Graduate Council Minutes
The University of Southern Mississippi
April 15, 2019

The Graduate Council met at 3:00 p.m. on April 15, 2019, in McCain Library, Room 203 with Dr. Edward Sayre, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Patrick Biber, Dr. Jeremy Deans, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. Hollie Filce, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Rebecca Newton, Dr. Marietta Paterson, Dr. Kyna Shelley, Dr. Heather Stur and Dr. Zhaoxian Zhou.

The following voting members were represented by proxies to constitute a quorum: Dr. Jeremy Deans for Dr. Alan Thompson.

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

The following guests were present: Dr. Heather Annulis, Ms. Desira Bailey, Ms. Tracy Barnhill, Dr. Philip Carlan, Dr. Carolyn Coleman, Ms. Elizabeth Cranford, Dr. Kimberley Davis, Dr. Janet Donaldson, Dr. Cyndi Gaudet, Dr. Bridget Hayden, Ms. Monica Hayes, Dr. J. Taylor Hightower, Dr. Cathy Hughes, Dr. Luis Iglesias, Dr. James Lambers, Ms. Kathryn Lowery, Dr. Derek Patton, Ms. Dawn Porter, Dr. Alexandra Valint and Dr. Jerry Wiggert.

1.0   Call to Order
       Dr. Sayre called the meeting to order at 3:00 p.m.

2.0   Approval of Minutes
       Dr. Sayre presented the March 18, 2019 minutes for approval. Dr. Stur moved and Dr. Deans seconded a motion to approve the March 18, 2019 minutes for approval. The motion passed.

3.0   Adoption of Consent Agenda
       Dr. Sayre presented the consent agenda with the following amendments for approval:

       - Remove CIP from item 3.1.
       - Remove PSY 700 from item 3.3.2

       Dr. Deans moved and Dr. Stur seconded a motion to approve the amended consent agenda. The motion passed.

       3.1   College of Arts and Sciences
              School of Interdisciplinary Studies and Professional Development
              Council approved the modifications of IT 567, IT 569, IT 601, IT 610, IT 636, IT 644, IT 645, IT 648, IT 650, IT 692, IT 697, IT 742, IT 755, IT 780 and IT 790.

School of Ocean Science and Engineering
Council approved the modifications of HYD 605, HYD 612, MAR 501, MAR 501L, MAR 541, MAR 541L, MAR 561, MAR 561L, MAR 581, MAR 581L, MAR 602, MAR 651, MAR 665, MAR 667, MAR 670, MAR 701, MAR 702, MAR 703 and MAR 761.

3.2   College of Education and Human Sciences
School of Education
Council approved the modification of REF 820.

School of Psychology
Council approved the modifications of PSY 713 and PSY 771.

3.3   College of Nursing and Health Professions
School of Health Professions
Council approved the modification of DPH 611.

School of Leadership and Advanced Nursing Practice
Council approved the modifications of NUR 631L, NUR 635L, NUR 667L and NUR 669L.

4.0   Adoption of Regular Agenda
Dr. Sayre presented the regular agenda with the following amendments for approval:

- Add item 4.1.4.2 MAT 518 – tabled from the March 2019 meeting

Dr. Adkins moved and Dr. Stur seconded a motion to approve the amended regular agenda. The motion passed.

4.1   College of Arts and Sciences
School of Criminal Justice, Forensic Science and Security
Dr. Sayre presented the request to modify CJ 580, CJ 600, CJ 620, CJ 625, CJ 630, CJ 640, CJ 650, CJ 660 and CJ 670. Dr. Stur moved and Dr. Adkins seconded a motion to approve these modifications as a group. The motion passed. Dr. Filce moved and Dr. Deans seconded a motion to approve the modifications of CJ 580, CJ 600, CJ 620, CJ 625, CJ 630, CJ 640, CJ 650, CJ 660 and CJ 670. The motion passed 16-0.

Dr. Sayre presented the request to consolidate the Criminal Justice MA and the Criminal Justice MS degree programs. Dr. Filce moved and Dr. Stur seconded a motion to approve the consolidation of the Criminal Justice MA and the Criminal Justice MS degree programs. The motion passed 16-0.

Dr. Sayre presented the request to inactivate the Criminal Justice (Juvenile Justice) MS degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the inactivation of the Criminal Justice (Juvenile Justice) MS degree program. The motion passed 16-0.

Dr. Sayre presented the request to inactivate the Criminal Justice (Juvenile Justice) MA degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the inactivation of the Criminal Justice (Juvenile Justice) MA degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the Criminal Justice MS degree program. Dr. Filce moved and Dr. Stur seconded a motion to table the modification of the Criminal Justice MS degree program.
The motion passed 16-0. Council is requesting clarification of the method of delivery for students applying for the Fall 2019 term.

Dr. Sayre presented the request to offer an accelerated track for the Criminal Justice MS degree program. Dr. Filce moved and Dr. Stur seconded a motion to table the offer of an accelerated track of the Criminal Justice MS degree program. The motion passed 16-0. Council is requesting clarification of the method of delivery for students applying for the Fall 2019 term.

School of Humanities
Dr. Sayre presented the request to modify the requirements for the English (Accelerated BA to MA) MA degree program. Dr. Stur moved and Dr. Deans seconded a motion to approve the modification of the requirements for the English (Accelerated BA to MA) MA degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the requirements for the English (Creative Writing) MA degree program. Dr. Filce moved and Dr. Adkins seconded a motion to approve the modification of the requirements for the English (Creative Writing) MA degree program. The motion passed 16-0.

