/2017

Name & e-mail & telephone

Student ID

Admit Term

Required Completion

Admit Type

Advisor & telephone

Coursework:

24 Hours Minimum

Hours

Term Will Take

Hours Taken

Grade

Substitution

Transfer Hours - 6 hrs only

Milestones (in order of completion)

Check Describes

Plan of Study Form Submitted to Graduate School

Responsible Conduct of Research Training

18 hrs of coursework at 600 level or higher

No Incomplete Grades

3.0 GPA required for graduation

Application for Degree to be Filed in Graduate School

at least one semester before planned graduation

Comprehensive Exam

Exit Survey

*Application fee paid.

NSG 600	3						
NSG 602	3						
NSG 605	4						
NSG 646 601	3						
NSG 647 600	3						
NSG 648 603	3						
NSG 649	3						
NSG 646L	3						
NSG 630	3						
NSG 636	2						
NSG 631	3						
NSH 631L	4						
NSG 608	2						
NSG 635	3						
NSG 635L	4						
NSG 669	2						
NSG 634L	6						
total required	48						
NSG 671	2						

Total Hours: 48 46

SIGNATURES:

Student:

Advisor:

Chair/Director:

Committee: Signatures

Plan of Study:

Graduate Certificate in Psychiatric Mental Health Nurse Practitioner

25 387 hours

~~12/12/04~~ 01/04/2017

Name & e-mail & telephone	Student ID	Admit Term	Required Completion Term	Intended Graduation Term (4 years from admission)	Admit Type	Advisor & telephone
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Coursework: <u>25</u>	Hours	Term Will Take	Grade
38 Hours Minimum Required:			

NSG 630	3		
NSG 631	3		
NSG 631L	4		
NSG 635	3		
NSG 635L	4		
NSG 636	2		
NSG 634L	6		
NSG 608	2		
NSG 609	2		
NSG 646	3		
NSG 647	9		
NSG 800	9		
<u>NSG 615</u>	<u>2</u>		
<u>Total req</u>	<u>25</u>	<u>29</u>	<u>34</u>

Total Hours: 38 25

Signatures:

Student _____
 Advisor _____
 Chair/Director _____

Milestones (in order of completion)
 Check Deadlines
 Plan of Study Form Submitted to Graduate School
 No Incomplete Grades
 3.0 GPA required for graduation
 Application for Certificate Filed in Graduate School
 one semester before graduation
 Fee Payment - \$50.00

Date Completed _____

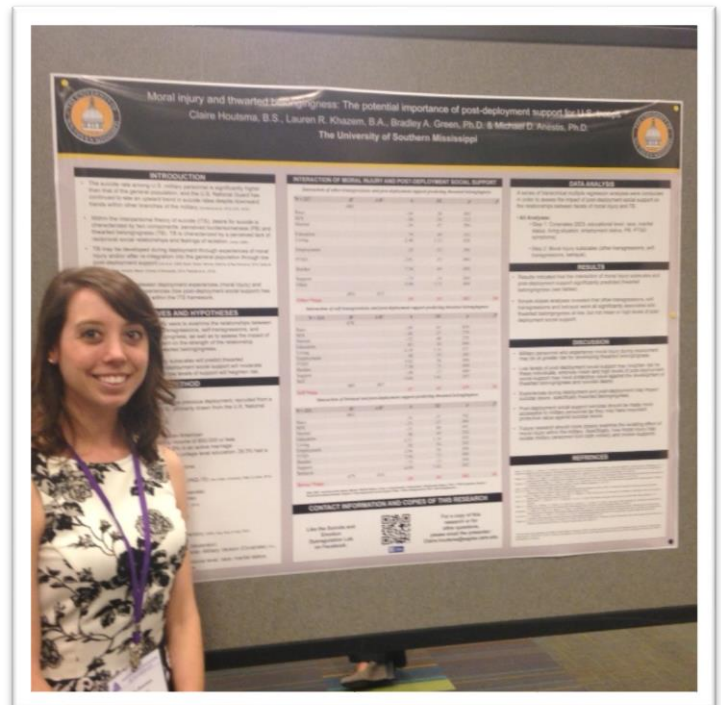
Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (March 2017)

Student Spotlight

Psychology Student Wins Prestigious National Award

Claire Houtsma, Ph.D. student in Clinical Psychology, is the 2017 recipient of the Morton M. Silverman Award. This award, presented annually by the American Association of Suicidology, recognizes the best student paper on a topic directly related to the field. Claire's paper, entitled "Practical capability: the impact of handgun ownership among previous suicide attempters," examines "the impact of handgun ownership, a component of practical capability as defined by the Three-Step Theory, on the relationship between past week suicidal ideation and perceived likelihood of making a future suicide attempt within a community sample of previous attempters." Her study found that "handgun ownership increases the likelihood of predicting engagement in future suicidal behavior" in currently-suicidal individuals who were previous attempters. Claire's hometown is the south suburbs of Chicago, Illinois. She received her B.S. in Psychology from the University of Illinois, Urbana-Champaign. Her major professor is Dr. Michael Anestis.



Claire Houtsma presenting research on post-deployment support for U.S. troops at a national conference

Southern Miss Three Minute Thesis (3MT) Grand Champion Participates in Regional Competition

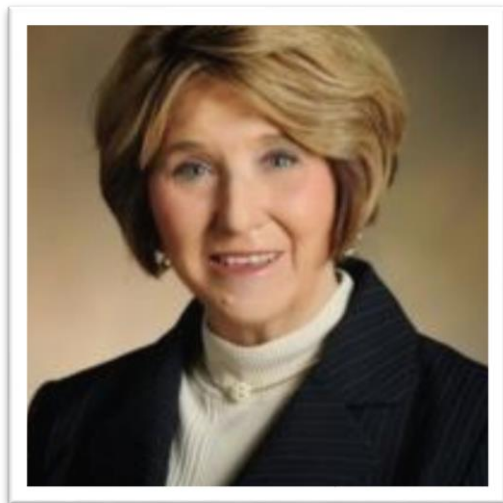
Mass Communication and Journalism doctoral student Ecaterina (Kate) Stepaniuc, the Southern Miss 2016 3MT Grand Champion, competed at the annual 3MT regional competition on March 4 during the Conference of Southern Graduate Schools annual meeting in Annapolis, Maryland. Competing against 44 other outstanding presenters representing universities from Maryland to



Ecaterina Stepaniuc discusses the importance of media on public perception at the CSGS regional 3MT competition

Oklahoma, Kate delivered a flawless presentation, “Moldova’s democracy: between opposing ideologies.” The competition included four heats of eleven to twelve students. Finalists chosen from each heat advanced to the finals competition on March 5. While Kate’s presentation was not selected to advance to the finals, she presented an energetic and compelling description of her research project, which examines how the Moldovan media influences ideology about national identity among Moldovan citizens.

Faculty Kudos



Dean Katherine Nugent

Dean of the College of Nursing Honored

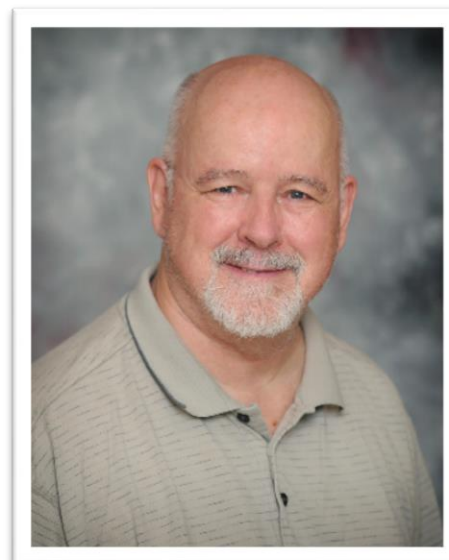
Dr. Katherine Nugent, Dean of the College of Nursing, was inducted into the Mississippi Nurses’ Association Hall of Fame on March 6 at the 11th Nightingale Awards Gala, an event hosted by the Mississippi Nurses’ Association and Mississippi Nurses’ Foundation. Dean Nugent’s many accomplishments during her tenure at Southern Miss include increased enrollment in both undergraduate and graduate nursing programs. Graduate enrollment grew by nearly 50% from Fall 2014 to Fall 2016, in part as a result of new graduate programs Dean Nugent spearheaded including the state’s only accredited nurse anesthesia program and the doctor of nursing practice (DNP) degree program. She also led the development of online graduate nursing degree programs. The March 3 dedication of Asbury Hall, the College’s state-of-the-art, \$31 million

building where nursing students will receive much of their education and practical training, was a highlight in Dean Nugent’s career. The building is a result of her vision and ability to build relationships with those in a position to invest in Southern Miss. She earned her BSN and MSN degrees from Texas Woman’s University and her Ph.D. from Texas A&M University. After practicing as a pediatric nurse and clinical specialist in pediatrics, she moved into a faculty position in higher education, and finally, nursing administration, which led to her directorship of the School of Nursing at Southern Miss in 2004. In 2012 she became Dean of the College of Nursing. For more information on Dean Nugent’s accomplishments see <http://news.usm.edu/article/usm-college-nursing-dean-nugent-inducted-mna-hall-fame>.

Marine Science Faculty Member Inducted into Hall of Fame

The Hydrographic Society of America (THSOA) will welcome Dr. David Wells into the Hydrographer Hall of Fame during an induction ceremony to be held on March 21 during the opening ceremonies of the U.S. HYDRO 2017 conference in Galveston, Texas. The citation to be used at the induction ceremony reads: “David Wells has had an outstanding career, highlighted by his work with GPS and work to streamline the processing of multibeam sonar data. In addition, he has been an educator and advisor to a generation of hydrographers. After his early training in nuclear physics, David went on to obtain a Ph.D. in Geodesy from the University of New Brunswick (UNB). After returning to UNB in 1980, he was instrumental in the preparation of the

Dr. David Wells



“Guide to GPS Positioning”. Dr. Wells “played a key role in the creation of the Ocean Mapping Group at UNB and helped to establish the Geodetic Laboratory.” A Professor Emeritus from UNB, Dr. Wells currently teaches courses in the hydrographic science program in the Division of Marine Science at Stennis Space Center.

Fostering Faculty and Student Success

Valuing Effective Graduate Student Mentorship at Southern Miss

The second of three “Mentoring Matters” Lunch and Learn Workshops, held February 24 in the Trent Lott Center, was a resounding success. Thirty-two faculty and senior-level graduate students (participants in the Professionals in Preparation program), along with eight leaders were in attendance. Round table discussions of case studies representing realistic challenges in graduate student mentorship were led by Dr. Lachel Story, Assistant Dean and Associate Professor, Nursing; Dr. Frank Moore, Distinguished Professor Emeritus, Biological Sciences; Dr. Alan Thompson, Associate Professor, Criminal Justice; Dr. Ann Blankenship, Assistant Professor, Educational Research and Administration; Dr. Bonnie Nicholson, Assistant Chair and Associate Professor, Psychology; Dr. Andrew Wiest, University Distinguished Professor, History; Dr. Douglas Masterson, Associate Dean and Associate Professor, Chemistry and Biochemistry; and Dr. Elaine Molaison; Chair and Professor, Nutrition and Food Systems. The lively discussion provided opportunities for junior faculty and students to consider how to best manage tricky situations they might encounter either as a student being mentored or while mentoring students in a degree program. The final

mentorship workshop will be held on March 24 from noon to 1:30 p.m. in Cook Library Art Gallery. (See information below). All Mentorship Matters workshops are co-sponsored by The Provost’s First Year Foundations New Faculty Development Program, and Drs. Ann Blankenship and Alan Thompson, First Year Foundations Coordinators, were co-organizers of the program. Vanessa Molden, Coordinator of



Drs. Doug Masterson (top left) and Elaine Molaison (bottom right) were among faculty mentors who led roundtable discussions on effective mentorship during the second Mentorship Matters workshop in late February.

Special Projects in the Graduate School, and Bonnie Cooper, Assistant to the Provost for Faculty Development, coordinated the workshop.

Graduate News from Colleges

College of Arts and Letters

Department of English

“Bodies That Work,” a conference hosted by the Department of **English Graduate Student Organization** (EGO) during the first week of March, featured two full days of panel presentations and a keynote address by Beth Ann Fennelly, Mississippi’s poet laureate. Sessions were held at both on-campus locations and at community venues. The conference, which was conceived, planned, and executed by EGO with the assistance of department staff, was attended by scholars from across the region. The conference was a great success that brought positive publicity to USM by engaging academic scholars and the greater Hattiesburg community.

Department of Political Science, International Development, and International Affairs

Jennifer Kuklenski, Ph.D. student in International Development, won the Outstanding PhD Student Paper in Economics award at the 2017 Annual Conference of the Academy of Economics and Finance held February 8-11 in Charleston, South Carolina. Jennifer’s paper was entitled: “A transatlantic analysis of immigration and economic growth.” This is the third time in four years that an IDV student won the award for best student paper.

College of Business

School of Accountancy

Master of Professional Accountancy (MPA) students in **Amber Hatten's** ACC 615 - Audit Analytics and IT Auditing class participated in a live webinar led by Cory Windham, Academic Program Manager with Audimation Services, Inc. in Houston, Texas. The webinar included hands-on experience with IDEA Data Analysis Software. The IDEA Academic Partnership (<https://www.audimation.com/Resources/IDEA-Academic-Partnership>) provided the USM MPA students with free access to CaseWare IDEA version 10 software downloaded to their personal computers and complimentary copies of the IDEA workbook. Students will benefit by gaining exposure to this data analysis tool used in the practice of the profession.

Department of Economic Development, Tourism, and Sport Management

Sponsored by Mississippi Power Economic Development and Southeast Commercial Real Estate Services, **Master of Science in Economic Development (MSED)** students **Katie Hogan, Ann Kate Baygents, and Oprah Payne** attended the International Council of Shopping Centers (ICSC) Idea Exchange Conference in Biloxi, Mississippi March 8-9. The ICSC, with over 70,000 members from the shopping center industry, meets annually to promote its role in the commercial distribution of consumer goods. The students were made ICSC members and participated in the education, networking, and retail real estate deal-making event.

College of Education and Psychology

Department of Psychology

- **S. Kathleen (Katie) Bishop** and **Parker Lundy**, Master’s students in **Applied Behavior Analysis**, are co-authors with **Dr. James Moore** and Dr. Mark R. Dixon (Southern Illinois University) of a chapter in the upcoming book *Encyclopedia of Personality and Individual Differences*. The chapter is entitled “Behavioral Perspectives on Personality.” For more information see https://link.springer.com/referenceworkentry/10.1007/978-3-319-28099-8_962-1.

- **Counseling Psychology** students received prestigious internship placements:
 - **Carly Chadick** – Federal Bureau of Prisons, Tallahassee, Florida
 - **Danielle Cottonham** – Southeast Louisiana Veterans Administration
 - **Niki Knight** – Central Arkansas Veterans Administration
 - **Ben Wu** – Veterans Administration of Central Texas
- **Clinical Psychology** students received top internship placements:
 - **Karin Fisher** – Mississippi State Hospital
 - **Chris Gillen** – University of Tennessee Health Sciences Center
 - **Jessica James** – Indiana University School of Medicine
 - **Lauren Khazem** – Minneapolis Veterans Administration Medical Center
 - **Keyne Law** – Charleston Internship Consortium (Medical University of South Carolina)
- **Caitlyn Chambers**, first year graduate student in the **School Psychology** program, received the 2017 Fred E. Woodall Memorial Scholarship by the Mississippi Association for Psychology in Schools.

Department of Educational Research and Administration

Southern Miss was well represented at the Southern History of Education Society Conference in Athens GA on March 10 – 11, 2017, with faculty, students, and an alumnus presenting their research. Faculty members **Dr. Eric Platt** and **Dr. Holly Foster**, assistant professors in Educational Research and Administration, and **Dr. Matthew Griffis**, assistant professor, School of Library and Information Science, accompanied six students. The students, all pursuing degrees in Educational Research and Administration, included **David Taylor**, **Donavan Johnson**, **Zachary Turner**, **Jo Yarketta Hawkins**, **Kaitlyn Hall**, and **Elizabeth Cobbins**.

Alumnus Joseph Odenwald, Ph.D., a graduate of the Higher Education program who is now on faculty at Louisiana State University, joined the group.



Faculty, graduate students, and a USM alumnus attended the Southern History of Education Society conference earlier this month

School of Library and Information Science

The research of assistant professor **Matthew Griffis** on the history of segregated public libraries in the South, a project funded with a grant from the Institute of Museum and Library Services (IMLS) in Washington, D.C., is now available online at <http://aquila.usm.edu/rocoverview/>. "The Roots of Community: Segregated Carnegie Libraries as Spaces for Learning and Community-Making in Pre-Civil Rights America, 1900-65," examines the twelve segregated Carnegie libraries that opened across the South between 1905 and 1920. They were part of philanthropist Andrew Carnegie's library building program which funded more than 1,600



Dr. Matthew Griffis

American public libraries from 1900-1925. For more information, see USM News:
<http://news.usm.edu/article/professor-s-research-segregated-public-libraries-south-available-online-0>

College of Science and Technology

Department of Mathematics

Ph.D. students **Brianna Bingham**, **Haley Dozier**, and **Somayyeh Sheikholeslami**, and M.S. student **Elyse Garon** presented their research at the 2017 Society for Industrial and Applied Mathematics (SIAM) Conference on Computational Science and Engineering, held February 27 – March 3 in Atlanta, Georgia. It is the largest conference organized by SIAM with 1400 attendees from around world. Somayyeh was supported by an SIAM travel award. All students are mentored by **Dr. James Lambers**. The students' papers were entitled:

- “Krylov subspace spectral methods for Navier-Stokes in cylindrical geometries,” Brianna Bingham and James Lambers
- “Multigrid Krylov subspace spectral methods for time-dependent partial differential equations,” Haley Dozier and James Lambers
- “Solution to partial differential equations for photobleaching kinetics using Krylov subspace spectral methods,” Somayyeh Sheikholeslami and James Lambers

Center for Science and Mathematics Education

Dr. Berkley N. King, Jr., December 2016 Science Education graduate, presented his dissertation research entitled “Analysis of Professors’ Perceptions Towards Institutional Redevelopment of Brownfield Sites in Alabama,” at the 4th Annual Climate Change Conference, held March 17, 2017 at Loyola University Chicago.

Division of Marine Science

Faculty, postdoctoral fellows, and graduate students presented their research at national meetings during February:

- **Graduate Students:**
 - **Adam Boyette**, S. Parra, A. Shiller, I. Soto Ramos, A. Weidemann, S. Joye, M. Cambazoglu, A. Deary, T. Miles, W. Graham. Characterization of stratified coastal waters in response to a winter Mississippi River flood and the opening of the Bonnet Carré Spillway, LA. 2017 Gulf of Mexico Oil Spill and Ecosystem Conference, New Orleans, LA.
 - **Peng Ho**, A. Shiller. The behavior of dissolved trace metals (V, Mo and Ni) in the eastern tropical Pacific Ocean. Oral presentation at ASLO 2017 Aquatic Sciences Meeting, Honolulu, HI.
 - **Stephan O’Brien**, S. L. Dykstra, L. Quas, B. Dzwonkowski, S. Howden, D. J. Wallace, I. Church O. Schofield, T. Miles, and J. D. Wiggert. Characterizing spatial and temporal changes of the suspended particulate matter in the Mississippi Sound and Mississippi Bight. 2017 Gulf of Mexico Oil Spill and Ecosystem Conference, New Orleans, LA.
 - **Lauren Quas**, I. Church, M. Williamson. Correlation of benthic sediment grain-size distributions to high-resolution multibeam sonar backscatter in the Mississippi Bight. 2017 Gulf of Mexico Oil Spill and Ecosystem Conference, New Orleans, LA.
 - **Laura Whitmore**, A.M. Shiller. Dissolved barium distribution in the 2015 U.S. geotraces Arctic section. Oral presentation at ASLO 2017 Aquatic Sciences Meeting, Honolulu, HI.
 - **Maxwell Williamson**, I. Church, L. Quas, A. Greer, C. Briseno-Avena, Visualizing the structure of freshwater plumes in the coastal Gulf of Mexico using high frequency multibeam sonar water column backscatter. 2017 Gulf of Mexico Oil Spill and Ecosystem Conference, New Orleans, LA.
- Postdoctoral fellows and faculty presenting research at the 2017 Oil Spill and Ecosystem Conference in New Orleans were: **Drs. Adam Greer, Brooke Jones, Dong Joo Joung, Chudong Pan, and Inia Sato Ramo** (postdocs); **Drs. Monty Graham, Bob Arnone, C.T. Hayes, Stephan Howden, and Jerry**

Wiggert (faculty). Drs. Ramo and Hayes also presented at the Association for Sciences in Limnology and Oceanography (ASLO) Aquatic Sciences meeting in Honolulu, HI.

Division of Coastal Sciences

Sara Pace, M.S. student, was awarded an International Council for the Exploration of the Seas (ICES) Early Career Scientist Travel Award to present her research the annual meeting in Riga, Latvia last fall. Her talk was entitled, "Evidence of multidecadal recruitment in the ocean quahog, *Arctica islandica*, in the western Atlantic Ocean." Her major professor is **Dr. Eric Powell**.

School of Polymers and High Performance Materials

- The 44th Annual Waterborne Symposium, Environmental Friendly Coatings Technology Conference, held February 19-24 in New Orleans was sponsored by the School of Polymers and High Performance Materials. **Drs. Rob Storey, James Rawlins, and Melanie Heusser** were instrumental in organizing the meeting, attended by 381 scientists. The highlight of the meeting was the presentation of a \$798,800 donation to the USM Foundation to support scholarships and education for Polymer Science and Engineering Students. Graduate students **Vivek Vasagar** and **Beibei Chen** were 1st and 2nd place winners, respectively, of student awards.
- **External grants funded**
 - **Dr. Sarah Morgan**, Johnson & Johnson, \$200,000
 - **Dr. Jeff Wiggins**, Boeing, \$412,294
- **Student accomplishments**
 - **Brian Donovan**, Ph.D. student working with **Dr. Derek Patton**, was awarded a National Research Council (NRC) Postdoctoral Associateship with Dr. Timothy White and the Air Force Research Lab.
 - Ph.D. student **Levi Moore**, was awarded National Science Foundation Research Traineeship Program Internship at Air Force Research Laboratories, Edwards AFB, CA. Levi's major professor is **Dr. Sarah Morgan**.
 - **Lifeng Huang**, Ph.D. student in **Dr. Jason Azoulay's** lab, is conducting research at the Molecular Foundry at Lawrence Berkeley National Labs during the month of March.
 - Ph.D. students **Yidan Guan** and **Alex London** published their first papers in peer-reviewed journals:
 - **Guan, Y**, K.P. Meyers, S.K. Mendon, G. Hao, J.R. Douglas, S. Trigwell, S.I. Nazarenko, D.L. Patton, J.W. Rawlins. 2016. Ecofriendly fabrication of modified graphene oxide latex nanocomposites with high oxygen barrier performance. *ACS Applied Materials & Interfaces* 8(48): 33210-33220.
 - **London, A.E.**, L. Huang, B. A. Zhang, M. B. Oviedo, J. Tropp, W. Yao, Z. Wu, B. M. Wong, T. N. Ng, J. D. Azoulay. Donor-acceptor polymers with tunable infrared photoresponse. *Polymer Chemistry* (accepted).
 - Amato, D. V., H. Lee, J.G. Werner, **D.A. Weitz**, D.L. Patton. 2017. Functional microcapsules via thiol-ene photopolymerization in droplet-based microfluidics. *ACS Applied Material & Interfaces* 9: 3288-3293.
- **Faculty Accomplishments**
 - **Dr. Xiadan Gu**, assistant professor, published a paper in *Science*:
 - Xu, J., S. Wang, G.-J.N. Wang, C. Zhu, S. Luo, L. Jin, **X. Gu**, S. Chen, V.R. Feig, J.W.F. To, S. Rondeau-Gagné, J. Park, B.C. Schroeder, C. Lu, J.Y. Oh, Y. Wang, Y.-H. Kim, H. Yan, R. Sinclair, D. Zhou, G. Xue, B. Murmann, C. Linder, W. Cai, J.B.H. Tok, J.W. Chung, Z. Bao. 2017, Highly stretchable polymer semiconductor films through the nanoconfinement effect. *Science* 355 (6320): 59-64.

- **Dr. Yoan Simon**, assistant professor, was appointed Editorial Advisory Member of the Journal of Macromolecular Science, Part A: Pure and Applied Chemistry.

Professional Development Opportunities for Graduate Students and Faculty

Graduate Student Appreciation Week (April 3-7)

Schedule of Events

➤ GRADUATE STUDENT HALL OF FAME PORTRAIT UNVEILING AND OPEN HOUSE

April 3 | 2-4 p.m. | McCain Library, Second Floor

Each year the Graduate School showcases outstanding graduate students from each academic college in the Graduate Student Hall of Fame. Students, selected by their college Dean, were photographed in their research environment. Canvas portraits, to be displayed in the Office of the Graduate School for one year, will be unveiled at a ceremony which honors each student. The ceremony will be followed by an Open House and reception. The event kicks off Graduate Student Appreciation Week.

➤ WORKSHOPS AND SEMINARS

All workshops will be captured, archived, and available for electronic viewing at a later date by accessing the Graduate School website for students unable to attend the face-to-face events.

Mendeley for Citation Management

April 3 | 10-11 a.m. | Cook Library, Room 123

April 3 | 10-11 a.m. | Gulf Coast Library, Room 213



Looking for a more effective way to manage citations for your next major research project or paper? Drop in for a workshop on Mendeley, a free citation management tool. Participants will learn how to create an account, export citations from the most widely used scholarly databases, organize citations, and automatically generate bibliographies and in-text citations. Attendees are encouraged to bring their own laptops with Mendeley already installed.

Presenters: Elena Azadbakht, Assistant Professor and Health and Nursing Librarian, Hattiesburg
Adrienne McPhaul, Assistant Professor, Science, Health and Nursing Library, Gulf Park

Finding Data and Statistics for Education Research

April 4 | 12:15-1:15 p.m. | Cook Library, Room 110

Need assistance finding data and statistical sources for your education research? Drop in for a workshop that provides an overview of statistics and data resources available from the U.S. Department of Education's National Center for Education Statistics (NCES). The NCES is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. Learn how to find state, district and local-level data for early childhood through post-secondary education. This workshop will show you how to find datasets and tables on topics including: dropout rates, race and ethnicity, student/teacher ratio, and college and university enrollment.

Presenter: Michele Frasier-Robinson, Assistant Professor and Education and Psychology Librarian

Fulbright U.S. Student Program

April 5 | Noon-1 p.m. | McCain Library, Room 203



The Fulbright U.S. Student Program offers research, study, and teaching opportunities in over 140 countries to recent graduates and graduate students. Students interested in more information about applying for a prestigious Fulbright award should attend this informational workshop.

Presenter: Robyn Curtis, Director, Nationally Competitive Awards

Using Interlibrary Loan (ILL) Effectively – Graduate Student edition

April 5 | 2-3 p.m. | Cook Library, Room 123

Are you a graduate student looking for access to materials not owned by University Libraries? The Interlibrary Loan (ILL) Unit provides patrons with crucial research materials when they are unable to locate them within our own collections. Join Interlibrary Loan Librarian Nadine Phillips for an overview of interlibrary loan and how best to utilize ILL services. This workshop will provide an overview for graduate students of interlibrary loan services and the ILLiad system used to process ILL requests. Attendees will learn when it's appropriate to place ILL requests and how to navigate the ILLiad system with ease and improved confidence. All related questions and queries are welcome.

Presenter: Nadine Phillips, Instructor and Interlibrary Loan Librarian

Zotero for Citation Management

April 6 | 12:15-1:15 p.m. | Cook Library, Room 123

April 6 | 12:15-1:15 p.m. | Gulf Coast Library, Room 213



Looking for a more effective way to manage citations for your next major research project or paper? Drop in for a workshop on Zotero, a free citation management tool. Participants will learn how to create an account, export citations from the most widely used scholarly databases, organize citations, and automatically generate bibliographies and in-text citations. Attendees are encouraged to bring their own laptops with Zotero already installed.

Presenters: Elena Azadbakht, Assistant Professor and Health and Nursing Librarian, Hattiesburg
Adrienne McPhaul, Assistant Professor, Science, Health and Nursing Library, Gulf Park

Overview of Aquila and an Introduction to the Thesis, Dissertation and Nursing Capstone Project Formatting and Submission Process

April 6 | 1:30-2:30 p.m. | Cook Library, Room 203

Are you a graduate student approaching completion of your research project? If so, this workshop will help you get started on the right foot correctly formatting your thesis, dissertation, or capstone document and understanding how it must be submitted.

Presenters: Josh Cromwell, Institutional Repository Coordinator, Cook Library
Jeanne Stewart, Reviewer of Theses, Dissertations, and Nursing Capstone Projects,
Graduate School

➤ **SUSAN A. SILTANEN GRADUATE STUDENT RESEARCH SYMPOSIUM**

April 4, 2017 | 9 a.m.- noon | Thad Cochran Center

More than 110 master's and doctoral students submitted abstracts for this year's Susan A. Siltanen Graduate Research Symposium, selecting from the categories arts and humanities; social and educational sciences and business; physical sciences and mathematics; or life, health, and environmental sciences. Faculty are needed to judge poster or oral presentations. Judges are invited to attend the luncheon which immediately follows the symposium. Faculty who can be available to judge all or part of the morning may sign up by using the Mach Form at the following link:
<https://forms.usm.edu/graduate-school/view.php?id=51045>.

➤ **Graduate Student Meet & Greet Social with Dr. Justin Brown, Senior Scientist at Asuragen**

April 7, 2017 | 3-5 p.m. | R. C. Cook Union Lounge

This informal come and go event is an opportunity for graduate students to network with Dr. Justin Brown, Senior Scientist at Asuragen, a biotechnology company which focuses on development of new therapeutics and diagnostic tests in molecular oncology and genetics. Dr. Brown will discuss how he has successfully navigated concerns in molecular science, manufacturing, business development, intellectual property, incoming market research, outgoing marketing, quality assurance, clinical affairs, and regulatory compliance. Dr. Brown received his Ph.D. at the University of Texas at Austin where he studied cellular function of mRNA degradation and translational control. He then transitioned to molecular diagnostics, including the varied fields of high complexity in vitro diagnostics, oncology, genetic screening, reference materials and controls, and enabling technologies.

Graduate students from all disciplines will have the opportunity to discuss how leverage a Ph.D. in both academic and non-academic job markets. Refreshments will be served.

Mentoring Matters: How to be a Mentor – and be Mentored – as a Faculty Member Lunch and Learn Workshop

Friday, March 24 | noon – 1:30 p.m. | Cook Library Art Gallery

Good mentoring is crucial to a student's degree progress and ultimate success. Yet, being an effective mentor is rarely second nature to anyone. It requires training, practice, and the willingness to learn from the experience of others. We are providing an opportunity for faculty and graduate students to begin to develop mentorship skills through this semester's final Mentoring Matters workshop. Respected veteran faculty mentors from the Colleges of Arts and Letters; Education and Psychology; Health; Nursing; and Science and Technology will lead roundtable discussions of case studies that illustrate realistic challenges in mentoring graduate students, allowing participants to learn from leaders and peers through interactive dialog. Join the group for lunch and great discussion. Faculty and graduate students may register by visiting First Year Foundations at the following link <https://www.usm.edu/center-faculty-development/first-year-foundations> and clicking the "register here" button.

News from the Graduate School

Graduate School Staff Changes

Dr. Roseanne Scammahorn, previously Senior Graduate Admissions Specialist in the Graduate School, began her new role as Degree Auditor on March 1. She replaces Sharon Pool, who resigned from the position at the end of January. Aided by veteran degree auditor Sue Fayard, Roseanne is quickly learning auditing processes and getting to know departments. The degree auditors are reviewing current processes with an eye toward streamlining and improving customer service and efficiency. Shaadi Shoubaki, formerly graduate admissions specialist, assumed the position Senior Graduate Admissions Specialist on March 10. Shaadi's broad background and education in higher education student services will bring innovative ideas to improve graduate admissions. Interviews of job candidates for the vacant Graduate Admissions Specialist position are underway with hopes of filling the position in the coming weeks.



Dr. Roseanne Scammahorn, left, and Shaadi Shoubaki assumed new roles in the Graduate School in recent weeks.

Updates on Policies

Accelerated Bachelor's to Master's Degree Program

In recent Graduate Council meetings, guidelines for the creation of accelerated bachelor's to master's degree programs (4+1), were reviewed and affirmed. These guidelines were developed by Dr. Bill Powell, Associate Provost, with input from the Registrar, the Director of Financial Aid, the Dean of the Graduate School, Graduate Council leadership, and the Department of English. The guidelines meet the specifications for SACSCOC compliance. During the February meeting of Graduate Council, a proposal submitted by the Department of English to begin an Accelerated B.A. to M.A. (4+1) degree option was vetted and approved. The department intends to begin the pilot program during the Fall 2017 semester. Hopefully, other departments will follow suit and develop proposals for accelerated programs, if appropriate, so that USM will soon be able to feature this option for graduate study to our

most outstanding undergraduate students in a broad array of disciplines. For more information, please contact the Graduate School.

“Limitations on University Faculty Members” Policy Now Void

During the January 2017 meeting of Graduate Council, the policy restricting faculty members above the rank of instructor from pursuing doctoral degrees at USM, as stated in the 2016-2017 and earlier Graduate Bulletins, was voided by unanimous vote. The original policy reads as follows:

”Members of the faculty of The University of Southern Mississippi above the rank of instructor cannot become candidates for a doctoral degree at the institution. They may, however, enroll for graduate courses as a non-degree student. Faculty members of the rank of instructor may become candidates for doctoral degrees at The University of Southern Mississippi on the same terms as any other advanced graduate student candidate.”

Following the Graduate Council vote, the policy statement was deleted from the current Graduate Bulletin and will not appear in future editions.

Information Item

Fees for Graduate Students Not Enrolled During Summer Term

Students who are not enrolled during the summer 2017 term will be assessed the following fees if they choose to use university services. These fees are not new, but may increase periodically. A summer tuition waiver should not be requested for graduate assistants to avoid their incurring one or more of these fees.

*Health Services Card	\$75.00
Payne Center Summer Pass	\$47.50
Friends of University Libraries Membership	\$10.00

(See <https://www.friendsofuniversitylibraries.com/> for benefits of membership)

*This fee is for students who are NOT enrolled in the university’s student health plan (United). Those students who are enrolled in United do not pay a fee for summer use of Moffitt Health Center, nor do they pay the \$20 per visit charge.

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement

Graduate Council Minutes
The University of Southern Mississippi
February 20, 2017

The Graduate Council met at 3:00 p.m. on February 20, 2017, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Susan Hrostowski, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Bonnie Nicholson, Dr. Ras Pandey, 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. Bonnie Nicholson for Dr. Jonathan Barron and Dr. Ras Pandey for Dr. Dr. Sarah Morgan.

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

The following guests were present: Dr. Anita Boykins, Ms. Desira Bailey, Ms. Jennifer Culley, Dr. Monika Gehlawat, Dr. Marjorie Giesz-Everson, Dr. Melanie Gilmore, Dr. Bonnie Harbaugh, Ms. Kathryn Lowery, Dr. Nina McClain, Dr. Elaine Molaison, Ms. Dawn Porter and Dr. Lachel Story.

- 1.0 Call to Order
Dr. Butts called the meeting to order at 3:00 p.m.
- 2.0 Adoption of Agenda
Dr. Butts presented the agenda for approval. Dr. Welsh moved and Dr. Pandey seconded a motion to approve the agenda. The motion passed.
- 3.0 Approval of Minutes
Dr. Butts presented the January 23, 2017 minutes for approval. Dr. Abreu moved and Dr. Slagle seconded a motion to approve the January 23, 2017 minutes for approval. The motion passed.
- 4.0 Course and Program Proposals
 - 4.1 College of Arts & Letters
Department of English
Dr. Butts presented the request to add the Accelerated BA-MA, (4+1) degree program in English. Dr. Zhang moved and Dr. Nicholson seconded a motion to approve the addition of the Accelerated BA-MA, (4+1) degree program in English. The motion passed 17-0.

4.2 College of Education and Psychology
School of Library and Information Science
Dr. Butts presented the request to modify LIS 506, LIS 631, LIS 645, LIS 646, LIS 652 and LIS 647. Dr. Hrostowski moved and Dr. Atkins-Sayre seconded a motion to approve these modifications as a group. The motion passed. Dr. Atkins-Sayre moved and Dr. Shelley seconded a motion to approve the modifications of LIS 506, LIS 631, LIS 645, LIS 646, LIS 652 and LIS 647. The motion passed 17-0.

4.3 College of Health
Department of Nutrition and Food Systems
Dr. Butts presented the request to modify the Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area. Dr. Becton moved and Dr. Abreu seconded a motion to approve the modification of the Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area. The motion passed 17-0.

Dr. Butts presented the request to modify the Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area. Dr. Becton moved and Dr. Abreu seconded a motion to approve the modification of the Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area. The motion passed 17-0.

Dr. Butts presented the request to modify the Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area. Dr. Slagle moved and Dr. Shelley seconded a motion to approve the modification of the Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area. The motion passed 17-0.

4.4 College of Nursing
Department of Advanced Practice
Dr. Butts presented the request to delete NSG 834 and NSG 836. Dr. Flynn moved and Dr. Shelley seconded a motion to approve these modifications as a group. The motion passed. Dr. Hrostowski moved and Dr. Becton seconded a motion to approve the deletions of NSG 834 and NSG 836. The motion passed 17-0.

Dr. Butts presented the request to inactivate NSG 609. Dr. Atkins-Sayre moved and Dr. Slagle seconded a motion to approve the inactivation of NSG 609. The motion passed 17-0.

Dr. Butts presented the request to add NSG 670. Dr. Atkins-Sayre moved and Dr. Hrostowski seconded a motion to approve the addition of NSG 670. The motion passed 17-0.

Dr. Butts presented the request to add NSG 671. Dr. Slagle moved and Dr. Becton seconded a motion to approve the addition of NSG 671. The motion passed 17-0.

Dr. Butts presented the request to modify the Nursing (Nurse Anesthesia) D.N.P. program of study. Dr. Slagle moved and Dr. Lemacks seconded a motion to approve the modification of the Nursing (Nurse Anesthesia) D.N.P. plan of study. The motion passed 17-0.

Dr. Butts presented the request to add the Nursing (BSN to DNP Family Nurse Practitioner) D.N.P. program of study. Dr. Becton moved and Dr. Abreu seconded a motion to approve the addition of the Nursing (BSN to DNP Family Nurse Practitioner) D.N.P. program of study. The motion passed 17-0.

Dr. Butts presented the request to add the Nursing (BSN to DNP Psychiatric Mental Health Nurse Practitioner) D.N.P. program of study. Dr. Becton moved and Dr. Abreu seconded a motion to approve the addition of the Nursing (BSN to DNP Psychiatric Mental Health Nurse Practitioner) D.N.P. program of study. The motion passed 17-0.

Department of Systems Leadership and Health Outcomes

Dr. Butts presented the request to delete NSG 814. Dr. Becton moved and Dr. Nicholson seconded a motion to approve the deletion of NSG 814. The motion passed 17-0.

Dr. Butts presented the request to modify NSG 809, NSG 810, NSG 811, NSG 812, NSG 813, NSG 816, NSG 817, NSG 819, NSG 854 and NSG 854L. Dr. Slagle moved and Dr. Zhang seconded a motion to approve these modifications as a group. The motion passed. Dr. Welsh moved and Dr. Abreu seconded a motion to approve the modifications of NSG 809, NSG 810, NSG 811, NSG 812, NSG 813, NSG 816, NSG 817, NSG 819, NSG 854 and NSG 854L. The motion passed 17-0.

Dr. Butts presented the request to modify the Nursing (Clinical) D.N.P. program of study. Dr. Slagle moved and Dr. Becton seconded a motion to approve the modification of the Nursing (Clinical) D.N.P. plan of study. The motion passed 17-0.

Dr. Butts presented the request to modify the Nursing (BSN to DNP Leadership in Nursing) D.N.P. program of study. Dr. Slagle moved and Dr. Flynn seconded a motion to approve the modification of the Nursing (BSN to DNP Leadership in Nursing) D.N.P. plan of study. The motion passed 17-0.

- 5.0 Officers Report
 - 5.1 Chair – Dr. Janie Butts
No report.
 - 5.2 Chair-Elect – Dr. Leisa Flynn
No report.
- 6.0 Standing Committee Reports
 - 6.1 Bylaws Committee – Dr. Leisa Flynn
No report.
 - 6.2 Credentials Committee – Dr. Teresa Welsh

Dr. Welsh presented Faculty Status approval forms for Council approval. The forms were approved. (see attached).

Dr. Welsh submitted the Credentials report for February 2017 for approval. The report was approved. (see attached)

- 6.3 Election Committee – Dr. Chaoyang Zhang
No report.
- 6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson
 - 6.4.1 Accelerated Mater’s Options
Dr. Nicholson’s report is attached.
- 6.5 Program Review Committee – Dr. Kyna Shelley
No report.
- 7.0 Liaisons to University Committees
 - 7.1 Assessment Committee- Dr. Leisa Flynn
No report.
 - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson
No report.
 - 7.3 Strategic Planning Committee – Dr. Bonnie Nicholson
No report.
 - 7.4 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.
- 8.0 New Business
 - 8.1 Graduate Student Senate Report
No report
 - 8.2 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 March 20, 2017 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, March 3, 2017.

Greg Pierce, Recording Secretary

Dr. Janie Butts, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
February 20, 2017

College of Arts and Letter

Department of English

Add: Accelerated BA/MA (4+1) Degree plan. (see attached)
Effective fall 2017.