Dr. Sayre presented the request to suspend the English (English Education) MA degree program. Dr. Adkins moved and Dr. Stur seconded a motion to approve the suspension of the English (English Education) MA degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the requirements for the English (Literature) MA, the English (Creative Writing) PhD, and the English (Literature) PhD degree programs. Dr. Stur moved and Dr. Deans seconded a motion to approve these modifications as a group. The motion passed. Dr. Filce moved and Dr. Stur seconded a motion to approve the modifications of the requirements for the English (Literature) MA, the English (Creative Writing) PhD, and the English (Literature) PhD degree programs. The motion passed 16-0.

Dr. Sayre presented the request to modify the language requirement for the English (Creative Writing) PhD degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the modification of the language requirement for the English (Creative Writing) PhD degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the language requirement for the English (Literature) PhD degree program. Dr. Deans moved and Dr. Adkins seconded a motion to approve the modification of the language requirement for the English (Literature) PhD degree program. The motion passed 16-0.

School of Interdisciplinary Studies and Professional Development
Dr. Sayre presented the request to add Human Capital Development (Instructional Technology and Design) MS degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the addition of Human Capital Development (Instructional Technology and Design) MS degree program. The motion passed 16-0.

Dr. Sayre presented the remove the Instructional Technology MS degree program from the IHL inventory. Dr. Adkins moved and Dr. Stur seconded a motion to approve the removal of the Instructional Technology MS degree program from the IHL inventory. The motion passed 16-0.

Dr. Sayre presented the remove the Instructional Technology and Design PhD degree program from the IHL inventory. Dr. Adkins moved and Dr. Deans seconded a motion to approve the removal of the Instructional Technology and Design PhD degree program from the IHL inventory. The motion passed 16-0.

Dr. Sayre presented the request to modify the admission requirements for the Human Capital Development MS degree program. Dr. Stur moved and Dr. Adkins seconded a motion to approve the modification of the admission requirements for the Human Capital Development MS degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the admission requirements for the Human Capital Development (Instructional Technology) MS, the Human Capital Development PhD, the Human Capital Development (Instructional Technology and Design) PhD, and the Logistics, Trade and Transportation MS degree programs. Dr. Stur moved and Dr. Deans seconded a motion to approve these modifications as a group. The motion passed. Dr. Stur moved and Dr. Adkins seconded a motion to approve the modifications of the admission requirements for the Human Capital Development (Instructional Technology) MS, the Human Capital Development PhD, the Human Capital Development (Instructional Technology and Design) PhD, and the Logistics, Trade and Transportation MS degree programs. The motion passed 16-0.

Dr. Sayre presented the request to modify the Logistics, Trade and Transportation MS degree program. Dr. Deans moved and Dr. Adkins seconded a motion to approve the modification of the Logistics, Trade and Transportation MS degree program. The motion passed 16-0.

School of Mathematics and Natural Science
Dr. Sayre presented the request to modify the Mathematics MS degree program. Dr. Abreu moved and Dr. Deans seconded a motion to approve the modification of the Mathematics MS degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify MAT 518. Dr. Filce moved and Dr. Stur seconded a motion to untable the modification of MAT 518. The motion passed. Dr. Filce moved and Dr. Deans seconded a motion to approve the modification of MAT 518. The motion passed 16-0.

School of Music
Dr. Stur presented the request to modify the Music (Performance) DMA degree programs. Dr. Adkins moved and Dr. Deans seconded a motion to approve the modification of the Music (Performance) DMA degree programs. The motion passed 16-0.

School of Ocean Science and Engineering
Dr. Sayre presented the request to add MAR 675. Dr. Stur moved and Dr. Deans seconded a motion to approve the addition of MAR 675. The motion passed 16-0.

Dr. Sayre presented the request to modify the requirements for the Marine Science MS degree program. Dr. Adkins moved and Dr. Abreu seconded a motion to approve the modification of the requirements for the Marine Science MS degree program. The motion passed 16-0.

Dr. Sayre presented the request to modify the requirements for the Marine Science (Biological Oceanography) MS, the Marine Science (Geological Oceanography) MS, the Marine Science (Marine Chemistry) MS and the Marine Science (Physical Oceanography) MS degree programs. Dr. Stur moved and Dr. Adkins seconded a motion to approve these modifications as a group. The motion passed. Dr. Adkins moved and Dr. Stur seconded a motion to approve the modifications of the requirements for the Marine Science (Biological Oceanography) MS, the Marine Science (Geological Oceanography) MS, the Marine Science (Marine Chemistry) MS and the Marine Science (Physical Oceanography) MS degree programs. The motion passed 16-0.

Dr. Sayre presented the request to modify the requirements for the Marine Science (Biological Oceanography) PhD, the Marine Science (Geological Oceanography) PhD, the Marine Science (Hydrographic Science) PhD, the Marine Science (Marine Chemistry) PhD and the Marine Science (Physical Oceanography) PhD degree programs. Dr. Stur moved and Dr. Adkins seconded a motion to approve these modifications as a group. The motion passed. Dr. Adkins moved and Dr. Abreu seconded a motion to approve the modifications of the requirements for the Marine Science (Biological Oceanography) PhD, the Marine Science (Geological Oceanography) PhD, the Marine Science (Hydrographic Science) PhD, the Marine Science (Marine Chemistry) PhD and the Marine Science (Physical Oceanography) PhD degree programs. The motion passed 16-0.

School of Performing and Visual Arts
Dr. Sayre presented the request to modify the admission requirements for the Theatre (Design and Technical) MFA, the Theatre (Directing) MFA, and the Theatre (Performance) MFA degree programs. Dr. Abreu moved and Dr. Deans seconded a motion to approve these modifications as a group. The motion passed. Dr. Adkins moved and Dr. Stur seconded a motion to approve the modifications of the admission requirements for the Theatre (Design and Technical) MFA, the Theatre (Directing) MFA, and the Theatre (Performance) MFA degree programs. The motion passed 16-0.

School of Polymer Science and Engineering
Dr. Sayre presented the request to add a degree site for the Polymer Science MS degree program. Dr. Stur moved and Dr. Deans seconded a motion to approve the addition of a degree site for the Polymer Science MS degree program. The motion passed 16-0.

School of Social Science and Global Studies
Dr. Sayre presented the request to add ANT 510. Dr. Fennell moved and Dr. Stur seconded a motion to approve the addition of ANT 510. The motion passed 16-0.

4.2   College of Education and Human Sciences
School of Education
Dr. Sayre presented the request to modify the Educational Administration (Research) minor. Dr. Stur moved and Dr. Fennell seconded a motion to approve the modification of the Educational Administration (Research) minor. The motion passed 16-0.

Dr. Sayre presented the request to modify the Education (Research, Evaluation, Statistics, Assessment) PhD degree program. Dr. Filce moved and Dr. Abreu seconded a motion to approve the modification of the Education (Research, Evaluation, Statistics, Assessment) PhD degree program. The motion passed 16-0.

Dr. Sayre presented the request to delete the graduate certificate program in Community College Leadership. Dr. Adkins moved and Dr. Stur seconded a motion to approve the deletion of the graduate certificate program in Community College Leadership. The motion passed 16-0.

School of Psychology
Dr. Sayre presented the request to add PSY 700. Dr. Abreu moved and Dr. Deans seconded a motion to approve the addition of PSY 700. The motion passed 16-0.

Dr. Sayre presented the request to modify the Psychology (School) PhD degree program. Dr. Stur moved and Dr. Adkins seconded a motion to approve the modification of the Psychology (School) PhD degree program. The motion passed 16-0.

School of Social Work
Dr. Sayre presented the request to modify the Social Work MSW degree program. Dr. Filce moved and Dr. Stur seconded a motion to approve the modification of the Social Work MSW degree program. The motion passed 16-0.

4.3   College of Nursing and Health Professions
School of Leadership and Advanced Nursing Practice
Dr. Sayre presented the request to inactivate the Nursing (BSN to DNP Leadership in Nursing) DNP degree program. Dr. Newton moved and Dr. Deans seconded a motion to approve the inactivation of the Nursing (BSN to DNP Leadership in Nursing) DNP degree program. The motion passed 16-0.

School of Speech and Hearing Sciences

Dr. Sayre presented the request to inactivate the Speech and Hearing Sciences (Deaf Education) MS degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the inactivation of the Speech and Hearing Sciences (Deaf Education) MS degree program. The motion passed 16-0.

Dr. Sayre presented the request to inactivate SHS 603, SHS 608, SHS 609, SHS 610, SHS 611, SHS 626, SHS 629, SHS 637, SHS 638, SHS 639, SHS 649, SHS 651, SHS 653, SHS 655, SHS 657, and SHS 691. Dr. Stur moved and Dr. Deans seconded a motion to approve the inactivation of SHS 603, SHS 608, SHS 609, SHS 610, SHS 611, SHS 626, SHS 629, SHS 637, SHS 638, SHS 639, SHS 649, SHS 651, SHS 653, SHS 655, SHS 657, and SHS 691. The motion passed 16-0.

5.0   Officers Report
    5.1   Chair – Dr. Ward Sayre
        No report.

6.0   Standing Committee Reports
    6.1   Bylaws Committee – Dr. Ward Sayre
        No report.

    6.2   Credentials Committee – Dr. Brad Dufrene
        Dr. Dufrene submitted the Credentials report for April 2019 for approval. The report was approved. (see attached)

    6.3   Election Committee – Dr. Zhaoxian Zhou
        Dr. Zhou reported 1st round of elections has been sent.

    6.4   Policies and Procedures Committee – Dr. YanLin Guo
        No report.

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

7.0   Liaisons to University Committees
    7.1   Assessment Committee- Dr. Ward Sayre
        No report.

8.0   New Business
    8.1.   Chair-elect nomination
        Dr. Sayre reported chair-elect nomination will occur after elections have been run.

    8.2   Dean's Report
        Dr. Coats presented her report to Council. (see attached)

9.0   Announcements
    9.1   Presentation of Service Award
        Dr. Coats present Dr. Heather Stur with a plaque commemorating her service to
        Graduate Council this past year.

9.0   Adjournment
The meeting was adjourned. The next meeting is scheduled for May 20, 2019 at 3:00, if
needed. The deadline for submitting materials to the Graduate School for the Agenda is
Friday, May 3, 2019.

_____   _____
Greg Pierce, Recording Secretary   Dr. Edward Sayre, Chair

College of Arts and Sciences
School of Criminal Justice, Forensic Science and Security

Modify:	CJ 580	<u>Seminar in Criminal Justice.</u> Face to face format.	
To:	CJ 580	<u>Seminar in Criminal Justice.</u> Face to face and online correspondence format. Effective spring 2020.	
Modify:	CJ 600	<u>Seminar in Theory of Criminal Justice.</u> Face to face format.	
To:	CJ 600	<u>Seminar in Theory of Criminal Justice.</u> Face to face and online correspondence format. Effective spring 2020.	
Modify:	CJ 620	<u>Applied Research Methods for Criminal Justice.</u> Face to face format.	
To:	CJ 620	<u>Applied Research Methods for Criminal Justice.</u> Face to face and online correspondence format. Effective spring 2020.	
Modify:	CJ 625	<u>Applied Statistical Methods for Criminal Justice.</u> Face to face format.	
To:	CJ 625	<u>Applied Statistical Methods for Criminal Justice.</u> Face to face and online correspondence format. Effective spring 2020.	
Modify:	CJ 630	<u>Seminar in Civil Liberties and Criminal Law.</u> Face to face format.	
To:	CJ 630	<u>Seminar in Civil Liberties and Criminal Law.</u> Face to face and online correspondence format. Effective spring 2020.	
Modify:	CJ 640	<u>Seminar in Policing.</u> Face to face format.	
To:	CJ 640	<u>Seminar in Policing.</u> Face to face and online correspondence format. Effective spring 2020.	