College of Education and Psychology

School of Library and Information Science

Modify:	LIS 506	<u>Advanced Cataloging and Classification.</u>
To:	LIS 506	<u>Cataloging Multimedia Objects.</u> Course description. Effective fall 2017.
Modify:	LIS 631	<u>History of Libraries.</u>
To:	LIS 631	<u>History of Libraries and Librarianship.</u> Course description. Effective fall 2017.
Modify:	LIS 645	<u>Digital Libraries.</u>
To:	LIS 645	<u>Digital Preservation.</u> Course description. Effective fall 2017.
Modify:	LIS 646	<u>Special Collections and Archives.</u>
To:	LIS 646	<u>Introduction to Archival Theory and Practice.</u> Course description. Effective fall 2017.
Modify:	LIS 652	<u>Metadata.</u>
To:	LIS 652	<u>Metadata for Digital Collections.</u> Course description. Effective fall 2017.
Modify:	LIS 647	<u>Introduction to Archival Organizational.</u>
To:	LIS 647	<u>Introduction to Archival Organizational.</u> Course description. Effective fall 2017.

College of Health

Department of Nutrition and Food Systems

- Modify: Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area.
Reduce the hours from 36 to 33; Remove NFS 715.
Effective fall 2017.
- Modify: Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area.
Reduce the hours from 36 to 33; Reduction of hours for NFS 664 from 2 to 1 (the course is approved for 1- 3 hrs); Deletion of NFS 694 (3 hrs); Deletion of a free NFS elective (3 hrs); Deletion of open Directed electives (3-6 hours); Specification of five courses from which the student would enroll in 4 or 5, depending on whether the student pursues the thesis or non-thesis option
Effective fall 2017.
- Modify: Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area.
Reduce the hours from 36 to 33; Deletion of NFS 690;
Modification of Directed electives.
Effective fall 2017.

College of Nursing

Department of Advanced Practice

- Delete: NSG 834 Chemistry and Physics for Anesthesia.
Effective summer 2017.
- Delete: NSG 836 Advanced Health Assessment for Anesthesia.
Effective summer 2017.
- Inactivate: NSG 609 PRN Role II.
Effective fall 2019.
- Add: NSG 670 FNP Diagnostics and Procedures.
1 hr. Effective fall 2017.
- Add: NSG 671 Transition To Practice Seminar.
1 hr. Effective fall 2017.
- Modify: Nursing (Nurse Anesthesia) DNP program.
Reduce the hours from 117 to 107; changes made to admission criteria and academic progression. (see attached).
Effective fall 2017.

Add: Nursing (BSN to DNP Family Nurse Practitioner) DNP program.
71 hours. (see attached). Effective fall 2017.

Add: Nursing (BSN to DNP Psychiatric Mental Health Nursing
Practitioner) DNP program.
73 hours. (see attached). Effective fall 2017.

Department of Systems Leadership and Health Outcomes

Delete: NSG 814 Practice Injury III: Translating Res Into Pract.
Effective spring 2018.

Modify: NSG 809 Methods for Evaluating Evidence Based Practice.
Face to face and online correspondence format.

To: NSG 809 Methods for Evaluating Evidence Based Practice.
Hybrid format. Course description
Effective fall 2017.

Modify: NSG 810 Practice Inquiry I: Inquiry in Clinical Practice.
Face to face and online correspondence format.

To: NSG 810 Practice Inquiry I: Information Systems &
Technology.
Hybrid format. Course description
Effective fall 2017.

Modify: NSG 811 Population Health & Epideminology.
Face to face and online correspondence format.

To: NSG 811 Population Health & Epideminology.
Hybrid format. Effective fall 2017.

Modify: NSG 812 Practice Inquiry II: Appraisal of Evidence.
Face to face and online correspondence format.

To: NSG 812 Practice Inquiry II: Translating Research into
Practice.
Hybrid format. Course description
Effective fall 2017.

Modify: NSG 813 Policy & Politics in Healthcare.
Face to face and online correspondence format.

To: NSG 813 Policy & Politics in Healthcare.
Hybrid format. Effective fall 2017.

Modify: NSG 816 Doctoral Capstone Inquiry.
Face to face and online correspondence format.

To: NSG 816 Doctor of Nursing Practice Project.
Hybrid format. Course description.
Effective fall 2017.

Modify: NSG 817 Quality & Organize Leadership in Healthcare Systems.
Face to face and online correspondence format.

To: NSG 817 Quality & Organize Leadership in Healthcare Systems.
Hybrid format. Effective fall 2017.

Modify: NSG 819 Economics & Finance in Healthcare Systems.
Face to face and online correspondence format.

To: NSG 819 Economics & Finance in Healthcare Systems.
Hybrid format. Effective fall 2017.

Modify: NSG 854 Healthcare Law & Human Resources.
Face to face and online correspondence format.

To: NSG 854 Healthcare Law & Human Resources.
Hybrid format. Effective fall 2017.

Modify: NSG 854L Leadership in Nursing Practicum.
Face to face and online correspondence format.

To: NSG 854L Leadership in Nursing Practicum.
Hybrid format. Effective fall 2017.

Modify: Nursing (Clinical) DNP program.
Reduce the hours from 42-45 to 34; Face to face and online
delivery method. (see attached).
Effective fall 2017.

Modify: Nursing (BSN to DNP Leadership in Nursing) DNP program.
Reduce the hours from 64-65 to 53; Face to face and online
delivery method. (see attached).
Effective fall 2017.

DATE: February 20, 2017
 TO: Graduate Council
 FM: Graduate Credentials Committee
 RE: Graduate Faculty Recommendations

Name	Department	Recommendation Status
Associate Level 1		
Andrews-Wiebusch, Lindsay M.	Psychology	A1
Associate Level 2		
Associate Level 3		
Butler, David L.	Political Sci., Int'l Development & Int'l Affairs	A3
Naghshpour, Shahdad	Political Sci., Int'l Development & Int'l Affairs	A3
Associate Level 4		
Collins, Mary Jane	Advanced Practice	A4
Regular Level 1		
Cunningham, Christopher A.	Library and Information Science	R1
Regular Level 2		
Nikolinakou, Angaliki "Angela"	Mass Communication & Journalism	R2
Regular Level 3		
Credentials Committee		
Dr. Teresa Welsh , Chair		



THE UNIVERSITY OF SOUTHERN MISSISSIPPI.

DEPARTMENT OF ENGLISH

118 College Drive #5037 | Hattiesburg, MS 39406-0001

Phone: 601.266.4319 | Fax: 601.266.5757 | english@usm.edu | www.usm.edu/english

Proposal for Accelerated BA/MA (4+1) Degree Plan

English Department

Contacts: Dr. Luis Iglesias, Chair (luis.iglesias@usm.edu)

Dr. Monika Gehlawat, DGS (monika.gehlawat@usm.edu)

Rationale

To recruit strong undergraduate majors for graduate studies, the English department proposes an accelerated BA/MA degree that would enable exceptional students to earn the BA and MA in 5 years. This degree plan would also boost undergraduate and graduate enrollment by drawing on a talented student population who would find USM an attractive option for both undergraduate and graduate study.

Admission Criteria

Applicants will be assessed by the Graduate Admissions Committee alongside all outside applicants to the MA program in the spring semester for fall admission. In the spring of the junior year, the student will apply using the standard MA application form. All admissions requirements will be identical except that the GRE will not be required. The English Department voted to waive the GRE as an assessment tool for admissions since the applicants for the accelerated plan would be majors from our own department whose letters of recommendation come from our own faculty.

Brief Description of the Degree Plan

- No changes will be made to the BA and MA degree plans. They are combined for accelerated progress.
- Senior year of the BA, admits take two 500 level courses which count toward undergraduate degree hours. They will be enrolled at the 400 level but will do 500 level work in the class.
- Upon graduation from the BA, the Registrar's Office will grant transfer credit for those 6 hours toward the MA degree. (See supporting email attached from Greg Pierce).
- The student will be admitted to the MA program in the summer semester so he/she may take graduate coursework offered that term.
- The remaining required hours for the MA will be fulfilled during the first year in the graduate program.
- The following summer, the student will defend their thesis and take the comprehensive exam.
- The student need *not* complete the BA/MA degree in five years if they need extra time to complete coursework, exams or the thesis.
- The English Department has worked with the Registrar's Office and the Graduate School to ensure that students' transcripts for the BA and the MA will separately reflect required degree credit hours.
- Total degree hours = 150. Breakdown: 120 (BA) + 36 (MA) = 156. Subtracting 6 hours that represent dual enrollment during the senior year leaves **150 total hours** for the accelerated degree plan.

Detailed Timeline for the Accelerated BA/MA (4+1) Degree Plan

Fall – Junior Year

Announcement/Information session to introduce all English majors to the degree plan.

Late Spring – Junior Year

Interested majors apply using an internal departmental application form that includes writing sample, statement of purpose, three letters of recommendation, 3.5 min. GPA.

Deadline for applications: June 1 (this late deadline enables students to have the entire junior year to take upper-level English classes and be assessed/recommended on the basis of their work). The admissions committee will notify students of their status by late June.

Fall – Senior Year

Admitted students take 1 500 level class – registered at the 500 level and counted toward the undergraduate degree – Students are expected to do graduate-level work. Advisement for classes takes place in collaboration with undergraduate advisor and DGS.

Spring – Senior Year

Admitted students take 1 500 level class (see above)

- Admitted students formally apply to the MA Graduate degree program through the Graduate School's online application system. Deadline to apply May 1.
- If the student plans to take summer classes, Graduate Admissions sets their start date for summer rather than fall semester.
- The DGS requests an "Early Clear" status from the Registrar's Office to expedite awarding of BA degree in May.

Summer b/w Senior Year and Fall MA

Students may take 3-6 hours of graduate course credit.

Fall 1st year MA

Students take 9 credit hours

After fall advising, DGS sends a memo to Registrar's office requesting that transfer credit be granted toward the MA for 6 hours at the 500 level from coursework taken in the senior year.

Spring 1st year MA

Student takes 9 credit hours

Summer 1st year MA

Student takes 3-6 credit hours. Defends Masters thesis. Total credit hours must equal 36.

In early August, student must take and pass the MA comprehensive exam. Student applies to graduate. Technical graduation date will be December of fall semester though the student will be done with all degree requirements by the end of the summer term.

BA/MA Accelerated Degree Plan in English Literature

36 credit hours (27-30 coursework + 6-9 thesis hours)

- ENG 640: Critical Readings and Methods
- ENG 641: Advanced Research and Methods

- One course in literary theory (ENG 642, 644, 744)

- Four courses in four different distribution areas (American Lit to 1890, British Lit to 1660, British Lit 1660-1890, British and American Lit 1890-1960, Literatures in English after 1960, Non-traditional Literatures in English)

- Two electives

- ENG 698: Thesis (6-9 hours)

Additional requirements and guidelines:

- Students must demonstrate proficiency in one foreign language. For further information on how to satisfy the foreign language requirement, go to: <https://www.usm.edu/english/foreign-language-requirements>
- At least 6 hours of coursework must be at the 700-level.
- Students must take ENG 690: Teaching Freshman Composition if they hold an assistantship which includes teaching as one of their duties. ENG 690 hours count as part of the required hours for degree completion (one elective).
- Students must pass the Master's Comprehensive Exam in August, after their first year in the MA degree plan. The exam may be retaken once.
- Students must complete a Master's thesis. The Master's thesis is an article-length essay that emerges from a paper produced during the first year of study and that will be revised and developed during the course of ENG 641.

University of Southern Mississippi

Copy 2017-2018 Graduate Bulletin

Nursing (Nursing Anesthesia), D.N.P.

Nurse Anesthesia Program

The College of Nursing offers the nurse anesthesia program which is 36 months of full time study to prepare advanced practice nurses in leadership positions in health related organizations. The purpose of the nurse anesthesia program is to prepare doctoral prepared graduates with the advanced knowledge in the area of clinical specialization of nurse anesthesia.

Admission Criteria:

Admission to the DNP program depends upon sufficient enrollment, university resources, and qualifications of applicants. A select number of applicants will be admitted to the program based on the following criteria:

1. Bachelor of Science or Master of Science in Nursing from a fully accredited, National League for Nursing Accreditation Commission or the Commission on Collegiate Nursing Education, college or university in the United States. *BSN must be complete at time of application.*
2. Cumulative undergraduate grade point average of 3.0 or better (where A = 4.0).
3. Completion of the Graduate Record Examination (GRE) (verbal, quantitative, and analytical writing sections) within the past five years.
An analytical score of at least 3.0 on the GRE is required.
4. Minimum of one year of experience *(at the time of application)* in an area of intensive care nursing after successful completion of National Council Licensure Examination for Registered Nurses. *ICU is preferred.* *Must be currently working full time.* *preferably 2 years* *at the time of application*
5. Completion of an approved graduate statistics course achieving a grade of B or better. (The course must have been completed within the past 5 years.)
6. A current unencumbered license to practice nursing in any state with eligibility for licensure in Mississippi.
7. Proof of current certification of advanced cardiac life support (ACLS) and pediatric advanced life support (PALS), *basic lifesupport (BLS) and critical care nurses certification (CCRN).*
8. Completion of the official application materials and payment of application fees by the stated deadline.
9. Personal interview with Admissions Committee (if invited).
10. Proof of immunization against hepatitis B and MMR, recent health examination, and TB skin test yearly.
11. Proof of criminal background check and drug screening.

Advanced standing is not granted to students even if they have attended another nurse anesthesia program. The BSN-DNP program is a uniquely integrated curriculum that builds on past education and experiences and progresses from basic to complex. All students must complete the program in its entirety in the sequence listed.

Academic Progression

In addition to the USM graduation criteria, to be eligible for graduation from the Nurse Anesthesia Program, the following criteria must be met:

1. Satisfactory completion of all academic courses with a minimum GPA of 3.0. A grade of "B" or higher must be attained in all anesthesia specific courses.
2. Satisfactory completion of clinical experiences as required by the Nurse Anesthesia Program AND the COA/NBCRNA
3. Satisfactory achievement of program terminal objectives.
4. Satisfactory completion of all academic and clinical assignments including, but not limited to, care plans, evaluations, *DNP capstone project* etc.
5. All clinical records must be completed and submitted to the Nurse Anesthesia Program (e.g. Medatrax records).
6. Satisfactory clinical performance.
7. Satisfactory completion of the *DNP* Capstone Project in Anesthesia.
8. Successful completion of the comprehensive exam *with a minimum grade of "B" given in the last semester of the program.*
9. Successful completion of the Self Evaluation Exam (SEE).

Plan of Study:

DNP In Nursing (Nurse Anesthesia)

117 Hours Minimum

08/2013

01/27/17

Name & e-mail & telephone

Student ID

Admit Term

Required Completion Term

Admit Type

Advisor & telephone

Coursework: Required:

Hours	Term Will Take	Hours Taken	Grade	Research Tools	Hours	Grade	Sub	Transfer Hours - 6 hrs only	Milestones (In order of completion)	Date Filled
NSG 811	4	4165							Check Deadlines	
NSG 830	3	4165							Qualifying Exam, if applicable	
NSG 832	3	4165							Plan of Study form filed in Graduate Studies	
NSG 850	3	4165							Responsible Conduct of Research Training	
NSG 831	3	4166							*Transfer Transcripts Received (List as on Transcript in Graduate School at least 1 month before graduation)	
NSG 833	3	4166							Residency Requirement Met - Put dates	
NSG 834	3	4166							No Incomplete Grades	
DNP 723	3	4171							3.0 GPA required for graduation	
NSG 805	3	4171							Comprehensive Exam	
NSG 835	3	4171							Application for Degree filed in Graduate School at least one semester before planned graduation	
NSG 836	3	4171							Enrollment Requirement; Must be enrolled the semester that your degree is to be awarded	
NSG 837	3	4171							Exit Survey	
NSG 809	3	4175							*Application fee paid.	
NSG 810	1	4175							Project:	
NSG 818	3	4175							Committee Approval Form	
NSG 838	3	4175							IRB/Human Subjects Committee Approval	
NSG 839	4	4175							Contact Graduate Reader; Submit Title Page	
NSG 812	1	4178							Proposal Approval Form	
NSG 813	3	4178							Oral Defense of Project	
NSG 840	3	4178							Submit Draft to Graduate Reader	
NSG 841	6	4178							Copies Deposited in Grad School	
NSG 807	6	4181							Committee: Signatures	
NSG 814	1	4181							x	
NSG 842	3	4181							x	
NSG 843	6	4181							x	
NSG 844	3	4185							x	
NSG 845	6	4185								
NSG 846	1	4188							Advisory Committee: Signatures	
NSG 847	6	4188							x	
NSG 817	4	4191							x	
NSG 848	2	4191							x	
NSG 849	6	4191								

NSG 803 3
total req 95

Capstone:

12 Hours		
NSG 816	4	4185
NSG 816	4	4188
NSG 816	4	4191
total	12	

Total Hours: 1107

Signatures:

Student* X
Advisor* X
Chair/Director* X

Admission Requirements

Nursing (Family Nurse Practitioner), BSN to DNP

Nursing (Psychiatric Mental Health Nurse Practitioner), BSN to DNP

1. Baccalaureate in Nursing from an institution accredited by the National League for Nursing Commission for Nursing Education Accreditation (formerly NLNAC) or the Commission on Collegiate Nursing Education.
2. Submitted official scores from the Graduate Record Examination (GRE) including score of 3.0 or higher on the analytical section.
3. Applicants to the nurse practitioner program must have at least one year of clinical experience as an RN before beginning nurse practitioner emphasis/clinical courses.
4. Exceptions to the above criteria must be approved by the department Chair, the dean of the College of Nursing, and the dean of the Graduate School.
5. 3.0 or higher grade point average (GPA) in undergraduate nursing courses
6. Completed of an approved advanced graduate statistics course, achieving a grade of B or higher within the past 5 years.
7. Evidence of current unrestricted registered nurse (RN) Mississippi license.
8. Current cardio-pulmonary resuscitation (CPR) certificate.
9. Proof of a recent health examination to include:
 - a. Proof of immunization against Hepatitis B virus
 - b. Current tuberculosis (TB) skin test or quantiFERON G test
 - c. Current Tdap immunization
 - d. Evidence of immunity to varicella
 - e. Current MMR immunization
10. Criminal background check and drug screening.
11. Curriculum vitae or professional resume.
12. Submission of three (3) letters of reference from individuals (doctoral-level nursing individuals preferred) familiar with the applicant's academic/professional background and experience in nursing practice, specifying in detail the applicant's capacity for doctoral study and clinical expertise.
13. Cover letter of introduction and a personal statement of scholarly inquiry interests.

**Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning
(Submit Appendix 10 in both PDF and Word Document Formats)**

Institution: The University of Southern Mississippi			
Date of Initial Program Approval:	Date of Implementation:	Cost of Implementation:	
2008	Fall semester 2017	zero	
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:			Six Digit CIP Code:
Nursing (Clinical) DNP			51.3899
Degree(s) to be Awarded:		Credit Hour Requirements:	
Doctor of Nursing Practice		34	
Percentage of Program Completed by Distance Learning:		Percentage of Program Requiring Campus Visit:	
90%		10%	
Will students be allowed to mix on-campus and distance learning courses within this program?			No
Will this program require separate admission from those offered on-campus?			No
Will this program have different fees or tuition rates from those offered on-campus?			No
Responsible Academic Unit(s): College of Nursing		Institutional Contact: Katherine Nugent, Dean College of Nursing William Powell, Associate Provost for Assessment and Accreditation	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	10-15	Year One	
Year Two	10-15	Year Two	
Year Three	10-15	Year Three	10-15
Year Four	10-15	Year Four	10-15
Year Five	10-15	Year Five	10-15
Year Six	10-15	Year Six	10-15
Total	60-90	Total	60-90
Program Summary: The Doctor of Nursing Practice (DNP) degree program has been offered in a hybrid format (49% online and 51% face-to-face) since the first cohort of students enrolled in Fall semester 2009. After benchmarking excellent DNP programs nationally, we have decided to offer an online Nursing (Clinical) DNP degree program. These changes originated in student, alumni, faculty, and expert consultant's feedback to reduce the credit hours in the program to make it comparable to others in the market, to follow the trend to place DNP programs online, and to better meet students' needs. We are hoping that offering an online program will increase enrollment.			
_____		_____	
Chief Academic Officer Signature		Date	

Plan of Study: Family Nurse Practitioner BSN to DNP **Hours Required 71**

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:
<p>Coursework: <u>71</u> Hours</p> <p>Minimum</p>					
Required:	List Class	Grade	Hours	Substitute	Transfer
NSG 800			3		
NSG 805			3		
NSG 809			3		
NSG 810			1		
NSG 811			4		
NSG 816			12		
NSG 817			4		
NSG 813			3		
NSG 801			3		
NSG 812			1		
NSG 819			3		
NSG 803			3		
NSG 808			2		
NSG 668			2		
NSG 670			1		
NSG 608			2		
NSG 615			2		
NSG 667			3		
NSG 667L			3		
NSG 669			4		
NSG 669L			3		
NSG 664L			4		
NSG 671			6		
			1		
			71		
<p>SIGNATURES:</p> <p>Student _____ DATE _____</p> <p>Advisor _____</p> <p>Chair _____</p>					

Milestones: Check Deadlines

Plan of Study Form Submitted to Graduate School

Research & Scholarly Integrity Education (RCR)

18 hrs of Coursework at 600 Level of Higher

No Incomplete Grades

3.0 GPA Required for Graduation

Application for Degree Forms filed in Graduate School

Comprehensive Exam

Exit Survey

Plan of Study:

MSN in Nursing (Family Nurse Practitioner emphasis)

40 Hours Minimum

11/29/2012-01/03/2017

Name & e-mail & telephone

Student ID

Admit Term

Required Completion Term

Admit Type

Advisor & telephone

Coursework:
44 Hours Minimum

Hours

Term Will Take

Hours Taken

Grade

Substitution

Transfer Hours - 6 hrs only

Milestones (in order of completion)
Check Deadlines

Date Completed

Required:

46 Hours

3

g

NSG 600

NSG 802

NSG 805

NSG 806

NSG 807

NSG 808

NSG 809

NSG 810

NSG 811

NSG 812

NSG 813

NSG 814

NSG 815

NSG 816

NSG 817

NSG 818

NSG 819

NSG 820

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NSG 991

NSG 992

NSG 993

NSG 994

NSG 995

NSG 996

NSG 997

NSG 998

NSG 999

NSG 1000

Total Hours 44 AS

SIGNATURES:

Student
Advisor
Chair/Director

Committee: Signatures

*Application fee paid.