| Modify: | CJ 650 | Seminar in Corrections. |
| | | Face to face format. |

To:	CJ 650	Seminar in Corrections.
		Face to face and online correspondence format.
		Effective spring 2020.

| Modify: | CJ 660 | Seminar in Juvenile Law. |
| | | Face to face format. |

To:	CJ 660	Seminar in Juvenile Law.
		Face to face and online correspondence format.
		Effective spring 2020.

| Modify: | CJ 670 | Seminar in Criminal Justice Policy. |
| | | Face to face format. |

To:	CJ 670	Seminar in Criminal Justice Policy.
		Face to face and online correspondence format.
		Effective spring 2020.

Consolidate: Criminal Justice MA and Criminal Justice MS degree programs.
Offer a thesis and a non-thesis option.
Effective spring 2020. (see attached)

Inactivate: Criminal Justice (Juvenile Justice) MA degree program.
Effective fall 2019. (see attached)

Inactivate: Criminal Justice (Juvenile Justice) MS degree program.
Effective fall 2019. (see attached)

Tabled: **Criminal Justice MS degree program.**
Offer program online.

Tabled: **Criminal Justice MS degree program.**
Accelerated Master's option.

School of Humanities

Modify: English (Accelerated BA to MA) MA degree program.
Effective fall 2019. (see attached)

Modify: English (Creative Writing) MA degree program.
Effective fall 2019. (see attached)

Suspend: English (English Education) MA degree program.
Effective fall 2019. (see attached)

Modify: English (Literature) MA degree program.
Effective fall 2019. (see attached)

Modify: English (Creative Writing) PhD degree program.
Effective fall 2019. (see attached)

Modify: English (Literature) PhD degree program.
Effective fall 2019. (see attached)

School of Interdisciplinary Studies and Professional Development

Modify:	IT 567	Digital Publishing and Visual Design.
To:	ITD 567	Digital Publishing and Visual Design. Effective summer 2019.
Modify:	IT 569	Multimedia Design and Development.
To:	ITD 569	Multimedia Design and Development. Effective summer 2019.
Modify:	IT 601	Foundations of Instructional Technology.
To:	ITD 601	Foundations of Instructional Technology. Effective summer 2019.
Modify:	IT 610	Ethics and Issues in Instructional Technology.
To:	ITD 610	Ethics and Issues in Instructional Technology. Effective summer 2019.
Modify:	IT 636	Instructional Design and Development.
To:	ITD 636	Instructional Design and Development. Effective summer 2019.
Modify:	IT 644	Instructional Multimedia Design.
To:	ITD 644	Instructional Multimedia Design. Effective summer 2019.
Modify:	IT 645	Technology of Education.
To:	ITD 645	Technology of Education. Effective summer 2019.
Modify:	IT 648	Digital Communication of Education.
To:	ITD 648	Digital Communication of Education. Effective summer 2019.

Modify:	IT 650	Instructional Strategies of Online Teaching.
To:	ITD 650	Instructional Strategies of Online Teaching. Effective summer 2019.

Modify:	IT 692	Special Problems in Instructional Technology.
To:	ITD 692	Special Problems in Instructional Technology. Effective summer 2019.

Modify:	IT 697	Independent Study and Research.
To:	ITD 697	Independent Study and Research. Effective summer 2019.

Modify:	IT 742	Research in Instructional Systems Technology.
To:	ITD 742	Research in Instructional Systems Technology. Effective summer 2019.

Modify:	IT 755	Web Development and Assessment.
To:	ITD 755	Web Development and Assessment. Effective summer 2019.

Modify:	IT 780	Seminar in Instructional Technology.
To:	ITD 780	Seminar in Instructional Technology. Effective summer 2019.

Modify:	IT 790	Internship in Instructional Technology.
To:	ITD 790	Internship in Instructional Technology. Effective summer 2019.

Add: Human Capital Development (Instructional Technology and
         Design) MS degree program.
         Effective fall 2019. (see attached)

Delete: Instructional Technology MS degree program from IHL inventory.
         Effective fall 2019. **Pending IHL approval.**

Delete: Instructional Technology and Design PhD degree program
         from IHL inventory. Effective fall 2019. **Pending IHL approval.**

Modify: Human Capital Development MS degree program.
         Request optional waiver for standardized test scores for admission
         requirements. Effective fall 2019. (see attached for all plans)

Modify:	Human Capital Development (Instructional Technology) MS degree program.
	Request optional waiver for standardized test scores for admission requirements. Effective fall 2019.

Modify:	Human Capital Development PhD degree program.
	Request optional waiver for standardized test scores for admission requirements. Effective fall 2019.

Modify:	Human Capital Development (Instructional Technology and Design) PhD degree program.
	Request optional waiver for standardized test scores for admission requirements. Effective fall 2019.

Modify:	Logistics, Trade and Transportation MS degree program.
	Request optional waiver for standardized test scores for admission requirements. Effective fall 2019.

Modify:	Logistics, Trade and Transportation MS degree program.
	Effective fall 2019. (see attached)

School of Mathematics and Natural Sciences

Modify:	Mathematics MS degree program.
	Effective fall 2019. (see attached)

Modify:	MAT 518	<u>Linear Programming.</u>
		Face to face format.

To:	MAT 518	<u>Linear Programming.</u>
		Face to face and online correspondence format.
		Effective summer 2019.

School of Music

Modify:	Music (Performance) DMA degree programs.
	Add a doctoral project option. Effective fall 2019.
	(see attached memo listing the programs involved)

School of Ocean Science and Engineering

Modify:	HYD 605	<u>Applied Bathymetry.</u>

To:	HYD 605	<u>Applied Bathymetry.</u>
		Course description (prerequisites).
		Effective fall 2019.

Modify:	HYD 612	<u>Water Levels.</u>
To:	HYD 612	<u>Water Levels.</u> Course description (prerequisites). Effective fall 2019.
Modify:	MAR 501	<u>Biological Oceanography.</u>
To:	MAR 600	<u>Biological Oceanography.</u> CIP code. Effective fall 2019.
Modify:	MAR 501L	<u>Biological Oceanography Lab.</u>
To:	MAR 600L	<u>Biological Oceanography Lab.</u> CIP code. Effective fall 2019.
Modify:	MAR 541	<u>Marine Chemistry.</u>
To:	MAR 640	<u>Marine Chemistry.</u> CIP code. Effective fall 2019.
Modify:	MAR 541L	<u>Marine Chemistry Laboratory.</u>
To:	MAR 640L	<u>Marine Chemistry Laboratory.</u> CIP code. Effective fall 2019.
Modify:	MAR 561	<u>Physical Oceanography.</u>
To:	MAR 660	<u>Physical Oceanography.</u> CIP code. Effective fall 2019.
Modify:	MAR 561L	<u>Physical Oceanography Laboratory.</u>
To:	MAR 660L	<u>Physical Oceanography Laboratory.</u> CIP code. Effective fall 2019.
Modify:	MAR 581	<u>Geological Oceanography.</u>
To:	MAR 621	<u>Geological Oceanography.</u> Course description. CIP code. Effective fall 2019.
Modify:	MAR 581L	<u>Geological Oceanography Laboratory.</u>
To:	MAR 621L	<u>Geological Oceanography Laboratory.</u> Course description (prerequisites). CIP code. Effective fall 2019.

Modify:	MAR 602	<u>Remote Sensing of the Ocean.</u>
To:	MAR 602	<u>Remote Sensing of the Ocean.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 651	<u>Marine Organic Geochemistry.</u>
To:	MAR 651	<u>Marine Organic Geochemistry.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 665	<u>Oceanographic Data Analysis.</u>
To:	MAR 665	<u>Oceanographic Data Analysis.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 667	<u>Waves and Tides.</u>
To:	MAR 667	<u>Waves and Tides.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 670	<u>Coastal Physical Oceanography.</u>
To:	MAR 670	<u>Coastal Physical Oceanography.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 701	<u>Marine Bio-Optics.</u>
To:	MAR 701	<u>Marine Bio-Optics.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 702	<u>Advanced Biological Oceanography.</u>
To:	MAR 702	<u>Advanced Biological Oceanography.</u> Course description (prerequisites). CIP code. Effective fall 2019.
Modify:	MAR 703	<u>Advanced Techniques in Biological Oceanography.</u>
To:	MAR 703	<u>Advanced Techniques in Biological Oceanography.</u> Course description (prerequisites). CIP code. Effective fall 2019.

Modify:	MAR 761	Numerical Modeling of Ocean Currents. 4 hours.
To:	MAR 761	Numerical Modeling of Ocean Currents. 3 hours. Course description. CIP code. Effective fall 2019.
Add:	MAR 675	Data Assimilation into Ocean Models. 3 hours. Effective fall 2019.

Modify: Marine Science MS degree program.
Add non-thesis option (en route to PhD)
Effective fall 2019. (see attached)

Modify: Marine Science (Biological Oceanography) MS degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Geological Oceanography) MS degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Marine Chemistry) MS degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Physical Oceanography) MS degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Biological Oceanography) PhD degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Geological Oceanography) PhD degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Hydrographic Science) PhD degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Marine Chemistry) PhD degree program.
Effective fall 2019. (see attached)

Modify: Marine Science (Physical Oceanography) PhD degree program.
Effective fall 2019. (see attached)

School of Performing and Visual Arts

Modify: Theatre (Design and Technical) MFA degree program.
Effective fall 2019. (see attached)

Modify: Theatre (Directing) MFA degree program.
Effective fall 2019. (see attached)

Modify: Theatre (Performance) MFA degree program.
Effective fall 2019. (see attached)

School of Polymer Science and Engineering

Modify: Polymer Science MS degree program.
        Add Vicksburg, Mississippi as a degree site
        Effective fall 2019. (see attached)

School of Social Science and Global Studies

Add: ANT 510 Ethnography of the Southeastern United States.
            3 hours. Effective spring 2020.

College of Education and Human Sciences
School of Education

Modify: REF 820 Comparative Education.

  To: REF 820 Comparative Education Policy Analysis Research.
            Course description. Effective fall 2019.

Modify: Educational Administration (Research) minor.

  To: Educational Research minor.
        Effective fall 2019.

Modify: Education (Research, Evaluation, Statistics, Assessment) PhD
        degree program. Effective fall 2019. (see attached)

Modify: Graduate certificate in Community College Leadership.
        Effective fall 2019. (see attached)

School of Psychology

Modify: PSY 713 Intermediate Counseling Theories.

  To: PSY 713 Theories and Evidence-Based Practices in
            Counseling Psychology.
            Course description. Effective fall 2019.

Modify: PSY 771 Practicum in School Psychology.
            Repeatable for 24 hours (8 completions).

  To: PSY 771 Practicum in School Psychology.
            Repeatable for 33 hours (11 completions).
            Course description. Effective fall 2019.

Add: PSY 700 Ethics & law in School Psychology.
            3 hours. Effective fall 2019.