Exit Survey

Comprehensive Exam

Application for Degree to be Filed in Graduate School

at least one semester before planned graduation

3.0 GPA required for graduation

No Incomplete Grades

18 hours of coursework at 800 level or higher

Plan of Study Form Submitted to Graduate School

Responsible Conduct of Research Training

Check Deadlines

Milestones (in order of completion)

Transfer Hours - 6 hrs only

Substitution

Grade

Hours Taken

Term Will Take

Hours

46 Hours

Required:

44 Hours Minimum

Coursework:

44 Hours Minimum

Plan of Study:

MSN in Nursing (Family Nurse Practitioner emphasis)

40 Hours Minimum

11/29/2012-01/03/2017

Plan of Study: Graduate Certificate in Family Nurse Practitioner

22 25 Hours

4/29/2012

01-04-2017

Name & e-mail & telephone

Student ID

Admit Term

Required Completion Term

Intended Graduation Term (4 years from admission)

Admit Type

Advisor & telephone

Coursework: 23

38 Hours Minimum

Required:

38 Hours

Hours

Term Will Take

Grade

Date Completed

~~NSG 666 3~~

~~NSG 647 3~~

~~NSG 658 2~~

~~NSG 641 1~~

NSG 667 3

NSG 667L 4

NSG 669 3

NSG 669L 4

~~NSG 668 2~~

NSG 668 2

NSG 664L 6

~~NSG 669 2~~

total 22 25

NSG 670 1 25

25 22

Total Hours

~~if already taken a graduate level course with transfer in~~

~~Advanced Health assessment must be taken at USM~~

Signatures:

Student

Advisor

Chair/Director

Milestones (in order of completion)

Check Deadlines

Plan of Study Form Submitted to Graduate School

No Incomplete Grades

3.0 GPA required for graduation

Application for Certificate Filed in Graduate School

Fee Payment - \$50.00

BSN to DNP for Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner
Assessment Plan with Comparisons for MSN

MSN	BSN to DNP
<p>SLO 1: Technology and Information Literacy Competency The graduate will build on communication skills acquired at the BSN level to "translate technical and scientific health information appropriate for various users' needs" (NONPF Technology and Information Literacy Core Competency 2).</p> <p>Target: 1. At least 90% of students in the Internship will receive "met" or "exceeded" on the preceptor evaluation in the section of Technology and Information Literacy Competency 2. 90% of students in the course NSG 669/NSG 635 will score satisfactory or exceeds expectations for Phase III of the evidence-based project. 3. At least 90% of students in Practicum will upload clinical documentation of clinical activities into Medatrax clinical tracking system including decision making, patient teaching, preceptor communication, procedures and medications prescribed thereby demonstrating technology and information literacy. Preceptors have the option of reviewing the student's electronic entries for any documentation of experiences while with that preceptor.</p>	
<p>SLO 2: Scholarship into Practice Essential The graduate demonstrates ability to "articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN 2011 MSN Essential IV.3). Target: 1. The mean score will be at or above 5.0 on the exit EBI Learning Outcomes from Core Masters: Sciences and Humanities for item Theory into Practice of MSN graduate aggregates.</p>	<p>SLO 1: Dissemination of Best Practices Doctor of Nursing Practice (DNP) in Nurse Practitioner students and graduates will be able to analyze and disseminate best practices to others in nursing and healthcare. Target: 70% of nurse practitioner students and or nurse practitioner student graduates will provide a presentation on evidence based best practices at a professional nursing conference while enrolled in the nurse anesthesia program or within five years of graduation.</p>

<p>2. The mean score will be at or above 5.0 for aggregate MSN graduates on the exit EBI Learning Outcomes from Core Masters: Research scholarly abilities.</p> <p>3. 90% of students will score exceeded or met expectations for "rationale" and "references" on the grading rubric in the clinical documentation demonstrating ability to "articulate decisions" and choose credible sources for clinical decision making.</p>	
<p>SLO 3: Acquire a foundation for doctoral study Students completing the MSN program will acquire a foundation of scholarship for doctoral study.</p> <p>1. 90% of students will rate the item pursue doctorate item on the Exit Evaluation 5.0 or higher. The mean score will be 5.0 or higher on the item related to plans to pursue a doctorate education.</p>	<p>SLO 2 Research Nurse practitioner students and graduates will assist with and disseminate research-based evidence in nursing and healthcare.</p> <p>Target 70% of the enrolled nurse practitioner students will defend their DNP Capstone project by the end of the Fall semester of the third year in the program.</p>
<p>SLO 4: Scientific Foundation Competency Target:</p> <p>The MSN graduate "critically analyzes data and evidence for improving advanced nursing practice" (2012 NONPF Scientific Foundation Core Competency 1), and "develops new practice approaches based on the integration of research, theory, and practice knowledge" (2012 NONPF Scientific Foundation Core Competency 4).</p> <p>1. 90% of students will score satisfactory or exceeds expectations for Phase I of the evidence-based project.</p> <p>2. 90% of students will score "exceeded" or "met expectations" on diagnosis, differential diagnosis, and treatment plan based on subjective and objective findings as well as references supporting clinical decisions sections of the grading rubric for all SOAP notes submitted, thereby demonstrating competency of "scientific foundation."</p>	<p>SLO 3 Analyze and Disseminate Research Doctor of Nursing Practice in Nurse Practitioner students and graduates will assist with and disseminate research-based evidence in nursing and healthcare.</p> <p>Target: 70% of nurse Practitioner students and or nurse graduates will provide a presentation on evidence based best practices at a nursing conference while enrolled in the nurse anesthesia program or within five years of graduation.</p>
<p>SLO 5: NP Independent Practice Competency The graduate demonstrates mastery in managing "common and chronic physical and mental illnesses, including acute exacerbation and injuries across the lifespan to minimize the development of complications, and promote function</p>	<p>SLO 4 Professional Nursing Role and Independent Practice Competency Students and graduates will demonstrate mastery of the Doctor of Nursing Practice in nurse practitioner curricular content and independent practice competency.</p> <p>Target:</p>

<p>and quality of living" (NONPF Independent Practice FNP Population-Focused Competency 11).</p> <p>Target:</p> <p>1. The MSN aggregate mean score will be at or above 5.0 on the exit EBI Learning Outcomes from Core Masters:</p> <p>Leadership skills items.</p> <p>2. At least 90% of students in Internship will receive "met" or "exceeded" on the preceptor evaluation in the section of Independent Practice Competency.</p> <p>3. At least 80% of first-time test-takers in the most current calendar year will pass either the ANCC or AANP Family Nurse Practitioner national certification exam.</p> <p>4. 90 % of NP Students will be successful on the MSN Comprehensive exam on first attempt.</p>	<p>1. 90% or more of the nurse practitioner students will pass the comprehensive final examination prior to graduation.</p> <p>2. At least 80% of first-time test-takers in the most current calendar year will pass either the ANCC or AANP Family Nurse Practitioner national certification exam.</p>
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Plan of Study: NEW		Nursing (Clinical) DNP		Hours required 34 credit hours			
Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:		
			Fall 2017	Spring 2018			
Coursework: _____	Hours Minimum	List Class	Grade	Hours	Substitute	Transfer	Milestones: Check Deadlines
Required: 34 cr hrs	(online)	NSG 805		3			Plan of Study Form Submitted to Graduate School
	(online)	NSG 809		3			Research & Scholarly Integrity Education (RCR)
	(online)	NSG 810		1			18 hrs of Coursework at 600 Level or Higher
	(online)	NSG 811		4			No Incomplete Grades
	(online)	NSG 812		1			3.0 GPA Required for Graduation
	(online)	NSG 813		3			Application for Degree Forms filed in Graduate School
	(online)	NSG 816		12			Comprehensive Exam
	(online)	NSG 817		4			Exit Survey
	(online)	NSG 819		3			Final DNP Project Defense
				34 cr			
SIGNATURES:							
Student			DATE				
Advisor							
Chair							

Plan of Study: OLD Nursing (Clinical) DNP Hours required 42-45 credit hours

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:
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Coursework: _____	Hours Minimum	List Class	Grade	Hours	Substitute	Transfer	Milestones: Check Deadlines
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Perequisite CHS 623
 Required: 42.45 cr hrs

NSG 805				3			Plan of Study Form Submitted to Graduate School
Removed Fall 16 (NSG 807)				3			Research & Scholarly Integrity Education (RCSI)
NSG 809				3			18 hrs of Coursework at 600 Level or Higher
NSG 810				1			No Incomplete Grades
NSG 811				4			3.0 GPA Required for Graduation
NSG 812				1			Application for Degree Forms filed in Graduate School
NSG 813				3			Comprehensive Exam
NSG 814				1			Exit Survey
NSG 816				13-16			Final DNP Project Defense
NSG 817				4			
NSG 819				3			
DPH CHS 723				3			
				42.45 HRS			

SIGNATURES: _____ DATE _____
 Student _____
 Advisor _____
 Chair _____

**University of Southern Mississippi
 Teach-Out Plan for the Deletion/Inactivation of Degree Program,
 Emphasis Area, Certificate, or Minor**

College:	Nursing
Department or School:	Systems Leadership & Health Outcomes
Degree/Emphasis/Certificate/ Minor:	<u>Nursing (Clinical) DNP; Nursing (Leadership in Nursing) DNP</u>

1. Date for suspension of admission: Fall 2016
2. Estimated date current students will complete teach-out plan: Fall 2018
3. Provide an explanation of how affected parties (students, faculty, staff) will be informed of the impending closure of the degree/emphasis/certificate/minor. Provide as well an explanation of how students will be advised as to their options.

Students presently in these programs will be taught out per their regular Plan of Study. The degree emphasis areas are not closing, just being modified and moving online. New students admitted in Fall 17 will take the new program of study online. There were no students enrolled in the Nursing (Leadership in Nursing) DNP in 2016.

4. Provide (here or as an attachment) an explanation of how all affected students will be helped to complete their programs of study with minimal disruption. Include a detailed schedule of course offerings that will allow students in the emphasis area and/or degree to complete their programs of study.

There will not be disruption, and substitutions, etc. will not be needed. All students admitted in semesters before Fall 17 will be taught their regular POS/Program.

5. Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students (including additional travel requirements) and, if so, how the students will be notified:

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:
Coursework: _____ Hours Minimum					
List Class					
Grade					
Hours					
Substitute					
Transfer					
Milestones: Check Deadlines					
Prerequisite: DPH/CHS 623					
Required: 53 cr hrs	(online) NSG 805		3		Plan of Study Form Submitted to Graduate School
	(online) NSG 809		3		Research & Scholarly Integrity Education (RCR)
	(online) NSG 810		1		18 hrs of Coursework at 600 Level or Higher
	(online) NSG 811		4		No Incomplete Grades
	(online) NSG 812		1		3.0 GPA Required for Graduation
	(online) NSG 813		3		Application for Degree Forms filed in Graduate School
	(online) NSG 816		12		Comprehensive Exam
	(online) NSG 817		4		Exit Survey
	(online) NSG 819		3		Final DNP Project Defense
	(online) NSG 854		3		
	(online) NSG 854L		4		
	(online) BA 600		3		
	(online) BA 611		3		
	(online) BA 650		3		
	(online) BA 670		3		
			53 credits		
SIGNATURES:					
Student		DATE			
Advisor					
Chair					

Plan of Study: **OLD Nursing (BSN to DNP Leadership in Nursing) DNP** Hours required **64-65 credit hours**

Name	Email & Telephone	Student ID	Admit Term	Intended Graduation Semester	Advisor:
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Coursework: _____	Hours Minimum	List Class	Grade	Hours	Substitute	Transfer	Milestones: Check Deadlines
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Prerequisite: DPHCHS 623
 Required: 64-65 cr hrs

		NSG 805		3			Plan of Study Form Submitted to Graduate School
		NSG 809		3			Research & Scholarly Integrity Education (RSI)
		NSG 810		1			18 hrs of Coursework at 600 Level or Higher
		NSG 811		4			No Incomplete Grades
		NSG 812		1			3.0 GPA Required for Graduation
		NSG 813		3			Application for Degree Forms filed in Graduate School
		NSG 814		3			Comprehensive Exam
		NSG 816		16-17			Exit Survey
		NSG 817		4			Final DNP Project Defense
		NSG 819		3			
		NSG 854		3			
		NSG 854L		4			
		(online) BA 600		3			
		(online) BA 611		3			
		(online) BA 650		3			
		(online) BA 670		3			
		DPH 723		3			

64-65 cr
66-67

SIGNATURES: _____ DATE _____

Student _____

Advisor _____

Chair _____

**University of Southern Mississippi
 Teach-Out Plan for the Deletion/Inactivation of Degree Program,
 Emphasis Area, Certificate, or Minor**

College:	Nursing
Department or School:	Systems Leadership & Health Outcomes
Degree/Emphasis/Certificate/ Minor:	<u>Nursing (Clinical) DNP; Nursing (Leadership in Nursing) DNP</u>

1. Date for suspension of admission: Fall 2016
2. Estimated date current students will complete teach-out plan: Fall 2018
3. Provide an explanation of how affected parties (students, faculty, staff) will be informed of the impending closure of the degree/emphasis/certificate/minor. Provide as well an explanation of how students will be advised as to their options.

Students presently in these programs will be taught out per their regular Plan of Study. The degree emphasis areas are not closing, just being modified and moving online. New students admitted in Fall 17 will take the new program of study online. There were no students enrolled in the Nursing (Leadership in Nursing) DNP in 2016.

4. Provide (here or as an attachment) an explanation of how all affected students will be helped to complete their programs of study with minimal disruption. Include a detailed schedule of course offerings that will allow students in the emphasis area and/or degree to complete their programs of study.

There will not be disruption, and substitutions, etc. will not be needed. All students admitted in semesters before Fall 17 will be taught their regular POS/Program.

5. Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students (including additional travel requirements) and, if so, how the students will be notified:

No additional charges or expenses will be incurred.

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

N/A. Faculty who teach in the DNP programs will transition from teaching the DNP program courses 49% online to 90% online.

Prepared by Bonnie Lee Harbaugh, PhD, RN

Signature: Bonnie Harbaugh Date: 1/29/17

College Dean Signature: Ante Profles Date: 2/3/17
Associate Dean

Please submit this information (1) to the Academic or Graduate Council as part of a proposal after December 2016 or (2) to the Office of the Provost if proposal has already been reviewed by the appropriate council.

Contact Dr. Bill Powell (6-4487) or Ms. Kathryn Lowery (6-6775) with any questions.

Accelerated Master's Options at The University of Southern Mississippi (INITIAL PROPOSAL)

Audience: Highly qualified undergraduate students classified as seniors

Description: An Accelerated Master's Option (AMO) provides students with the possibility of earning both a bachelor's and a master's degree in as few as five years. Students admitted to a pathway can take up to 12 hours of 500 or 600-level graduate credit during their senior year. Such coursework can apply to both an undergraduate and a graduate degree.

Comment [WP1]: TBD. [Arizona State](#) allows 12 hours, while at least some [Mississippi State](#) programs limit the number to nine hours.

Graduate School Admission Requirements: Individual programs [should develop internal acceptance forms and policies](#) that may ~~establish additional requirements, such as include~~ standardized test scores, the completion of specific undergraduate courses, a higher undergraduate GPA, a statement of educational goals, etc. Students will meet the following criteria:

The student must:

- ~~1.~~ [_____](#) have completed or ~~be~~ nearing ~~Interested students should contact the specific department offering an accelerated master's option.~~
- ~~2.~~1. [_____](#) completion of general education curriculum requirements (GEC 01-06)
- ~~3.~~2. [_____](#) have completed a minimum of 90 hours of graded undergraduate coursework before beginning the first graduate course (an application can be submitted before the completion of 90 hours)
- 4.3. [_____](#) have achieved and must maintain an [undergraduate grade point average](#) of 3.50 or higher
- ~~5.~~4. [_____](#) have completed at least 15 hours of appropriate DEG coursework in the undergraduate major
5. have [completed all department specific AMO application forms. A formal application to the graduate school is not required to be enrolled in the AMO.](#)
6. submit the [Undergraduate Request to Enroll in Graduate Courses form](#)

Comment [WP2]: A proposed GPA. The current University GPA requirement for admission to a master's program is 2.75. [Mississippi State](#), for example, requires a 3.5 GPA for admission into an accelerated master's. [Arizona State](#) requires a 3.30.

[For a seamless transition from an undergraduate program to a graduate program, the AMO student should submit a graduate application with all required documents and payment of the application fee no later than the final semester of the senior undergraduate year and meet application deadlines. The application will be reviewed by the department and a decision on admission will be made according to the same ~~will be required upon completion of the undergraduate degree and prior to be enrolled as a graduate, degree-seeking student. Students completing the AMO are required to complete the same graduate application process as all applicants. Completion of the AMO does not automatically result in admission to the graduate program.~~](#)

Comment [KC3]: I believe this might clarify when they need to apply for graduate school.

[Submission of Undergraduate Request to Enroll in Graduate Courses form](#)

Additional Information - Students

- Students engaged in an AMO will be charged the undergraduate tuition rate.

- AMO students will retain their eligibility for financial aid at the undergraduate level provided they maintain a full-time student classification.
- AMO students are limited to 153 hours of combined undergraduate/graduate coursework during a semester.
- The accelerated master's option may be available in programs other than the student's undergraduate major.
- Students may opt out of an AMO at any time and complete the required undergraduate degree plan. Any graduate credit earned to that point can be applied to the undergraduate degree plan.
- AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option.
- The graduate degree cannot be awarded until an AMO student meets all requirements for the undergraduate degree.
- A graduate course successfully completed to fulfill undergraduate degree requirements will be graded as Pass, which will not affect the student's undergraduate grade point average. The letter grade for the course will be included in the master's program GPA.

Comment [KC4]: Do we want to include a statement about how a pass rather than a letter grade might impact awards/recognition? Would Latin honors be impacted?

Comment [BN5]: I assume this happens via a change of grade?

Additional Information – Academic Programs

- Graduate programs desiring to establish an Accelerated Master's Option will provide the following to the Graduate Council for approval:
 - A memo of request providing the college, department, and program information, to include a rationale for the AMO, including an academic justification for the option, and a proposed date of implementation
 - A sample plan for completing both the undergraduate and the graduate degree including courses which may be included in the AMO
 - For master's programs without a 'lead-in' undergraduate degree, the plan must include how a student would complete an undergraduate degree in a different field.
 - Statements of support from the department chair and college dean, in addition to the normal curricular approval processes
 - Any additional or more stringent admission requirements and a description of admission processes
 - **For an Accelerated Master's Option that would have less than 150 hours of combined undergraduate and graduate coursework, a detailed explanation and an acceptable academic justification for the program length of such combination degrees (SACSCOC).** Implementation of such an AMO could be delayed until SACSCOC approval is received.
 - A revised Undergraduate and Graduate Bulletin narrative that includes an overview of the option for qualified undergraduates



THE UNIVERSITY OF SOUTHERN MISSISSIPPI.

GRADUATE SCHOOL

118 College Drive #5024 | Hattiesburg, MS 39406-0001

Phone: 601.266.4369 | Fax: 601.266.5138 | graduateschool@usm.edu | www.usm.edu/graduate-school

Regular Graduate Faculty Recommendation Form

Name _____ EMPLID _____

E-mail _____ Date arrived USM _____

Academic Rank _____ College _____ Campus _____

Dept. _____ Dept. Box _____ Phone _____

<input type="checkbox"/> Initial Appointment	<input type="checkbox"/> Reappointment
Attach current vita (2 pages max) that documents your date of employment at USM. Plus, attach at least one: <input type="checkbox"/> RCR training certificate attached <input type="checkbox"/> Completed USM graduate mentorship training.	Attach current vita (2 pages max) Plus, attach at least one: <input type="checkbox"/> RCR training certificate attached <input type="checkbox"/> Completed USM graduate mentorship training. <input type="checkbox"/> Proof of student mentorship attached

Graduate Teaching Credentials

Highest Degree _____ Year _____ Institution _____

Has this applicant completed the terminal degree in their field? Yes No

(If you answered no to the previous question, attach a memorandum to this form explaining the applicant's qualifications.)