Modify: Psychology (School) PhD degree program.
                     Effective fall 2019. (see attached)

School of Social Work

Modify: Social Work MSW degree program.
                     Remove SWK 616, SWK 647 and SWK 692.
                     Effective fall 2019. (see attached)

College of Nursing and Health Professions

School of Health Professions

Modify: DPH 611   Internship in Public Health.

To: DPH 611   Practicum in Public Health.
                             3 hours of repeated allowed.
                             Effective spring 2020.

School of Leadership and Advanced Nursing Practice

Modify: NUR 631L   Family Psychiatric Mental Health Nurse
                             Practitioner I Practicum.
                             4 hours.

To: NUR 631L   Family Psychiatric Mental Health Nurse
                             Practitioner I Practicum.
                             6 hours. Effective spring 2020.

Modify: NUR 635L   Family Psychiatric Mental Health Nurse
                             Practitioner II Practicum.
                             4 hours.

To: NUR 635L   Family Psychiatric Mental Health Nurse
                             Practitioner II Practicum.
                             6 hours. Effective spring 2020.

Modify: NUR 667L   Family Nurse Practitioner I Practicum.
                             4 hours.

To: NUR 667L   Family Nurse Practitioner I Practicum.
                             6 hours. Effective spring 2020.

Modify: NUR 669L   Family Nurse Practitioner II Practicum.
                             4 hours.

To: NUR 669L   Family Nurse Practitioner II Practicum.
                             6 hours. Effective spring 2020.

Inactivate: Nursing (BSN to DNP in Leadership) DNP degree program.
                     Effective fall 2019. (see attached)

School of Speech and Hearing Sciences

Inactivate:		Speech and Hearing Sciences (Deaf Education) MS degree program. Effective fall 2019. (see attached)
Inactivate:	SHS 603	Perspectives in Education for the D/HH Children. Effective fall 2020.
Inactivate:	SHS 608	Early Childhood Ed I: Applications to D/HH Children. Effective fall 2020.
Inactivate:	SHS 609	Early Childhood Ed II: Applications to D/HH Children. Effective fall 2020.
Inactivate:	SHS 610	Hearing Technology and Research with D/HH Children. Effective fall 2020.
Inactivate:	SHS 611	Collaboration and Ed Transitions for D/HH Children. Effective fall 2020.
Inactivate:	SHS 626	Audiological Assessment and Management of Infants and Young Children. Effective fall 2020.
Inactivate:	SHS 629	Auditory-Verbal Development and Practice. Effective fall 2020.
Inactivate:	SHS 637	Advanced Clinical Practicum. Effective fall 2020.
Inactivate:	SHS 638	Advanced Clinical Practicum II. Effective fall 2020.
Inactivate:	SHS 639	Advanced Clinical Practicum III. Effective fall 2020.
Inactivate:	SHS 649	Speech Perception and Production. Effective fall 2020.
Inactivate:	SHS 651	Assessment and Development of Listening, Speech and Spoken Language. Effective fall 2020.
Inactivate:	SHS 653	Language Development with Infants and Young Children with Hearing Loss. Effective fall 2020.
Inactivate:	SHS 655	Pre-academic Readiness/Early Literacy. Effective fall 2020.
Inactivate:	SHS 657	Teaching Oral Deaf/HH Children with Multiple Challenges. Effective fall 2020.

Inactivate: SHS 691 <u>Implementing a Family-Centered Early Oral Intervention Program.</u> Effective fall 2020.

Name	School of	Recommendation Status
DATE: April 15, 2019		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**School of**	**Recommendation Status**
Associate Level 1		
Haller, Stephen E.	Social Sciences & Global Studies	A1
Lahasky, Rachel S.	Social Work	A1
Townsend, David	Kinesiology & Nutrition	A1
Vance, David	Interdisciplinary Studies & Professional Dev.	A1
Wyre, Dwuena C.	Interdisciplinary Studies & Professional Dev.	A1
Associate Level 2		
Associate Level 3		
Associate Level 4		
Regular Level 1		
Regular Level 2		
Jesse, Matthew B.	Kinesiology & Nutrition	R2
Regular Level 3		
Copeland, Debra B.	Leadership & Advanced Nursing Practice	R3
Stengrim, Laura A.	Communication	R3
Credentials Committee		
Dr. Brad Dufrene, Chair		

Appendix 9b: Modifications to Existing Degree Program Proposal
(Consolidation)
(Submit Appendix 9b in both PDF and Word Document Formats)

Institution: USM

Date of Implementation:	Present 6-Digit CIP Code(s) & 4-Digit Sequence Code(s):	New 6 Digit CIP Code:
Spring 2020	43.010	43.010

CIP & Sequence codes: IHL Active Program Inventory

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:	New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: M.S. in Criminal Justice
M.S. and M.A. in Criminal Justice	

Degree(s) to be Awarded: M.S.	Credit Hour Requirements: 30 hours

List any institutions within the state offering similar programs: Delta State, University of Mississippi, William Carey University

Responsible Academic Unit(s):

The School of Criminal Justice, Forensic Science and Security	Institutional Contact: Lisa Nored Phone: 266-4509 Email: lisa.nored@usm.edu

Number of Students Collectively Enrolled in Last Six Years in Programs to be Consolidated:		Number of Graduates Expected in Next Six Years in Newly Consolidated Program:	
Year One	2018 (8)	Year One	2
Year Two	2017 (10)	Year Two	5
Year Three	2016 (12)	Year Three	8-10
Year Four	2015 (12)	Year Four	10
Year Five	2014 (12)	Year Five	10
Year Six	2013 (12)	Year Six	10
Total		Total	47

Program Summary: Consolidation of existing master's programs into one program with thesis and non-thesis options will reduce program inventory and better reflect actual delivery of graduate programming within the academic unit.

_____

Chief Academic Officer Signature

_____

Date

_____

Institutional Executive Officer Signature

_____

Date

Institution:

1. Describe how the proposed modification fits within the mission of the institution. *The proposed modification will better reflect the actual delivery of graduate programming within the academic unit. The proposed modification allows the unit to continue offering graduate programming in a manner that is responsive to student demand and market forces thus maximizing enrollment potential.*

2. Is this modification unnecessarily duplicative of other programs within the System? *No*

3. Describe the anticipated institutional impact including any research efforts associated with this program. *Positive institutional impact is projected with increased enrollment within master's program.*

4. Are there any anticipated budget savings associated with the proposed modification? *No.*

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification? *No, the educational objectives will remain the same. However, consolidated program will be offered via online delivery thus allowing USM to provide graduate programming on a broader scale.*

6. Are there any changes to the curriculum of the degree program associated with the proposed modification? *Reduction of hours (33 to 30); face to face to online delivery; all students will complete a comprehensive exam.*

7. Describe how the proposed modification will affect program faculty. *Faculty will undergo training to offer courses via online delivery.*

8. Describe the evaluation process which led to the request for the proposed modification. *The faculty have met extensively over the 18-19 AY to evaluate curriculum and develop effective strategies to address enrollment decrease in master's programs within the unit. Online delivery with accelerated option is the preferred strategy*

The University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor

Please note this form must be completed regardless of current enrollment.

College:	Arts & Sciences
School:	Criminal Justice, Forensic Science and Security
Degree/Emphasis/Certificate/ Minor:	Criminal Justice, Master's (Juvenile Justice) M.A.

1. **Date for suspension of admission:** **Fall 2019**

2. **Estimated date current students will complete teach-out plan:** **Fall 2019**

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.

Faculty and staff have been notified via in-person communication and in school meetings. No students are currently enrolled in this emphasis area.

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.

No students are currently enrolled in this emphasis area.

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:

None

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

No disruption. Faculty will focus on graduate and undergraduate instruction in other degree programs within the academic unit.

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

The University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor

Please note this form must be completed regardless of current enrollment.

College:	Arts & Sciences
School:	Criminal Justice, Forensic Science and Security
Degree/Emphasis/Certificate/ Minor:	Criminal Justice, Master's (Juvenile Justice) M.S.

1. **Date for suspension of admission:** **Fall 2019**

2. **Estimated date current students will complete teach-out plan:** **Fall 2019**

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.

Faculty and staff have been notified via in-person communication and in school meetings. No students are currently enrolled in this emphasis area.

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.

No students are currently enrolled in this emphasis area.

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:

None

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

No disruption. Faculty will focus on graduate and undergraduate instruction in other degree programs within the academic unit.

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

University of Southern Mississippi   2018-2019 Graduate Bulletin

English (Accelerated B.A. to M.A.)

33 credit hours (27-30 hours for coursework + 3-6 thesis hours)

See revisions, Section A

- ENG 640 - Critical Reading and Methods in English
- ENG 641 - Advanced Research and Methods in English
- One course in literary theory (ENG 642, ENG 644, ENG 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

Additional requirements and guidelines:

- Interested applicants must apply in the spring of the junior year of the English B.A. degree. Questions about the application process can be directed to the school.
- Students must demonstrate proficiency in one foreign language; for information on how to meet the foreign language requirement, see the School of Humanities Graduate Handbook.
- At least 6 hours of coursework must be at the 700-level
- Students must take ENG 690 - Practicum in the Theory and Teaching of Composition if they hold an assistantship that 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 M.A. degree plan. The exam may be retaken once.
- Students must complete a Master's thesis. The Mater'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.

REVISIONS TO GRADUATE BULLETIN
ENGLISH PROGRAM, SCHOOL OF HUMANITIES

Each section listed here (section A, B, etc.) correlates with a specific revision to the Graduate Bulletin.

SECTION A

English (Accelerated B.A. to M.A.)
33 credit hours

ENG 640, Critical Reading and Methods in English (3 hours)

ENG 641, Advanced Research and Methods in English (3 hours)

Non-Creative Writing English Courses (21-24 hours); within these courses, students must fulfill the following requirements:
- 1 course in American literature to 1865
- 1 course in American literature post 1865
- 1 course in British literature to 1800
- 1 course in British literature post 1800
- 1 course designated non-traditional
- 1 literary theory course or 1 course designated theory-rich
- Note: a single course may fulfill up to 2 of the above requirements

ENG 698, Thesis (3-6 hours)

University of Southern Mississippi   2018-2019 Graduate Bulletin

English (Creative Writing), M.A.

The Master of Arts

Successful applicants for regular admission to the M.A. program usually have a GPA of 3.5 or higher in undergraduate English courses and will typically have completed an undergraduate degree in English or a substantial number of courses in English. Application materials include GRE general test scores, transcripts, three letters of recommendation, a statement of purpose, and a substantial writing sample. Letters of recommendation should be from persons qualified to assess the applicant's readiness for graduate study. Applicants to the English education emphasis must hold a valid educator license.

Conditional admission is sometimes possible for applicants who do not meet all the criteria for regular admission. To remove conditional status, students must meet the Graduate School requirements described in the Admission Requirements and Procedures section of this *Bulletin*, and they must satisfy all additional requirements stipulated by the school.

Members of all underrepresented groups are strongly encouraged to apply.

Minimum of 30 credit hours, to include:

- ENG 698 - Thesis 1-6 hrs. for a total of 6 hours. (3-6 hrs. required)

2 courses (6 hours) in creative writing workshop

- ENG 721 - Seminar in Fiction Writing 3 hrs. or
- ENG 722 - Seminar in Poetry Writing 3 hrs.