Courses to be taught: _____

Graduate Committee Credentials (Check One)

Regular Status (for tenured and tenure-track faculty) - Regular status expires after five years.
<input type="radio"/> R1 May serve on Master's or Specialist degree committees. CV must document research activity.
<input type="radio"/> R2 May serve on Doctoral, Master's or Specialist degree committees. May chair Master's or Specialist degree committees. CV must document publications or presentations within the last 5 yrs.
<input type="radio"/> R3 May serve on Doctoral, Master's or Specialist degree committees. May chair Doctoral, Master's or Specialist degree committees. CV must document publications or presentations within the last 5 years and show a consistent, active engagement in the professional field.

Signatures:

Chair/Director _____ Date _____

College Dean _____ Date _____

Do not write below this line

Approved by Graduate Council

Approved by Dean of the Graduate School

_____ Date: _____ Date: _____



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

GRADUATE SCHOOL

118 College Drive #5024 | Hattiesburg, MS 39406-0001

Phone: 601.266.4369 | Fax: 601.266.5138 | graduateschool@usm.edu | www.usm.edu/graduate-school

Associate Graduate Faculty Recommendation Form

Name _____ EMPLID _____

E-mail _____ Date arrived USM _____

Academic Rank _____ College _____ Campus _____

Dept. _____ Dept. Box _____ Phone _____

<input type="checkbox"/> Initial Appointment	<input type="checkbox"/> Reappointment	<input type="checkbox"/> Committee Only
Attach current vita (2 pages max) that documents your date of employment at USM. Plus, attach at least one: <input type="checkbox"/> RCR training certificate attached <input type="checkbox"/> Completed USM graduate mentorship	Attach current vita (2 pages max) Plus, attach at least one: <input type="checkbox"/> RCR training certificate attached <input type="checkbox"/> Completed USM graduate mentorship training.	Attach current vita (2 pages max) Check one: <input type="checkbox"/> Will serve on multiple committees <input type="checkbox"/> Will serve on a committee for a specific student (provide student name)

Graduate Teaching Credentials

Highest Degree _____ Year _____ Institution _____

Has this applicant completed the terminal degree in their field? Yes No

(If you answered no to the previous question, attach a memorandum to this form explaining the applicant's qualifications.)

Courses to be taught: _____

Graduate Committee Credentials (Check One)

Associate Status (A1-A3 for part-time, visiting, adjunct, and teaching faculty; A-4 only for full time USM non-tenure teaching track faculty with completed terminal degree). Associate status expires after three years.
<input type="radio"/> A1 May not serve on graduate committees.
<input type="radio"/> A2 May serve on Master's or Specialist degree committees. CV must document research or clinical activity.
<input type="radio"/> A3 May serve on Doctoral, Master's or Specialist degree committees. CV must document research or clinical activity and include a completed terminal doctoral degree (or its equivalent). Applicants who are A.B.D. may not hold A3 status.
<input type="radio"/> A4 May chair Doctoral, Master's or Specialist degree projects (not dissertations). CV must document research or clinical activity; must include a completed terminal doctoral degree (or its equivalent); must be full-time USM non-tenure teaching track faculty.

Signatures:

Chair/Director _____ Date _____

College Dean _____ Date _____

ASSOCIATE STATUS REQUESTS MUST INCLUDE A LETTER OF RATIONALE FROM THE DEPARTMENT CHAIR

Do not write below this line

Approved by Graduate Council

Approved by Dean of the Graduate School

_____ Date: _____

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (February 2017)

Student Spotlight

Psychology Students and Faculty Assist in Tornado Relief

The University of Southern Mississippi stepped up to assist the Hattiesburg community following the devastating EF3 tornado that hit the area in the early morning hours of Saturday, January 21. Among those helping out were clinical psychology Ph.D. program



faculty, students, and their family and friends. After checking in at the volunteer response center at East Jerusalem Baptist Church in downtown Hattiesburg on Saturday, January 28, the group received their assignment and spent the day cleaning up a neighborhood on Sullivan Street that was nearly decimated by the storm.

Fostering Faculty and Student Success

Students and Faculty Learn the Value of Effective Mentorship

In partnership with other campus offices, the Graduate School is mentoring and providing effective mentorship training for both students and faculty throughout the spring semester. On February 7, as a part of Black History Month events, outstanding faculty and graduate students networked with minority undergraduate students at a roundtable event called "Success Strategies for Graduate School." Discussion leaders shared their personal paths to their present positions; how students can prepare to create competitive

Dr. Sheila Davis (center) and graduate student Caitlyn Chambers (far left) discuss how to prepare for graduate school with undergraduate students





Left photo: Dr. Marcus Coleman (left) and master's student Rachel Young (second from right) discuss expectations for success in graduate school with students. Right photo: Dr. SherRhonda Gibbs (foreground) advises McNair Scholar Ja'Marvae Lard on finding the right graduate program.

applications; and expectations of graduate school. Faculty leaders included Dr. Sheila Davis, professor, Department of Systems Leadership and Health Outcomes; Dr. SherRhonda Gibbs, associate professor, Department of Management and International Business; and Dr. Marcus Coleman, assistant professor, Department of Communication Studies. Graduate student leaders included doctoral students Brian Street, Social Work; Donovan McLauren, Biological Sciences; and Caitlyn Chambers, School Psychology; along with Rachel Young, a master's student in Child and Family Studies. The Office of Multicultural Programs and Services co-sponsored this event.

The first of three lunch and learn mentorship workshops for new faculty and graduate students was held on the Gulf Park campus on Tuesday, February 14. Entitled "Mentorship Matters: How to Mentor – and be Mentored – as a Faculty Member," the panel discussion of case studies was led by Dr. Kenneth Zantow, associate professor of Management and International Business; Dr. Jennifer Walker, associate dean, College of Science and Technology, and associate professor of Biological Sciences; and Dr. Deanne Nuwer, associate dean, College of Arts and Letters, and associate professor of History. Also contributing was Dr. Casey Maugh-Funderburk, Vice Provost, Gulf Park campus. Faculty from the Gulf Park and Hattiesburg (via IVN) campuses discussed strategies for managing realistic challenges in graduate mentorship. This event was co-sponsored by The Provost's First Year Foundations New Faculty Development Program, and Drs. Ann Blankenship and Alan Thompson, First Year Foundations Coordinators, were co-organizers and contributors to the program. Vanessa Molden, Coordinator of Special Projects in the Graduate School, and Bonnie Cooper, Assistant to the Provost for Faculty Development, organized all mentorship workshops. This workshop will be held on the Hattiesburg campus on February 24 and March 24, as detailed below.

Graduate News from Colleges

College of Arts and Letters

Department of English

Dr. Sreerupa Sengupta, who received her Ph.D. in December 2016, will publish her first peer-reviewed article in *Women's Studies: An Interdisciplinary Journal*. The article, entitled "Mother before time: pregnancy, sexuality, and oppression in Taslima Nasrin's *Getting Even*," will appear in a forthcoming issue. Her major professor was Dr. Charles Sumner. Dr. Sengupta is currently an instructor of English at Auburn University.

College of Business

Department of Economic Development, Tourism, & Sport Management

The online master's degree program in **Sport Management** was ranked 8th nationally by The Sports Management Degree Guide, based on student to faculty ratios, graduate tuition and undergraduate net cost, concentration areas and accreditation. Bestcolleges.com ranked the program 16th in the country based on available courses, specializations available, student outcomes, and career support services. The program "prepares students for careers as stadium events coordinators, recreation specialists, special events coordinators, and more." For full article see Southern Miss Now at <https://news.usm.edu/article/usm-online-sport-management-degree-programs-receive-lofty-rankings>.

School of Accountancy

Twenty of twenty-one students (95.2%) in the **Master of Professional Accountancy (MPA)** program completed training requirements and passed the exam to become certified as a Specialist in Microsoft Excel. According to Amber Hatten, Director of the MPA program, "Microsoft Office Specialist (MOS) 2016 Certification gives students a commanding competitive edge in today's academic and professional environments." The certification demonstrates "globally-recognized, industry-endorsed evidence of skills mastery in Microsoft Excel," and "ability and willingness to embrace new technologies."

College of Education and Psychology

School Psychology doctoral students were awarded internships at top American Psychological Association (APA)-accredited institutions for a 100% placement rate.

- **Marian Melendez-Torres** will intern at the Pediatric Developmental Disorders Clinic of Johns Hopkins Kennedy Krieger Center.
- **Jamie Pasqua** will study behavioral pediatrics during her internship at the Munroe Meyer Institute at the University of Nebraska Medical Center, an agency of the Nebraska Internship Consortium.
- **Heather Whipple** will intern at Johns Hopkins Kennedy Krieger Center focusing on the discipline applied behavior analysis, a field of advanced training within the Neurobehavioral Unit.

College of Health

Department of Speech and Hearing Sciences

- Last year the department was reaccredited according to American Speech-Language-Hearing Association (ASHA) and Council on Academic Accreditation (CAA) standards for the doctoral audiology and master's speech pathology programs.
- **Mary Schaub**, assistant professor, was voted the 2016 Outstanding Alumnus for the Department of Communication Disorders at the University of Wyoming.
- **Dr. Kelly Metz**, assistant professor, was selected president-elect for the Association of College Educators - Deaf and Hard of Hearing. The president-elect position begins Dr. Metz' three-year commitment to leadership in the association which will include serving as president in 2018 and past president in 2019.
- **Dr. Kimberly Ward**, assistant professor and audiology clinic coordinator, and **Amy Rosonet**, clinical instructor and speech-language pathology clinic director, are organizers of the Mississippi Speech-Language-Hearing Association Continuing Education Conference to be held in Natchez March 29-31. The conference, which will feature more than 50 speakers including several of international renown, will offer the opportunity for attendees to earn CEU credits.

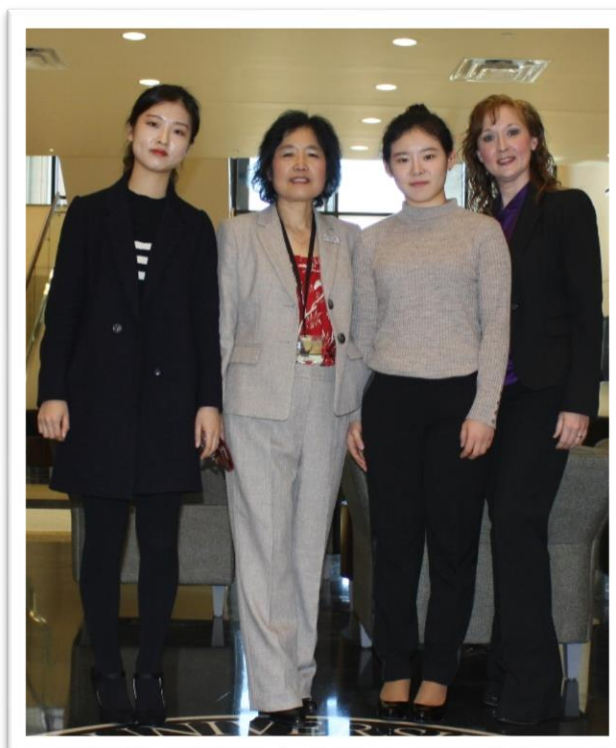
College of Nursing



Dr. Gulenia Rikabi, assistant professor, Department of Advanced Practice, will be a keynote speaker and present a podium presentation entitled “A Quality Improvement Project: A Patient-Centered Motivational Program to Improve Adherence to Lifestyle Modifications in Patients with Dyslipidemia” at the Twenty-fourth Global Nursing Conference in Amsterdam, Netherlands. The conference, to be held March 1-2, has the theme “Exploring Latest Innovations in Nursing and Health Care.”

Dr. Gulenia Rikabi

First-year South Korean nursing students, So-Hyun Lee and Hye-wan Gwon from Woosong University in the Republic of Korea toured Asbury Hall and learned about the **Nurse Anesthesia Program** during a recent visit to Southern Miss. Both students aspire to become certified registered nurse anesthetists (CRNA’s) and visited the College of Nursing to “learn more about the practice of CRNA’s in the U.S.” They became interested in Southern Miss’ CRNA program after hearing Dr. Michong Rayborn, assistant professor, speak at an international conference. While in Mississippi the students attended the Mississippi Association of Nurse Anesthetists (MANA) meeting in Jackson held January 26-27. For complete article, see Southern Miss Now (<http://news.usm.edu/article/south-korean-students-visit-southern-miss-nurse-anesthesia-program>).



South Korean nursing students Hye-wan Gwon (left) and So-Hyun Lee (2nd from right) visited the College of Nursing in late January to learn about the CRNA program. Also pictured Dr. Michong Rayborn (2nd from left) and Dr. Lachel Story (right).

College of Science and Technology

Division of Coastal Sciences

Master’s student **Alex Fogg** published his first peer-reviewed article: Fogg, A.Q., N.J. Brown-Peterson, and M.S. Peterson. (2017). Reproductive life history characteristics of invasive red lionfish (*Pterois volitans*) in the northern Gulf of Mexico. *Bulletin of Marine Science* 93(3): (doi: <https://doi.org/10.5343/bms.2016.1095>). Alex is scheduled to graduate this May. His major professor is Dr. Mark Peterson.

Last month **Dr. Mark Peterson**, professor (retired), Division of Coastal Sciences, was appointed Associate Editor for the journal *Estuaries and Coasts*, the journal of the Coastal and Estuarine Research Federation.

Department of Geography and Geology

Geography master's students **Josh Oliver**, **Michael Thornton**, and **Charles White** each published their first peer-reviewed article in scholarly journals. Their major professor is **Dr. Grant Harley**, assistant professor.

- Matheus, T.J., J.T. Maxwell, J.S. Oliver, **M.P. Thornton**, M. Hess, and G.L. Harley. (2017). Defining the pioneer settlement history around the Spring Mill village in southern Indiana using dendroarchaeology, *Dendrochronologia* (doi: <http://dx.doi.org/10.1016/j.dendro.2016.11.004>) (in press)
- Patterson, T., R.S. Maxwell, G.L. Harley, **J.S. Oliver**, J. Speer, S. Collins, M. Downe, B. Gannon, L. Ma, C. Raso, C. Russell, A. Teets. (2017). Climate-signal instability in *Pinus rigida* at the northern range limit, Acadia National Park, Maine. *Northeastern Naturalist*, 23(4):490–500, doi: <http://dx.doi.org/10.1656/045.023.0406>
- **C.R. White** and Harley, G.L. (2017). Historical fire in longleaf pine (*Pinus palustris* Mill.) forests of south Mississippi and its relation to land use and climate, *Ecosphere* 7(11):e01458. [10.1002/ecs2.1458](https://doi.org/10.1002/ecs2.1458)

Professional Development Opportunities for Graduate Students and Faculty

Susan A. Siltanen Graduate Research Symposium (Tuesday, April 4, 9 a.m. - noon, Thad Cochran Center)

More than 110 master's and doctoral students submitted abstracts for this year's Susan A. Siltanen Graduate Research Symposium, selecting from the categories arts and humanities; social and educational sciences and business; physical sciences and mathematics; or life, health, and environmental sciences. Faculty are needed to judge poster or oral presentations. Judges are invited to attend the luncheon which immediately follows the symposium. Faculty who can be available to judge all or part of the morning may sign up by using the Mach Form at the following link:

<https://forms.usm.edu/graduate-school/view.php?id=51045>.

Mentoring Matters: How to be a Mentor – and be Mentored – as a Faculty Member Lunch and Learn Workshops

Good mentoring is crucial to a student's degree progress and ultimate success. Yet, being an effective mentor is rarely second nature to anyone. It requires training, practice, and the willingness to learn from the experience of others. We are providing an opportunity for faculty and graduate students to begin to develop mentorship skills through Mentoring Matters workshops. Respected veteran faculty mentors from the Colleges of Arts and Letters; Education and Psychology; Health; Nursing; and Science and Technology will lead roundtable discussions of case studies that illustrate realistic challenges in mentoring graduate students, allowing participants to learn from leaders and peers through interactive dialog. Faculty and graduate students may register by visiting First Year Foundations at the following link <https://www.usm.edu/center-faculty-development/first-year-foundations> and clicking the "register here" button.

- Dates and locations for the workshops:
 - Friday, February 24, noon to 1:30 p.m., Trent Lott Center, Room A-D
 - Friday, March 24, noon to 1:30 p.m., Cook Library Art Gallery

Citation Management Tools: Zotero and Mendeley

Learn how to manage citations for research projects, papers, theses, and dissertations by attending one or more workshops about the free citation management tools, Zotero and Mendeley. Staff librarians will demonstrate how to create an account, export citations from the most widely-used scholarly databases, organize citations, and automatically generate bibliographies and in-text citations using each tool. The workshops, led by librarians Elena Azadbakht (elena.azadbakht@usm.edu or 601.266.6424) in Hattiesburg and Adrienne McPhaul (Adrienne.mcphaul@usm.edu or 228.214.3467) in Long Beach will be offered several times this spring at both Hattiesburg and Gulf Coast campuses. This workshop may also be scheduled for a class, student group, or faculty meeting. Contact Elena or Adrienne for more information.

- Dates and locations for the workshops:
 - Cook Library Room 123 (LIB 123)
 - Monday, February 20, 3-4 p.m.
 - Wednesday, March 8, noon-1 p.m.
 - Gulf Coast Library Room 213 (GLIB 213)
 - Monday, February 20, 3-4 p.m.
 - Wednesday, March 8, noon-1 p.m.
 - Gunter Library, Caylor Building 104 (GCRL)
 - Friday, March 31, 10-11 a.m.

News from the Graduate School

Important Information on Hiring Graduate Assistants

Thanks to academic and auxiliary units who attended informational workshops on hiring graduate assistants led by Graduate School staff Carolyn Cawthon and Shelby Flores and Human Resource Specialist Mary Alexander in early February. The following are key “take-away” items from the workshops.

- The minimum stipend for a full-time graduate assistantship is \$7200 per nine months equally distributed between fall and spring semesters (\$3600 in fall; \$3600 in spring). Any E&G funded GA must receive a tuition waiver (20 hours/week = full tuition waiver; 10 hours/week = half tuition waiver).
- Departments are encouraged to award 9-month GA appointments. Summer appointments must be accompanied by a separate assignment form.
- E&G stipend funds may be used only to hire a GA. These funds may not be used to hire a student in any other capacity.
- All GA's must be full time students enrolled in at least 9 graduate-level credit hours during fall and spring and 3 hours during summer unless enrolled in a designated 1 hour summer course that carries full-time status. (Neither audit nor undergraduate coursework count toward full time enrollment).
- Tuition will be prorated for GA's who work only part of a semester. The tuition proration policy is included below.
- A GA who is placed on probation will not lose the assistantship during the probationary period unless the department chooses to terminate the student. A student on probation has one semester to return to good academic standing. If at the end of the probationary period the student has not returned to good academic standing, he/she will be terminated from the assistantship and dismissed from the program.
- Effective dates for GA employment for AY 2017-18 are as follows:

Assignment Period	Assistantship Start Date	Assistantship End Date
Fall 2017 only	August 14	December 15
Spring 2018 only	January 11	May 18
Summer 2018 only	June 1	August 5
Fall 2017 - Spring 2018	August 14	May 18

- **Deadlines** for the Graduate School to receive correctly-completed GA assignment forms will be strictly enforced. The Graduate School will not accept late forms. For academic units who miss the deadline, academic deans will reallocate E&G-supported GA lines for the current academic year; for non-academic or support units who miss deadlines, the Dean of the Graduate School will reallocate lines for the current year. Obvious exceptions include paperwork for GA's on new grants or contracts which may not be awarded in time to meet deadlines. Upcoming deadlines:

Assistantship Begins	Deadline for Graduate School to Receive GA Assignment Form
Fall 2017	July 14 by 5:00 pm
Summer 2017	May 12 by 5:00 pm

- GA hiring administrators should use the Pay Rate Calculator (see link) to calculate biweekly compensation rate for GA's. <https://www.usm.edu/graduate-school/ga-rate-pay-calculator>.

Graduate School Operating Policy on Tuition Proration for Graduate Assistants

Tuition for students holding an assistantship for only a part of a semester will be prorated in the following situations:

- A. A GA fully supported on E&G funds, including the stipend and tuition waiver:**
 - a. If the student is enrolled after the 5th class day, resigns or is terminated before the end of the semester, or drops below 9 graduate hours, then both in-state and out-of-state tuition will be prorated.
 - b. Exceptions that leave the tuition waiver intact include the following. If a department chooses to fill the vacated line in these situations, the tuition will be prorated for both the current and incoming GA.
 - i. A student completes all requirements for a degree and resigns before the end of the term (Example, the student resigns to accept a job).
 - ii. A student has a documented major medical issue or military deployment and must leave the assistantship before the end of term.
- B. A GA fully supported on grants. (Both the stipend and tuition are paid from a grant):**
 - a. Tuition will not be prorated on the front end because the agency pays the tuition unless proration is requested by the principal investigator.
 - b. Tuition will be prorated if the student resigns, is terminated, or drops below 9 graduate hours before the end of the semester.
 - c. Exceptions are the same as above.
- C. A GA stipend supported on a grant, but an E&G tuition waiver provided by USM:**
 - a. All stipulations from item A apply.

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement

Graduate Council Minutes
The University of Southern Mississippi
November 21, 2016

The Graduate Council met at 3:00 p.m. on October 17, 2016, in McCain Library, Room 203 with Dr. Leisa Flynn, Chair-Elect of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. YanLin Guo, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Vanessa Murphree, Dr. Bonnie Nicholson, Dr. Ras Pandey, 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.

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

The following guests were present: Ms. Desira Bailey, Dr. Anita Boykins, Ms. Jennifer Culley, Dr. Bonnie Harbaugh, Dr. Gary Krebs, Ms. Kathryn Lowery and Ms. Dawn Porter.

1.0 Call to Order

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

2.0 Adoption of Agenda

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

- Change effective date for item 4.2.2 LIS 607 to fall 2017

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

3.0 Approval of Minutes

Dr. Flynn presented the October 17, 2016 minutes for approval. Dr. Becton moved and Dr. Nicholson seconded a motion to approve the October 17, 2016 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 – No Business

Department of Economic Development, Tourism and Sport Management

Dr. Flynn presented the request to correct the plan of study for the Master of Business Administration (MBA) degree program. Dr. Shelley moved and Dr. Morgan seconded a motion to approve the request to correct the plan of study for the Master of Business Administration (MBA) degree program. The motion passed.

- 4.3 College of Education and Psychology
Department of Child and Family Studies
Dr. Flynn presented the request to modify FAM 615. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the modification of FAM 615. The motion passed 15-0.

School of Library and Information Science

Dr. Flynn presented the request to modify LIS 607. Dr. Shelley moved and Dr. Becton seconded a motion to approve the modification of LIS 607. The motion passed 15-0.

- 4.4 College of Health
School of Kinesiology
Dr. Flynn presented the request to modify the Kinesiology (Exercise Science) M.S. program. Dr. Becton moved and Dr. Morgan seconded a motion to approve the modification of the Kinesiology (Exercise Science) M.S. program. The motion passed 15-0.

Department of Nutrition and Food Systems

Dr. Flynn presented the request to modify NFS 576 and NFS 576L. Dr. Becton moved and Dr. Lemacks seconded a motion to approve these modifications as a group. The motion passed. Dr. Nicholson moved and Dr. Shelley seconded a motion to approve the modifications of NFS 576 and NFS 576L. The motion passed 15-0.

- 4.5 College of Nursing
Department of Systems Leadership and Health Outcomes
Dr. Flynn presented the request to modify NSG 805. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the modification of NSG 805. The motion passed 16-0.

4.6 College of Science and Technology

Department of Biological Sciences

Dr. Flynn presented the request to inactivate the Biological Sciences (Environmental Biology) M.S. degree emphasis, the Biological Sciences (Environmental Biology) Ph.D. degree emphasis, the Biological Sciences (Marine Biology) M.S. degree emphasis, the Biological Sciences (Microbiology Biology) M.S. degree emphasis, the Biological Sciences (Microbiology Biology) Ph.D. degree emphasis, the Biological Sciences (Molecular Biology) M.S. degree emphasis, and the Biological Sciences (Molecular Biology) Ph.D. degree emphasis. Dr. Becton moved and Dr. Nicholson seconded a motion to approve these modifications as a group. The motion passed.

Dr. Morgan moved and Dr. Shelley seconded a motion to approve the inactivations of the Biological Sciences (Environmental Biology) M.S. degree emphasis, the Biological Sciences (Environmental Biology) Ph.D. degree emphasis, the Biological Sciences (Marine Biology) M.S. degree emphasis, the Biological Sciences (Microbiology Biology) M.S. degree emphasis, the Biological Sciences (Microbiology Biology) Ph.D. degree emphasis, the Biological Sciences (Molecular Biology) M.S. degree emphasis, and the Biological Sciences (Molecular Biology) Ph.D. degree emphasis. The motion passed 16-0.

Department of Geography and Geology

Dr. Flynn presented the request to inactivate GLY 544 and GLY 544L. Dr. Nicholson moved and Dr. Becton seconded a motion to approve these modifications as a group. The motion passed. Dr. Becton moved and Dr. Guo seconded a motion to approve the inactivations of GLY 544 and GLY 544L. The motion passed 16-0.

Dr. Flynn presented the request to modify GLY 543 and GLY 543L. Dr. Nicholson moved and Dr. Morgan seconded a motion to approve these modifications as a group. The motion passed. Dr. Nicholson moved and Dr. Shelley seconded a motion to approve the modifications of GLY 543 and GLY 543L. The motion passed 16-0.

School of Ocean Science and Technology

Dr. Flynn presented the request to add COA 636. Dr. Nicholson moved and Dr. Morgan seconded a motion to approve the addition of COA 636. The motion passed 16-0.

Dr. Flynn presented the request to add COA 643. Dr. Nicholson moved and Dr. Shelley seconded a motion to approve the addition of COA 643. The motion passed 16-0.

- 5.0 Officers Report
 - 5.1 Chair – Dr. Janie Butts
No report.
 - 5.2 Chair-Elect – Dr. Leisa Flynn
No report.
- 6.0 Standing Committee Reports
 - 6.1 Bylaws Committee – Dr. Leisa Flynn
No report.
 - 6.2 Credentials Committee – Dr. Janie Butts
Dr. Flynn submitted the Credentials report for November 2016 for approval. The report was approved. (see attached)
 - 6.3 Election Committee – Dr. Chaoyang Zhang
No report.
 - 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. Leisa Flynn
No report.
 - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson
No report.
 - 7.3 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.
- 8.0 New Business
 - 8.1 Discussion of Bibliography Manager for Dissertation and Theses
Dr. Coats asked Graduate Council to consider whether or not the Graduate School should require students completing theses/dissertations to use a citation manager software program when preparing the documents. The rationale was that the Graduate Reviewer frequently receives documents with bibliographies that are poorly done (i.e. missing citations, inconsistent bibliography entries, etc.). Dr. Coats stated she uses EndNote. This software is expensive but there are other free programs, including Zotero and Mendeley. Council asked if Graduate School could provide training if they required the use of a citation manager. Dr. Coats responded that Graduate School can partner with the Library to deliver training. No vote was taken on this matter.

8.2 Teach Out Plans

For all suspended or closed minors, emphasis areas, certificates and degree programs, a teach-out plan must be included in the documentation submitted to the Graduate or Academic Councils. A template for teach-out plans is available at <https://info.usm.edu/group/849/page/proposals-guidelines>. In instances that involve academic programs/degrees, SACSCOC must be notified and sent the teach-out plan as soon as the decision to close the program is decided.

8.3 Accelerated Master's Options

Dr. Powell discussed the concept of accelerated master's options, which would provide highly qualified seniors with the possibility of earning both a bachelor's and a master's degree in as few as five years by taking 500- or 600-level courses that would apply to both an undergraduate and a master's degree. An initial proposal, intended to serve as a starting point for discussion, was included in the documents for the GC meeting. The proposal was referred to the Policies and Procedures Committee. The proposal will also be discussed by the Academic Council.

8.4 Graduate Student Senate Report

No report

8.5 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 January 23, 2017 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, January 6, 2017.

Greg Pierce, Recording Secretary

Dr. Leisa Flynn, Chair-Elect

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
November 21, 2016

College of Business

Department of Economic Development, Tourism and Sport Management

Modify: Business Administration (Sport Event Security Management)
MBA (coded under Department of Economic Development,
Tourism and Sport Management)

To: Business Administration (Sport Event Security Management)
MBA (coded under Department of Management and
International Business)
Effective post-date of fall 2015.

College of Education and Psychology

Department of Child and Family Studies

Modify: FAM 615 Gender and Culture in the Family.
Face to face format.

To: FAM 615 Gender and Culture in Therapeutic
Relationships. Course description.
Face to face and online correspondence
format. Effective spring 2017.

School of Library and Information Science

Modify: LIS 607 School Library and the Curriculum.

To: LIS 607 School Library and the Curriculum.
Course description.
Effective fall 2017.

College of Health

School of Kinesiology

Modify: Kinesiology (Exercise Science) M.S.
30-33 hours.

To: Kinesiology (Exercise Science) Ph.D.
30 hours. Delete BSC 551, KIN 706, KIN 735 and 3 hours of
electives for the non-thesis track. Add KIN 672 and 6 hours of
advisor approved electives.
Effective fall 2017.

Department of Nutrition and Food Systems

Modify:	NFS 576	<u>Food Production Management II.</u> 1 hour.
To:	NFS 576	<u>Food Production Management II.</u> 2 hours. Effective fall 2017.
Modify:	NFS 576L	<u>Food Production Management II Lab.</u> 2 hours.
To:	NFS 576L	<u>Food Production Management II Lab.</u> 1 hour. Course description. Effective fall 2017.

College of Nursing

Department of Systems Leadership and Health Outcomes

Modify:	NSG 805	<u>Role Development in Advanced Nursing Practice.</u>
To:	NSG 805	<u>Role Development in Advanced Nursing Practice.</u> Course description. Effective spring 2017.

College of Science and Technology

Department of Biological Sciences

Inactivate:	Biological Sciences (Environmental Biology) M.S. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Environmental Biology) Ph.D. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Marine Biology) M.S. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Microbiology Biology) M.S. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Microbiology Biology) Ph.D. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Molecular Biology) M.S. degree emphasis. Effective fall 2017.
Inactivate:	Biological Sciences (Molecular Biology) Ph.D. degree emphasis. Effective fall 2017.

Department of Geography and Geology

Inactivate:	GLY 544	<u>Siliceous Micropaleontology.</u> Effective fall 2017.
Inactivate:	GLY 544L	<u>Siliceous Micropaleontology Laboratory.</u> Effective fall 2017.
Modify:	GLY 543	<u>Calcareous Micropaleontology.</u>
To:	GLY 543	<u>Marine Micropaleontology.</u> Course description. Effective fall 2017.
Modify:	GLY 543L	<u>Calcareous Micropaleontology Laboratory.</u>
To:	GLY 543L	<u>Marine Micropaleontology Laboratory.</u> Course description. Effective fall 2017.

School of Ocean Science and Technology

Add:	COA 636	<u>Coastal and Marine Botany.</u> 3 hours. Joint lecture/laboratory instruction mode. Effective spring 2018.
Add:	COA 643	<u>Marine Aquaculture – Breeding and Genetics.</u> 3 hours. Joint lecture/laboratory instruction mode. Effective fall 2017.

DATE: November 21, 2016		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
Associate Level 1		
Bright, Candace F.	Anthropology & Sociology	A1
Crockett, Justin L.	Marketing & Merchandising	A1
DeZutter, Stacy L.	Speech & Hearing Sciences	A1
Hart, Dana C.	Educational Research & Administration	A1
Labat, Cherie A.	Educational Research & Administration	A1
Mohn, Leisha	Educational Research & Administration	A1
Spears, Stephanie	Social Work	A1
Zakaras, Lauren S.	Social Work	A1
Associate Level 2		
Associate Level 3		
Warren, Melvin	Biological Sciences	A3
Regular Level 1		
Pelts, Michael D.	Social Work	R1
Regular Level 2		
Gulledge, Laura M.	Criminal Justice	R2
Regular Level 3		
Kim, Sungsoo	Economic Dev., Tourism & Sport Mngt.	R3
Credentials Committee		
Dr. Teresa Welsh, Chair		



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

GRADUATE SCHOOL

118 College Drive #5024 | Hattiesburg, MS 39406-0001

Phone: 601.266.4369 | Fax: 601.266.5138 | graduateschool@usm.edu | www.usm.edu/graduate-school

Graduate Faculty Status Recommendation Form

Name _____ EMPLID _____
 E-mail _____ Date arrived USM _____
 Academic Rank _____ College _____ Campus _____
 Dept. _____ Dept. Box _____ Phone _____

<input type="checkbox"/> Initial Appointment	<input type="checkbox"/> Reappointment	<input type="checkbox"/> Committee Only (A2 or A3)
<input type="checkbox"/> Attach current vita (2 pages max) that documents your date of employment at USM. Plus, attach at least one: <input type="checkbox"/> RCR training certificate <input type="checkbox"/> Proof of completed USM graduate mentorship training	<input type="checkbox"/> Attach current vita (2 pages max) Plus, attach at least one: <input type="checkbox"/> RCR training certificate <input type="checkbox"/> Proof of completed USM graduate mentorship training. <input type="checkbox"/> Proof of student mentorship	<input type="checkbox"/> Attach current vita (2 pages max) Check one: <input type="checkbox"/> Will serve on multiple committees <input type="checkbox"/> Will serve on a committee for a specific student (provide student name below)

Graduate Teaching Credentials

Highest Degree _____ Year _____ Institution _____

Has this applicant completed the terminal degree in their field? Yes No

(If you answered no to the previous question, attach a memorandum to this form explaining the applicant's qualifications.)

Courses to be taught: _____

Graduate Committee Credentials (Check One)

Associate Status (for part-time, visiting and adjunct faculty) Associate status expires after three years	Regular Status (for tenured and tenure-track faculty) Regular status expires after five years
<input type="radio"/> A1 May not serve on graduate committees	<input type="radio"/> R1 May serve on Master's or Specialist degree committees CV must document research activity
<input type="radio"/> A2 May serve on Master's or Specialist degree committees CV must document research activity	<input type="radio"/> R2 May serve on Doctoral, Master's or Specialist degree committees May chair Master's or Specialist degree committees CV must document publications or presentations within the last 5 yrs.
<input type="radio"/> A3 May serve on Doctoral, Master's or Specialist degree committees CV must document research activity and include a completed terminal degree (or its equivalent). Applicants who are A.B.D. may not hold A3 status.	<input type="radio"/> R3 May serve on Doctoral, Master's or Specialist degree committees May chair Doctoral, Master's or Specialist degree committees CV must document publications or presentations within the last 5 yrs and show a consistent, active engagement in the professional field.

Signatures:

Chair/Director _____ Date _____

College Dean _____ Date _____

ASSOCIATE STATUS REQUESTS MUST INCLUDE A LETTER OF RATIONALE FROM THE DEPARTMENT CHAIR

Do not write below this line

Approved by Graduate Council

Approved by Dean of the Graduate School

Date: _____

PROCEDURE THREE

Closing a Program, Instructional Site, Branch Campus or an Institution: Teach-Out Plans and Teach-Out Agreements

In accordance with Federal regulations, **an institution is required to submit a teach-out plan to SACSCOC for approval if any of the following occurs:**

1. The USDOE notifies the Commission that it has initiated an emergency action against an institution or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program.
2. The Commission terminates accreditation or candidacy.
3. The institution notifies the Commission that it intends to cease operations entirely or close a location that provides at least 50% of at least one program.
4. A State Licensing or authorizing agency notifies the Commission that an institution's license or legal authorization to provide an educational program has been or will be revoked.

If an institution decides to close an educational program, approved instructional site, branch campus, or the entire institution, it must submit to SACSCOC a teach-out plan for approval. If the plan includes teach-out agreements, then the agreements must also be approved prior to implementation.

Teach-out plans and teach-out agreements must be approved by SACSCOC prior to implementation. See also the SACSCOC Good Practices document "[Closing a Program, Site, Branch or Institution](#)"

Teach-out Plans

A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.

To be approved, a teach-out plan must include the following information:

1. Date of closure (date when new students will no longer be admitted)
2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure
3. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption
4. An indication as to whether the teach-out plan will incur additional charges/expenses to the students and, if so, how the students will be notified
5. Copies of signed teach-out agreements with other institutions, if any
6. How faculty and staff will be redeployed or helped to find new employment
7. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets

Following review and approval of a teach-out plan that includes a program that is accredited by another accrediting agency, the Commission will notify that accreditor of its approval.

**University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor**

College:	
Department or School:	
Degree/Emphasis/Certificate/ Minor:	

1. Date for suspension of admission: _____

2. Estimated date current students will complete teach-out plan: _____

3. Provide an explanation of how affected parties (students, faculty, staff) will be informed of the impending closure of the degree/emphasis/certificate/minor. Provide as well an explanation of how students will be advised as to their options.

4. Provide (here or as an attachment) an explanation of how all affected students will be helped to complete their programs of study with minimal disruption. Include a detailed schedule of course offerings that will allow students in the emphasis area and/or degree to complete their programs of study.

5. Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students (including additional travel requirements) and, if so, how the students will be notified:

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

Prepared by _____

Signature: _____ **Date:** _____

College Dean Signature: _____ **Date:** _____

Please submit this information (1) to the Academic or Graduate Council as part of a proposal after December 2016 or (2) to the Office of the Provost if proposal has already been reviewed by the appropriate council.

Contact Dr. Bill Powell (6-4487) or Ms. Kathryn Lowery (6-6775) with any questions.

Accelerated Master's Options at The University of Southern Mississippi (INITIAL PROPOSAL)

Audience: Highly qualified undergraduate students classified as seniors

Description: An Accelerated Master's Option (AMO) provides students with the possibility of earning both a bachelor's and a master's degree in as few as five years. Students admitted to a pathway can take up to 12 hours of 500- or 600-level graduate credit during their senior year. Such coursework can apply to both an undergraduate and a graduate degree.

Graduate School Admission Requirements: Students will meet the following criteria. Individual programs may establish additional requirements, such as standardized test scores, the completion of specific undergraduate courses, a higher undergraduate GPA, a statement of educational goals, etc. Interested students should contact the specific department offering an accelerated master's option.

1. Completion or near completion of general education curriculum requirements (GEC 01-06)
2. Completion of a minimum of 90 hours graded undergraduate coursework before beginning the first graduate course (an application can be submitted before the completion of 90 hours)
3. Minimum and maintenance of a 3.0 undergraduate grade point average
4. Completion of at least 15 hours of appropriate DEG coursework in the undergraduate major
5. Submission of a graduate application and payment of the application fee
6. Submission of Undergraduate Request to Enroll in Graduate Courses form

Additional Information - Students

- Students engaged in an AMO will be charged the undergraduate tuition rate.
- AMO students will retain their eligibility for financial aid at the undergraduate level provided they maintain a full-time student classification.
- AMO students are limited to 13 hours of combined undergraduate/graduate coursework during a semester.
- Advanced master's option in programs that do not carry the expectation of an undergraduate degree in the same field are possible.
- Students may opt out of an AMO at any time and complete the required undergraduate degree plan. Any graduate credit earned to that point can be applied to the undergraduate degree plan.
- AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option.
- The graduate degree cannot be awarded until an AMO student meets all requirements for the undergraduate degree.

- A graduate course successfully completed to fulfill undergraduate degree requirements will be graded as Pass, which will not affect the student's undergraduate grade point average. The letter grade for the course will be included in the master's program GPA.

Additional Information – Academic Programs

- Graduate programs desiring to establish an Accelerated Master's Option will provide the following to the Graduate Council for approval:
 - A memo of request providing the college, department, and program information, to include a rationale for the AMO, including an academic justification for the option, and a proposed date of implementation
 - A sample plan for completing both the undergraduate and the graduate degree
 - For master's programs without a 'lead-in' undergraduate degree, the plan must include how a student would complete an undergraduate degree in a different field.
 - Statements of support from the department chair and college dean, in addition to the normal curricular approval processes
 - Any additional or more stringent admission requirements
 - **For an Accelerated Master's Option that would have less than 150 hours of combined undergraduate and graduate coursework, a detailed explanation and an acceptable academic justification for the program length of such combination degrees (SACSCOC).** Implementation of such an AMO could be delayed until SACSCOC approval is received.
 - A revised Undergraduate and Graduate Bulletin narrative that includes an overview of the option for qualified undergraduates

N.B. The [Admission section](#) of the Graduate Bulletin would have to be edited if Accelerated Master's Option is approved.

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (November 2016)

Student Spotlight

Mass Communication Ph.D. Student is Three Minute Thesis Grand Champion

Ecaterina (Kate) Stepaniuc, a doctoral student from the School of Mass Communication and Journalism, is the 2016 Three Minute Thesis Grand Champion. Competing against seven other finalists on Friday, November 4 at the Trent Lott National Center, Kate impressed the judges with her presentation, "Moldova's Democracy: Between Opposing Ideologies," a passionate articulation of the media's

influence on national identity and political ideology of the Moldovan people. She received a \$1000 award and will represent Southern Miss at the regional Three Minute Thesis competition in Annapolis, Maryland in early March, to be held during the Conference of Southern Graduate Schools annual meeting. Runner Up was Dawn Klos, a master's student studying History and Anthropology. Dawn received a \$750 award. Maria Zapetis, doctoral student in the Brain and Behavior program in the Department of Psychology, was selected as People's Choice winner and received \$500.

Eight finalists competed in the final round after winning either the master's or doctoral preliminary competition in one of four categories (Arts and Humanities; Life, Health, and Environmental Sciences; Physical Sciences and Mathematics; and Social and Educational Sciences and Business) and being awarded \$250. Taking time from their busy schedules to judge the finals competition were Dr. Glenn Boyce, Commissioner of Higher Education, Mississippi Institutions of Higher Learning; Ms. Cheryl Johnson, President, Mississippi Gulf Coast Regions Bank; Dr. Steven Moser, Provost and Senior Vice President for Academic Affairs; and Dr. Gordon Cannon, Vice President for Research. Tasked with explaining the significance of their research to a general audience in less than three minutes using only a single, static PowerPoint slide as a visual aid, forty-seven students competed in the third annual Three Minute Thesis competition in preliminary rounds held Wednesday, November 2 and Thursday, November 3. Finalists by category were:

Arts and Humanities

Master's: Dawn Klos, History and Anthropology, major professors: Drs. Westley Follett and Bridget Hayden

Doctoral: Ecaterina Stepaniuc, Mass Communication and Journalism, major professor: Dr. Mary Lou Sheffer



Graduate Students from diverse fields of study were selected winners in the 3rd Annual Three Minute Thesis Competition. L-R Dawn Klos (Runner Up); Maria Zapetis (People's Choice); Dean Coats, and Ecaterina Stepaniuc (Grand Champion).

Life, Health, and Environmental Sciences

Master's: Maria Zapetis, Psychology (Brain and Behavior), major professor: Dr. Heidi Lyn

Doctoral: Oindrila Paul, Biological Sciences, major professor: Dr. Janet Donaldson

Physical Sciences and Mathematics

Master's: David Simmons, Geology and Geography, major professor: Dr. Mark Puckett

Doctoral: Kelli Stockmal, Polymers and High Performance Materials, major professor: Dr. Sarah Morgan

Social and Educational Sciences and Business

Master's: Jackson Howard, Psychology (Counseling), major professor: Dr. Bonnie Nicholson

Doctoral: Lauren Lassabe, Educational Research and Administration, major professor: Dr. Lilian Hill.



Eight students were selected as finalists in the Three Minute Thesis competition over two days of preliminary competitions. Finalists from day 1 were (left photo, L-R) Maria Zapetis, Oindrila Paul, Dawn Klos, and Ecaterina Stepaniuc. Day 2 finalists were (right photo, L-R) David Simmons, Kelli Stockmal, Jackson Howard, and Lauren Lassabe.



McNair Scholars attending the national symposium were (L-R): Arcia Caston, Chelsea Nelson, Aaliyah Granger, Aaliyah Cole, Nadjah McLaurin, Kelsey Hubbard, Tamara Wright, ShaKyiah Saddler, and Aliscia Burkett.

USM McNair Scholars Present Research at National Symposium

Nine Ronald McNair Scholars, along with McNair program staff, graduate students, and Graduate School staff attended the National McNair Research Symposium at Lake Lawn Resort in Delavan, Wisconsin October 28-30. The students presented data from mentored research conducted during the 2015-16 academic year as a part of the program. The students had opportunities to network with other McNair Scholars, to attend a recruiting fair, and to hear lectures from the internationally-acclaimed theoretical physicist Dr. Sylvester Gates and Carl McNair, brother of Dr. Ronald McNair. The McNair Scholars Program is named for astronaut Ronald E. McNair who died during the space shuttle *Challenger* explosion in January 1986.

Graduate News from Colleges

College of Arts and Letters

School of Music

- **Wesley Saunders**, Master of Music student in Vocal Performance from the Studio of **Maryann Kyle**, won 1st prize at the Gulf Coast Messiah Competition.
- **Ezekiel Andrew McCall**, Master of Music student in Vocal Performance from the Studio of **Maryann Kyle**, is a finalist in the S. Livingston Mather Scholarship Competition, to be held in Cleveland, Ohio.
- **Jeff Humpfrey**, Master of Music student in Saxophone performance from the Studio of **Larry Gwozdz**, won the Mississippi Music Teacher's Association solo woodwind competition. He will compete in the Southeastern Regional Music Teachers' National Association competition.
- **Jeff Humpfrey** and **Aaron Manigault**, Master of Music students in Saxophone performance from the chamber music class of **Larry Gwozdz**, won the Mississippi Music Teachers' Association chamber music competition as a part of the Vibe Quartet and will compete in the Southeastern Regional Music Teachers' National Association competition.

Department of English

- **Jessica Guzman**, Ph.D. student and poet in the **Department of English Center for Writers**, was awarded the Tinhouse Workshop Scholarship. Jessica was the poet selected from 115 applicants to receive this scholarship, which is awarded to only one individual per genre.



Jessica Guzman

College of Education and Psychology

Department of Curriculum, Instruction, and Special Education

- **Dr. Hani Morgan**, associate professor, will present highlights from his new book, *The World Leaders in Education: Lessons from the Successes and Drawbacks of Their Methods* on Monday, November 21 at 6:30pm in Owings-McQuagge Hall, Room 10. The book, edited by Dr. Morgan and his colleague, Christopher Barry, compares the United States to top performers in the world on PISA, an international assessment of student academic achievement.
- **Dr. Tracey Hodges**, assistant professor, organized and will chair a symposium at the upcoming American Educational Research Association to be held in San Antonio, Texas in April 2017. The symposium, "Modeling Scientific Writing: Current Problems and Solutions for Teaching Writing to Struggling Students," will include five papers from Norwegian and U.S. researchers from ten institutions.

Department of Psychology

- The **Clinical Psychology Graduate Student Organization (CPGSO)** is engaged in fundraising for a fund called CARE which helps those in the community with mental health needs. CARE is used to assist underprivileged clients with needs ranging from financial assistance for individual therapy sessions to assessment costs. In the future the groups hopes to provide transportation for clients with financial need. For more information about CPGSO and upcoming fundraisers, see their website or facebook page: <https://www.usm.edu/clinical-psychology/who-we-are> or <https://www.facebook.com/CPGSO>.
- **Dr. Nora Charles**, assistant professor in **Clinical Psychology**, received a mini-grant from the Society for Community Research and Action for a collaborative program evaluation study with the Forrest/Perry County Youth Drug Court (2016).

- The master's thesis research of **Danielle Cottonham**, Ph.D. student in **Counseling Psychology**, will be published in the *Journal of Ethnicity in Substance Abuse*. The paper is entitled, "Harmful Alcohol Use and Alcohol-related Sex Expectancies as Predictors of Risky Sex Among African American Female College Drinkers."

College of Health

School of Social Work

- The **School of Social Work** was awarded a two-year, \$1.4 million contract from the Division of Medicaid. The contract will fund two projects with equal support. The goal of the first project, led by **Dr. Bret Blackmon** (principal investigator) and **Drs. Joohee Lee** and **Tim Rehner** (co-principal investigators), is to develop a Person-Centered Planning Training Institute within the School of Social Work that provides training, mentoring, and technical assistance for case managers and support coordinators who serve patients under the Medicaid waiver programs, including the elderly and disabled and those with intellectual or developmental disability. The aim of the second project, led by **Dr. Tamara Hurst**, is to augment the services of the Mississippi Wraparound Institute (MWI) which assists Mississippi's child-serving agencies in developing integrated systems of mental and behavioral health that follow the principles of a high fidelity Wraparound. Funds will be used to increase statewide training opportunities for new MWI facilitators and to support additional MWI professionals in the state.

School of Kinesiology

- **Dr. Melissa Thompson**, associate professor of sport coaching education, launched the Southern Coaching Academy. Supported by the Aubrey K. and Ella Ginn Lucas Endowment, the Southern Coaching Academy is a series of coach education workshops designed to develop skills necessary for effective coaching. The academy is comprised of on-site training sessions that were held during the summer and during October 2016 in Hattiesburg and via online training modules.



Participants of the Southern Coaching Academy review coaching techniques

Department of Nutrition & Food Systems

- The Master's in Nutrition online program was rated 13th for 2016-17 by TopMastersinHealthcare.com. The ranking was based on accreditation, related programs, internships, and costs. "The website's editors noted that Southern Miss offers one of the very best master's program in dietetics online – with emphasis in Management of Childhood Nutrition." See <http://news.usm.edu/article/usm-online-master-s-nutrition-program-rated-among-nation-s-best>.

College of Nursing

Department of Advanced Practice

- The Health Resources and Services Administration (HRSA) awarded a \$350,000 traineeship grant to the department, supporting fifty advanced practice registered nurses during academic years 2016-2018 who are interested in serving rural and medically-underserved populations. According to Dr. Lachel Story, associate professor and assistant dean, "The grant helps prepare independent clinical practitioners to provide much needed comprehensive care for our

underserved state.” For full article see <http://news.usm.edu/article/usm-college-nursing-receives-advanced-practice-traineeship-grant>.

College of Science and Technology

Center for Logistics, Trade, and Transportation

- Master’s student **Salahuddin Ayuby** presented two research papers at the Institute of Industrial & Systems Engineering Research Conference (ISERC) in last summer in Anaheim, California. He was the recipient of an NSF travel grant which funded travel to the conference. A graduate research assistant since 2015 working with **Dr. MD Sarder** on several federally-funded projects, Salahuddin will graduate in December 2016.

Special Events and Professional Development Opportunities for Graduate Students

Professionals *in preparation*

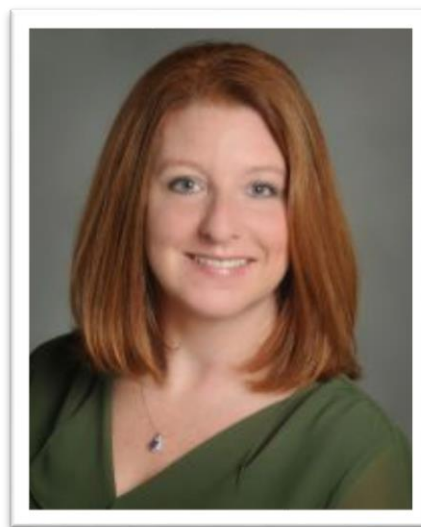
The Professionals in Preparation fall series will be completed on Friday, November 18 with a panel discussion called “Academic Job Interviewing: the Department Chair’s Perspective.” Panelists Drs. Joe Olmi (Psychology), Scott Piland (Kinesiology), and Janet Donaldson (Biological

Sciences) will share advice on preparing for academic job interviews, explaining what it takes to submit a competitive application and what to expect during the interview. Abigail Jentsch, Ph.D. student from the School of Polymers and High Performance Materials, will moderate the session. During the fall PIP series, workshops and discussion sessions focused on preparation for Three Minute Thesis, Strength Finder, and effective teaching. The Graduate School is grateful to all faculty and staff who led fall sessions. The spring 2017 PIP series will kick off in late January with a workshop on academic integrity led by Drs. Sam Bruton and Tisha Zelter.

News from the Graduate School

Graduate School staff changes

- **Tracy Barnhill** was named Manager of Graduate Admissions in the Graduate School, effective October 24. Tracy is continuing in her role as Admissions Software Manager and System Analyst, but she now also oversees the entire admissions operation and supervises admissions staff and graduate students. Tracy brings an exceptional set of skills to the position, including expertise with Radius software, software user training, system analytics, knowledge of application processing and program requirements, and supervisory experience.



Tracy Barnhill



- **Shaadi Shoubaki** accepted the position Graduate Admissions Specialist. He will join the staff on Monday, November 21, pending completion of all hiring paperwork. Originally from Chicago, Illinois, Shaadi holds a B.A. in English from Arizona State University (2011) and an M.A. in Higher Education and Student Personnel from the University of Mississippi (2014). He is experienced in academic advising, university housing, and undergraduate recruiting. Most recently he held the position academic program support specialist at the Community College of Aurora in Denver, Colorado.

Shaadi Shoubaki

- The Graduate School is advertising for a Senior Graduate Admissions Specialist. The position announcement is posted on the Human Resources Employment website. The intent is to fill the position by early January.

Fall 2016 Degree Completion

The following graduate degrees will be awarded fall 2016: 49 doctorates (27 Ph.D., 20 Doctor of Nursing Practice, and 2 Doctor Musical Arts) and 203 master's degrees.

Operations Update

Departments and programs must remove the link to AdmissionPros from their webpages and replace it with the link to Radius. The following url should be used: http://apps.usm.edu/graduate-school/graduate-school-apps/?utm_source=top-nav&utm_medium=web&utm_content=grad-apply&utm_campaign=admissions.

Commencement Practice

Commencement hooding practice is scheduled for 1:00 PM, Thursday, December 15. Faculty and doctoral candidates being hooded are encouraged to attend.

Graduate School Recruiting

Carolyn Cawthon, Sharon Pool, Vanessa Molden, Desira Bailey, and Robin Jackson attended recruiting fairs during October and November. The National McNair Research Conference (October 28-29), held at Lake Lawn Resort in Delavan, Wisconsin, provided the opportunity to recruit McNair Scholars from across the country. Other recruiting events included fairs at Mississippi State University (November 1), and Delta State University (November 16).

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement

Graduate Council Minutes
The University of Southern Mississippi
October 17, 2016

The Graduate Council met at 3:00 p.m. on October 17, 2016, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Grant Harley, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Bonnie Nicholson, Dr. Ras Pandey, Dr. Kyna Shelley, Dr. Amy Slagle and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Kyna Shelley for Dr. Teresa Welsh.

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

The following guests were present: Ms. Desira Bailey, Dr. Anita Boykins, Ms. Jennifer Culley, Dr. Gary Krebs, Ms. Kathryn Lowery, Ms. Dawn Porter and Dr. Lachel Story.

1.0 Call to Order

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

2.0 Adoption of Agenda

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

- Rename item 4.3.1.1 to read Nursing (Leadership) Ph.D.

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

3.0 Approval of Minutes

Dr. Butts presented the September 19, 2016 minutes for approval. Dr. Becton moved and Dr. Nicholson seconded a motion to approve the September 19, 2016 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 – No Business

4.3 College of Education and Psychology
Department of Child and Family Studies

Dr. Butts presented the request to delete the Child Development Masters minor and Family Relations Masters minor. Dr. Flynn moved and Dr. Nicholson seconded a motion to approve these deletions as a group. The motion passed. Dr. Nicholson moved and Dr. Becton seconded a motion to approve the deletions of the Child Development Masters minor and Family Relations Masters minor. The motion passed 14-0.

Department of Curriculum, Instruction and Special Education

Dr. Butts presented the request to delete the Education CIR Read Instruction Dr. minor, the Education CIR Read Instruction Masters minor, the Education Curriculum & Instruction Dr. minor, the Education & Instruction Masters minor, Instructional Tech Education Specialist minor and Instructional Tech Education Specialist Masters minor. Dr. Morgan moved and Dr. Shelley seconded a motion to approve these deletions as a group. The motion passed. Dr. Morgan moved and Dr. Nicholson seconded a motion to approve the deletions of the Education CIR Read Instruction Dr. minor, the Education CIR Read Instruction Masters minor, the Education Curriculum & Instruction Dr. minor, the Education & Instruction Masters minor, Instructional Tech Education Specialist minor and Instructional Tech Education Specialist Masters minor. The motion passed 14-0.

Dr. Butts presented the request to suspend the Instructional Tech Dr. minor and Instructional Tech minor. Dr. Becton moved and Dr. Shelley seconded a motion to approve these suspensions as a group. The motion passed. Dr. Nicholson moved and Dr. Morgan seconded a motion to approve the suspensions of the Instructional Tech Dr. minor and Instructional Tech minor. The motion passed 14-0.

Dr. Butts presented the request to delete the Special Education Behavioral Disorders Dr. minor, the Special Education Behavioral Disorders Masters minor, the Special Education Gifted Dr. minor, the Special Education Gifted Masters minor, Special Education Learning Disability Dr. minor, Special Education Learning Disability Masters minor and the Special Education Masters minor. Dr. Becton moved and Dr. Morgan seconded a motion to approve these deletions as a group. The motion passed. Dr. Nicholson moved and Dr. Becton seconded a motion to approve the deletions of the Special Education Behavioral Disorders Dr. minor, the Special Education Behavioral Disorders Masters minor, the Special Education Gifted Dr. minor, the Special Education Gifted Masters minor, Special Education Learning Disability Dr. minor, Special Education Learning Disability Masters minor and the Special Education Masters minor. The motion passed 14-0.

Dr. Butts presented the request to modify the Instructional Technology Certificate. Dr. Shelley moved and Dr. Slagle seconded a motion to approve the modification of the Instructional Technology Certificate. The motion passed 14-0.

Dr. Butts presented the request to add IT 790. Dr. Shelley moved and Dr. Flynn seconded a motion to approve the addition of IT 790. The motion passed 14-0.

Dr. Butts presented the request to modify IT 791. Dr. Shelley moved and Dr. Flynn seconded a motion to approve the modification of IT 791. The motion passed 14-0.

Department of Education Research and Administration

Dr. Butts presented the request to delete the Administration Masters minor, the Adult Education Dr. minor, the Adult Education Masters minor, the College Student Personnel Masters minor, Educational Administration & Supervision Masters minor, Educational Administration Dr. minor, Educational Administration and Supervision Dr. minor, Elementary Administration Dr. minor, Elementary Administration Masters minor and the Higher Education Administration Masters minor. Dr. Becton moved and Dr. Shelley seconded a motion to approve these deletions as a group. The motion passed. Dr. Flynn moved and Dr. Nicholson seconded a motion to approve the deletions of the Administration Masters minor, the Adult Education Dr. minor, the Adult Education Masters minor, the College Student Personnel Masters minor, Educational Administration & Supervision Masters minor, Educational Administration Dr. minor, Educational Administration and Supervision Dr. minor, Elementary Administration Dr. minor, Elementary Administration Masters minor and the Higher Education Administration Masters minor. The motion passed 14-0.

Dr. Butts presented the request to suspend the Higher Education Administration Dr. minor. Dr. Nicholson moved and Dr. Morgan seconded a motion to approve the suspension of the Higher Education Administration Dr. minor. The motion passed 14-0.

School of Library and Information Science

Dr. Butts presented the request to delete the Library Science Dr. minor, the Library Science Masters minor and the Library Science Specialist minor. Dr. Becton moved and Dr. Nicholson seconded a motion to approve these deletions as a group. The motion passed. Dr. Flynn moved and Dr. Nicholson seconded a motion to approve the deletions of the Library Science Dr. minor, the Library Science Masters minor and the Library Science Specialist minor. The motion passed 14-0.

Department of Psychology

Dr. Butts presented the request to delete the Counseling Psychology minor, the Psychology Specialist minor, the Psychology Dr. minor and the Psychology Masters minor. Dr. Becton moved and Dr. Nicholson seconded a motion to approve these deletions as a group. The motion passed. Dr. Morgan moved and Dr. Shelley seconded a motion to approve the deletions of the Counseling Psychology minor, the Psychology Specialist minor, the Psychology Dr. minor and the Psychology Masters minor. The motion passed 14-0.

4.4 College of Health

School of Kinesiology

Dr. Butts presented the request to modify KIN 602, KIN 644 and KIN 704. Dr. Slagle moved and Dr. Shelley seconded a motion to approve these modifications as a group. The motion passed. Dr. Becton moved and Dr. Flynn seconded a motion to approve the modifications of KIN 602, KIN 644 and KIN 704. The motion passed 14-0.

Dr. Butts presented the request to add KIN 806L. Dr. Becton moved and Dr. Morgan seconded a motion to approve the addition of KIN 806L. The motion passed 14-0.

Dr. Butts presented the request to modify the Kinesiology (Exercise Physiology) Ph.D. program. Dr. Flynn moved and Dr. Becton seconded a motion to approve the modification of the Kinesiology (Exercise Physiology) Ph.D. program. The motion passed 14-0.

Dr. Butts presented the request to modify the Kinesiology (Biomechanics) Ph.D. program. Dr. Morgan moved and Dr. Slagle seconded a motion to approve the modification of the Kinesiology Ph.D. program. The motion passed 14-0.

Dr. Butts presented the request to modify the Kinesiology (Sport Pedagogy) Ph.D. program. Dr. Becton moved and Dr. Flynn seconded a motion to approve the modification of the Kinesiology Ph.D. program. The motion passed 14-0.

Department of Nutrition and Food Systems

Dr. Butts presented the request to modify the Online Certificate in Management of Child Nutrition program. Dr. Becton moved and Dr. Shelley seconded a motion to approve the modification of the Online Certificate in Management of Child Nutrition program. The motion passed 14-0.

4.5 College of Nursing

Department of Systems Leadership and Health Outcomes

Dr. Butts presented the request to modify the Nursing (Leadership) Ph.D. program. Dr. Flynn moved and Dr. Becton seconded a motion to approve the modification of the Nursing (Leadership) Ph.D. program. The motion passed 14-0.

4.6 College of Science and Technology – No Business

5.0 Officers Report

5.1 Chair – Dr. Janie Butts

No report.

5.2 Chair-Elect – Dr. Leisa Flynn

No report.

- 6.0 Standing Committee Reports
 - 6.1 Bylaws Committee – Dr. Leisa Flynn
No report.
 - 6.2 Credentials Committee – Dr. Janie Butts
Dr. Butts submitted the Credentials report for October 2016 for approval. The report was approved. (see attached)
 - 6.3 Election Committee – Dr. Chaoyang Zhang
Dr. Zhang’s report is 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. Leisa Flynn
No report.
 - 7.2 Teaching Evaluation Committee – Dr. Bonnie Nicholson
Dr. Nicholson reported the Committee on the Evaluation of Teaching has been charged with considering the need for “instructions” for online student evaluations.
 - 7.3 Strategic Planning Committee – Dr. Bonnie Nicholson
No report.
 - 7.4 Online Learning Steering Committee – Dr. Jennifer Lemacks
No report.
- 8.0 New Business
 - 8.1 Graduate Student Senate Report
No report
 - 8.2 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 21, 2016 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, November 4, 2016.

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
October 17, 2016

College of Education and Psychology

Department of Child and Family Studies

Delete: Child Development Masters minor. Effective spring 2017.

Delete: Family Relations Masters minor. Effective spring 2017.

Department of Curriculum, Instruction and Special Education

Delete: Education CIR Read Instruction Dr. minor. Effective spring 2017.

Delete: Education CIR Read Instruction Masters minor.
Effective spring 2017.

Delete: Education Curriculum & Instruction Dr. minor.
Effective spring 2017.

Delete: Education & Instruction Masters minor. Effective spring 2017.

Delete: Instructional Tech Education Specialist minor.
Effective spring 2017.

Delete: Instructional Tech Education Specialist Masters minor.
Effective spring 2017.

Suspend: Instructional Tech Dr. minor. Effective spring 2017.

Suspend: Instructional Tech minor. Effective spring 2017.

Delete: Special Education Beh Dis Dr. minor. Effective spring 2017.

Delete: Special Education Beh Dis Masters minor. Effective spring 2017.

Delete: Special Education Gifted Dr. minor. Effective spring 2017.

Delete: Special Education Gifted Masters minor. Effective spring 2017.

Delete: Special Education Learning Disability Dr. minor.
Effective spring 2017.

Delete: Special Education Learning Disability Masters minor.
Effective spring 2017.

Delete: Special Education Masters minor. Effective spring 2017.

Modify: Instructional Technology Certificate program.
Face to face format.

To: Instructional Technology Certificate program.
Face to face and online format.
Effective spring 2017.

Add: IT 790 Internship in Instructional Technology.
3 hours. Effective spring 2017.

Modify: IT 791 Internship in Instructional Technology.

To: IT 791 Research in Instructional Technology.
Effective spring 2017.

Department of Educational Research and Administration

Delete: Administration Masters minor. Effective spring 2017.

Delete: Adult Education Dr. minor. Effective spring 2017.

Delete: Adult Education Masters minor. Effective spring 2017.

Delete: College Student Personnel Masters minor. Effective spring 2017.

Delete: Educational Administration & Supervision Masters minor.
Effective spring 2017.

Delete: Educational Administration Dr. minor. Effective spring 2017.

Delete: Educational Administration & Supervision Dr. minor.
Effective spring 2017.

Delete: Elementary Administration Dr. minor. Effective spring 2017.

Delete: Elementary Administration Masters minor. Effective spring 2017.

Delete: Higher Education Administration Masters minor.
Effective spring 2017.

Suspend: Higher Education Administration Dr. minor. Effective spring 2017.

School of Library and Information Science

- Delete: Library Science Dr. minor. Effective spring 2017.
- Delete: Library Science Masters minor. Effective spring 2017.
- Delete: Library Science Specialist minor. Effective spring 2017.

Department of Psychology

- Delete: Counseling Psychology minor. Effective spring 2017.
- Delete: Psychology Specialist minor. Effective spring 2017.
- Delete: Psychology Dr. minor. Effective spring 2017.
- Delete: Psychology Masters minor. Effective spring 2017.

College of Health

School of Kinesiology

- Modify: KIN 602 Graded Exercise Testing.
- To: KIN 602 Advanced Exercise Testing and Prescription.
Effective fall 2017.
- Modify: KIN 644 Foundations and Trends of Human Performance
and Recreation.
- To: KIN 644 Foundations and Trends in Kinesiology.
Effective fall 2017.
- Modify: KIN 704 Test and Measurement in Human Performance.
- To: KIN 704 Kinesiological Research Design and Statistics.
Effective fall 2017.
- Add: KIN 806L Laboratory Techniques in Exercise Physiology.
3 hours. Effective fall 2017.
- Modify: Kinesiology (Exercise Physiology) Ph.D.
72 hours.
- To: Kinesiology (Exercise Physiology) Ph.D.
63 hours. Delete KIN 701L, KIN 805L, CIS 790, KIN 791,
and Cognate course; Add KIN 806L.
Effective fall 2017.

- Modify: Kinesiology (Biomechanics) Ph.D.
72 hours.
- To: Kinesiology (Biomechanics) Ph.D.
65 hours. Delete CIS 790, KIN 791, and Cognate course.
Effective fall 2017.
- Modify: Kinesiology (Sport Pedagogy) Ph.D.
72 hours.
- To: Kinesiology (Sport Pedagogy) Ph.D.
63 hours. Delete KIN 791 and Cognate course.
Effective fall 2017.

Department of Nutrition and Food Systems

- Modify: Graduate certificate in Management of Child Nutrition program
Reduce credit hours (18 to 12). Require an undergraduate GPA
of 3.0 (on a 4.0 scale) on the last two years (60 hours) of
undergraduate study for admission from program requirements.
Effective spring 2017.

College of Nursing

Department of Systems Leadership and Health Outcomes

- Modify: Nursing (Leadership) Ph.D. program.
66 hours.
- To: Nursing (Leadership) Ph.D.
48 hours.
Effective post-date of Fall 2013.
NOTE: SACSCOC notification may be required.

DATE: October 17, 2016		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	Department	Recommendation Status
	Associate Level 1	
	Associate Level 2	
	Associate Level 3	
Buchanan, J. Paige	Chemistry & Biochemistry	A3
Evans, Andrew N.	Coastal Sciences	A3
Peterson, Mark S.	Coastal Sciences	A3
Walton, William C.	Coastal Sciences	A3
	Regular Level 1	
Stengrim, Laura A.	Communication Studies	R1
	Regular Level 2	
Gordon, Evelyn J.	Kinesiology	R2
Kozlowski, Karen P.	Anthropology & Sociology	R2
	Regular Level 3	
Anthony, Kathryn E.	Communication Studies	R3
Classen, Audra	Curriculum, Instruction, & Special Education	R3
Deans, Jeremy R.	Geography & Geology	R3
Hamdan, Leila	Coastal Sciences	R3
Kessl, Jacques J.	Chemistry & Biochemistry	R3
Marapareddy, Ramakalavathi	Computing	R3
Credentials Committee		
Dr. , Chair		

GC Election Committee Report
Chaoyang Zhang, School of Computing
GC Election Committee Chair
10/20/2016

Dr. Janie Butts, Graduate Council (GC) Chair, reviewed the GC memberships and identified an issue in the past election. Our University Elections ballot in April 2016 contained faculty names who were not eligible to serve according to the GC Bylaws. The GC needs a college-wide election of Hattiesburg faculty in the College of Arts and Letters (CoAL) to replace the two English Department faculty who are taken off the committee.

Rationale for Re-Election

Our University Elections ballot last April 2016 contained faculty names who were not eligible to serve because of at least one of the eligibility criteria below:

- a) no more than one representative from any department or school may serve at any given time
- b) at least 3 years of contractual employment at USM
- c) regular graduate faculty status
- d) no members may serve more than two consecutive terms, although after a term absence from the Graduate Council, a faculty member again becomes eligible to serve for two consecutive terms
- e) no Deans or higher administration (these are ex-officio members only)

Re-Election Process

I was appointed as the election committee chair this semester and helped with this re-election process. Dr. Butts sent me a list of graduate faculty in the College of Arts and Letters. I contacted all department chairs in CoAL and ask them to verify if their faculty members are eligible to vote and be to be elected to GC. I created two lists of faculty in the spreadsheet, as shown in the Appendix #1. The faculty marked ‘*’ in Column E are eligible to vote. The faculty marked ‘**’ in Column F are eligible to be elected to Graduate Council,

Column E includes all graduate faculty (marked *) with regular graduate faculty status from both Gulf Coast and Hattiesburg campuses. Column F includes all graduate faculty (marked **) who are eligible to serve. The criteria are (1) regulate graduate faculty who have regular graduate faculty status and (2) in at least their third year of full-time contractual service to the university. The Column F does not include the faculty from three departments (Eng, CMS and PHI) because there is a representative from each of the three departments who serves on GC. This list does not include faculty from the Gulf Coast.

Action

Dr. Butts created online ballots that include all eligible faculty in Column F. She sent out an email to all eligible faculty in Column E on Oct. 13 and asked them to vote, as shown in Appendix 2. We expect to call the election in a few days.

Soaring to New Heights: Graduate Education at Southern Miss

Graduate Dean's Report (October 2016)

Student Spotlight

Social Work Graduate Students Fight Hunger with the Eagle's Nest Food Pantry

Finding out that sometimes students must choose between purchasing text books and purchasing food motivated the Southern Miss Student Association of Social Workers (SASW) to establish Eagle's Nest Food Pantry, an on-campus resource for currently-enrolled students in need. From reviewing current literature, surveying students, and visiting with leaders of other on-campus food pantries, the organization learned that student hunger is a largely unrecognized national problem, particularly among low-

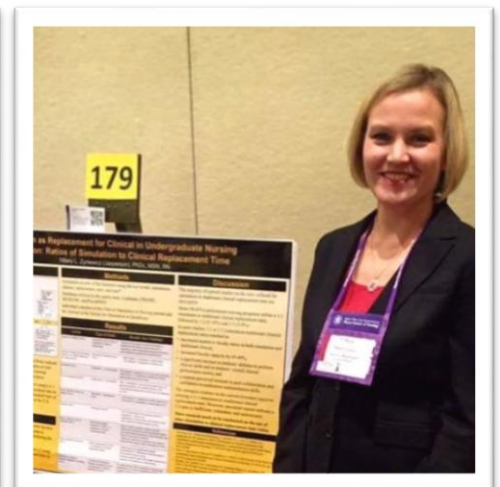
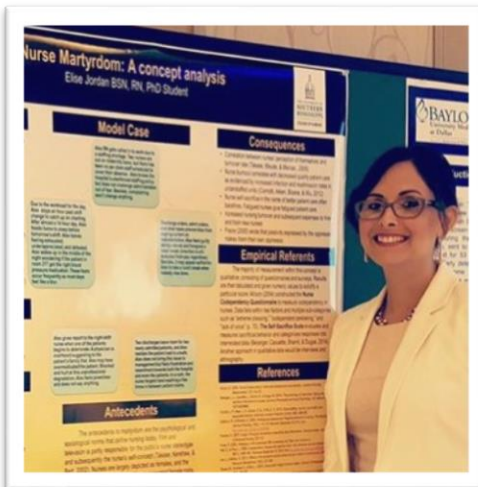
income and non-traditional students with children. SASW's intent was to establish a legacy program to hand down from one cohort to the next to serve the needs of students for years to come. This project is also important to the professional development of social work graduate students who serve on administrative subcommittees to learn the "business" side of social work. For example, the Volunteer Services subcommittee is tasked with designing and implementing training sessions for students who volunteer at the pantry. They must also supply a student workforce for food drives and other fundraising activities. The General Operations subcommittee is tasked with monitoring the day-to-day operations of the pantry. Five other subcommittees are assigned with tasks such as engaging on-campus and community resources; overseeing financial transactions and inventory; and creating marketing strategies. Funds are being sought to support these student activities with scholarship funds. Eagles' Nest Food Pantry opened on October 12 with shelves stocked with food, personal hygiene items, and school supplies which students may obtain at no cost. Located in the basement of the Hub, its hours of operation are Monday 10:00 - 2:00; Wednesday 1:00-5:00; and Friday 11:00-3:00.



Social Work graduate students Becky Swindle, left and Megan Pritchard take inventory of the Eagle's Nest Food Pantry.

The College of Nursing Shares Students' Success

The College of Nursing has a lot to brag about. In addition to the near completion of Asbury Hall, a state-of-the-art, 81,000 square foot facility soon to be the College's new home, nurse practitioner programs at Southern Miss were ranked in the Top 100 Best Online Nursing Programs for 2016 by U.S. News & World Report. Most importantly, graduate students in nursing are performing at the highest level. Students completing the Psychiatric Mental Health Nurse Practitioner program, either as Master of Science in Nursing (MSN) students or in the post-master's certificate program, achieved a 100% pass rate from the American Nurses Credentialing Center in 2015. Housed in the Department of Advanced Practice, the program prepares students for leadership in comprehensive, patient-centered healthcare through rigorous coursework and clinical practice experience. It is offered online with full-time or part-time options. Also contributing to the College's reputation for excellence, students are actively engaged in research. Three Ph.D. students in the Department of Systems Leadership and Health Outcomes gave poster presentations at national and international conferences last month. Elise Jordan, from Baton Rouge, LA presented a poster entitled "Nurse Martyrdom: a Concept Analysis" at the annual Evidence-Based Practice/Research Conference in New Orleans, LA. Noted as "Rising Stars," Tomekia Earl, from Summit, MS, and Tiffany Zyniewicz, of Seattle, WA presented posters at the Sigma Theta Tau International Leadership Conference in Seattle, WA. Tomekia presented the poster "A Motivational Profile of Nurses who Pursue Doctoral Degrees." Tiffany's poster was "Simulation as Replacement for Clinical in Undergraduate Nursing Education: Ratios of Simulation to Clinical Replacement Time." Sigma Theta Tau fosters professional research, scholarship, and community service for nursing professionals.



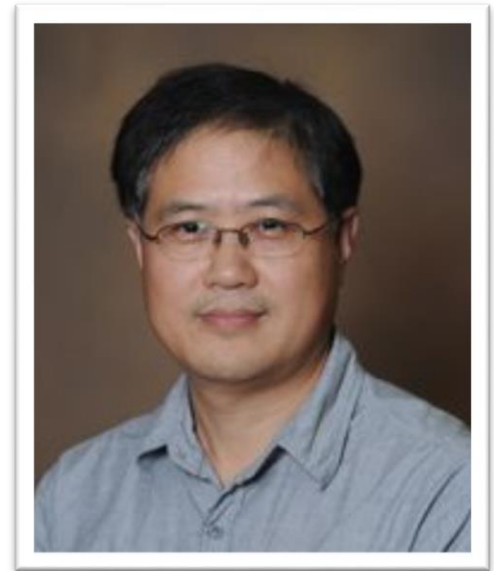
L-R: Elise Jordan, Tomekia Earl, and Tiffany Zyniewicz present their research findings at national and international research conferences.

Faculty Kudos

Biology Faculty Member is Randall Lecturer

Dr. Fengwei Bai, Assistant Professor in the Department of Biological Sciences, was selected as recipient of the 2016 Randall Lectureship by the South Central Branch of the American Society for Microbiology (SCB-ASM). The prestigious award is named for the late Dr. Charles Randall, former head of the Department of Microbiology at the University of Mississippi Medical Center and President of SCB-ASM

from 1965-67. The Randall Lectureship recognizes an assistant professor at early stages of his or her career whose research in microbiology is recognized for excellence and relevance to contemporary issues in the field. The Randall Lecture is a featured event when researchers, including faculty, students, and postdoctoral scientists from universities in Louisiana, Mississippi, and Arkansas, gather at a host institution to present their latest research findings at the SCB-ASM annual meeting. As this year's Randall lecturer, Dr. Bai will present the talk "Self-Limited Congenital Zika Virus Infection in Mice Causes Postnatal Growth Impediment and Neurobehavioral Deficits" at the University of Louisiana at Lafayette on October 29. Dr. Bai earned a Ph.D. in genetics at Fudan University in China in 2002, followed by postdoctoral training at Yale. He joined the faculty of Southern Miss in 2011. His research explores the pathogenesis of numerous mosquito-borne viruses including West Nile virus, dengue virus, and chikungunya virus, in addition to Zika.



Dr. Fengwei Bai

Graduate News from Colleges

College of Arts and Letters

Students in the **Department of History** share research findings.

- Lindsey Peterson, Ph.D. student, published her first article "Iowa Excelled Them All: Iowa Local Ladies' Aid Societies on the Civil War Frontier, 1861-1865 in *Middle West Review* (Fall 2016).
- M.A. student Dawn Klos presented "Finding Isolde: An Anglo-Normal Woman in Dublin" at the Southeastern Medieval Association annual conference in Knoxville, TN October 6-8.

College of Business

Richard Ess, Master of Professional Accountancy (MPA) student was awarded the Rhyne E. Neubert Scholarship from the Mississippi Society of Certified Public Accountants (MSCPA).



Richard Ess

College of Education and Psychology

Denise Dickson, Ph.D. student in Special Education in the **Department of Curriculum, Instruction, and Special Education** gave two presentations at the Annual Conference of the American Association on Intellectual and Developmental Disabilities last June. Her papers were entitled "UDL and Individuals with Intellectual Disability: Intentional Inclusion", coauthored by K.A. Lowrey and S. Smith, and "Results of a National Study on UDL in Today's Schools: What Might that Mean for Individuals with ID?", coauthored by K.A. Lowrey.



Dr. Matthew Griffis

Dr. Matthew Griffis, **School of Library and Information Sciences**, was awarded a 2016 Laura Bush 21st Century Librarian grant for the project "The Roots of Community: Segregated Carnegie Libraries as Spaces for Learning and Community Making in Pre-Civil Rights America." He also presented a juried research paper at the American Library Association Annual Conference in

Orlando, FL in June based on his Online Computer Library Center (OCLC)-funded research on roving reference services.

Special Events and Professional Development Opportunities for Graduate Students

McNair Research Symposium

Oct. 18, 9 a.m.-2 p.m., Lucky Day multi-purpose room

Ronald McNair Scholars will participate in a research symposium to report on mentored research projects conducted during the last year. The Scholars, who are either first generation or a member of a demographic group underrepresented in the academy, have also successfully completed a GRE preparatory class, taken field trips to research sites and universities to tour graduate programs, and participated in professional development activities. They are preparing for the 25th National Ronald E. McNair Research Conference and Graduate Fair to be held at Lake Lawn Resort, Delavan, WI on October 28-30. All students and faculty are invited to attend the local symposium.

Teaching Workshop for Graduate Assistants

Oct. 28, Noon-1 p.m., Union Hall of Honors

The Department of Communication Studies in partnership with the Graduate School will host "Class in Session: Excelling as an Instructor." A faculty panel including Drs. Steven Venette, Associate Professor of Communication Studies, Kyna Shelley, Professor of Educational Studies and Research, and Doug Masterson, Associate Dean College of Science and Technology and Associate Professor of Chemistry and Biochemistry will lead a panel discussion covering topics on teacher and student communication, dealing with conflict in the classroom, how to plan a lecture/activity, and teaching for different learning styles. Lunch will be provided. Space is limited. For more information contact Carley.Young@usm.edu or Vanessa.Molden@usm.edu. RSVP at <https://forms.usm.edu/graduate-school/view.php?id=43787>.

Homecoming Tailgate

Oct. 29, 2-4 p.m., McCain Library east side

Please celebrate homecoming with the Graduate School staff and the Graduate Student Senate at the Graduate School Homecoming Tailgate. All graduate students are invited to attend.

Three Minute Thesis Competition

Students will be challenged to describe the importance of their research to a general audience in less than three minutes using only a single slide as a visual aid. Master's/specialist and doctoral students will be selected as finalists

in four categories: 1) Arts and Humanities; 2) Life, Health, and Environmental Sciences; 3) Physical Sciences and Mathematics; and 4) Social and Educational Sciences and Business during preliminary rounds on November 2 and 3 from 2 to 5 p.m. in the Trent Lott Center A-D. Grand Champion, Runner Up, and People's Choice will be selected during the finals competition on Nov. 4 from 2 to 4 p.m. in the same location. Excellent cash prizes will be awarded. Information on the competition and a registration form is located on the Graduate School website (<https://www.usm.edu/graduate-school/three-minute-thesis-competition%20>). *The deadline for registration is 5:00 PM, Monday, October 24.*



Graduate School Recruiting

- Dean Coats was invited speaker at “Lunch with Leadership” on the Gulf Park campus September 13. She discussed strategies for success in navigating the graduate application process with approximately 40 undergraduate and graduate students.
- During September and October Graduate School recruiters attended recruitment fairs in Mississippi (Rust College, Mississippi Valley State University, Alcorn State University, Jackson State University, and Tougaloo College); Tennessee (Rhodes College and University of Memphis); Florida (University of West Florida); Louisiana (Southeastern Louisiana University); Alabama (Oakwood University, Birmingham-Southern College, Stillman College, Auburn University, Spring Hill College, and Faulkner University) and National Collegiate Honors Council in Seattle, WA. Contact information will be available in Radius for follow up by departments.

Taking You TO THE TOP!

Elevating you to a higher level of academic and professional achievement