See revisions, Section B

3 courses (9 hours) in readings and theory

Including

- ENG 620 - Poetic Forms 3 hrs.
- ENG 625 - Readings in Fiction 3 hrs.
- ENG 626 - Readings in Poetry 3 hrs.
- ENG 627 - Introduction to Publishing 3 hrs.
- ENG 628 - Teaching Creative Writing 3 hrs.
- ENG 723 - Seminar in Nonfiction Writing 3 hrs. (repeatable up to 9 hours)

3 courses (9 hours) in literature

Including 1 course in literary theory:

- ENG 642 - Literary Criticism 3 hrs.
- ENG 644 - Topics in Literary Theory 3 hrs.
- ENG 744 - Seminar in Literary Criticism 3 hrs.

Additional requirements and guidelines:

- Students must demonstrate proficiency in one foreign language; for information on how to meet the foreign language requirement, see the School of Humanities Graduate Handbook.
- Students must take ENG 690 - Practicum in the Theory and Teaching of Composition if they hold an assistantship that includes teaching as one of their duties.
- No more than 6 hours of 500-level credit will be counted toward the degree.
- Students must complete a Master's thesis (50-60 pages of poetry, or 100 pages of fiction, with a brief introduction) and a thesis defense.
- A 3.0 GPA is required for graduation.

SECTION B

English (Creative Writing), M.A.
30 credit hours

Under Course Requirements

Creative Writing Workshop, Fiction OR Poetry (6-9 hours)
- ENG 721, Seminar in Fiction Writing
- ENG 722, Seminar in Poetry Writing

Creative Writing Electives (6-9 hours)
- ENG 620, Poetic Forms
- ENG 625, Readings in Fiction
- ENG 626, Readings in Poetry
- ENG 627, Introduction to Publishing
- ENG 628, Teaching Creative Writing
- ENG 723, Seminar in Non-Fiction Writing

Literature Courses (9 hours), one of which must be a theory course or a course designated theory-rich

ENG 698, Thesis (3-6 hours)

Appendix 9c: Modifications to Existing Degree Program Proposal
☒ **Suspension or** ☐ **Deletion**
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution:		
Date of Implementation for Suspension/Deletion:	**Number of Students Presently Enrolled:**	**Number of Faculty Affected:**
Fall 2019	1	0

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:	**6-Digit CIP Code(s) & 4-Digit Sequence Code(s):**
English (English Education) MA	230101, 4367

CIP & Sequence codes: IHL Active Program Inventory

Degree(s) Awarded:	**Credit Hour Requirements:**
MA	33

List any institutions within the state offering similar programs:
No other Mississippi institution offers an M.A. in English with an education emphasis; however, many institutions do offer Masters in Education (M.Ed.) with English endorsement. Mississippi College and William Carey, for example, offer a Masters of Education in/with English (M.Ed.) and are our direct competition.

Responsible Academic Unit(s):	
English	**Institutional Contact: Luis Iglesias** **Phone: 601.266.4060** **Email: luis.iglesias@usm.edu**

Reason for Request:

This program has only graduated one student (in spring 2015). We have only one student currently in this program. We currently do not have the enrollment numbers or the student interest to maintain this program's curriculum.

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):
This suspension will have no effect on accreditation or on our other academic programs. We will continue to offer a M.A. in English with a literature or creative writing emphasis.

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

University of Southern Mississippi   2018-2019 Graduate Bulletin

English (Literature), M.A.

The Master of Arts

Successful applicants for regular admission to the M.A. program usually have a GPA of 3.5 or higher in undergraduate English courses and will typically have completed an undergraduate degree in English or a substantial number of courses in English. Application materials include GRE general test scores, transcripts, three letters of recommendation, a statement of purpose, and a substantial writing sample. Letters of recommendation should be from persons qualified to assess the applicant's readiness for graduate study. Applicants to the English education emphasis must hold a valid educator license.

Conditional admission is sometimes possible for applicants who do not meet all the criteria for regular admission. To remove conditional status, students must meet the Graduate School requirements described in the Admission Requirements and Procedures section of this *Bulletin*, and they must satisfy all additional requirements stipulated by the school.

Members of all underrepresented groups are strongly encouraged to apply.

Minimum of 33 credit hours, to include:

- ENG 640 - Critical Reading and Methods in English 3 hrs.
- ENG 641 - Advanced Research and Methods in English 3 hrs.
- One course in literary theory 3 hrs.
- Four courses (12 hrs.) distributed across the following subject areas: 1) American Literature to 1890, 2) British Literature to 1660, 3) British Literature, 1660-1890, 4) British & American Literatures, 1890-1960, 5) Literatures in English after 1960, 6) Non-traditional Literatures in English
- Two electives 6 hrs.
- ENG 698 - Thesis 1-6 hrs. for a total of 6 hours. (3-6 hrs. required)

see revisions, section C

Additional requirements and guidelines:

- Students must demonstrate proficiency in one foreign language; for information on how to meet the foreign language requirement, see the School of Humanities Graduate Handbook.
- 500-level classes count towards a degree only with the approval of the Dean of the Graduate School; at least 6 hours (2 courses) must be at the 700-level.
- Students must take ENG 690 - Practicum in the Theory and Teaching of Composition if they hold an assistantship that includes teaching as one of their duties.
- Students must successfully complete a Master's Comprehensive Examination in August, after the first year of study. The exam may be retaken once. Any student who fails the Comprehensive Exam twice will be dismissed from the program.
- Students must complete a Master's thesis, an article-length critical 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.
- A 3.0 GPA is required for graduation.

SECTION C

English (Literature), M.A.
33 credit hours

ENG 640, Critical Reading and Methods in English (3 hours)

ENG 641, Advanced Research and Methods in English (3 hours)

Non-Creative Writing English Courses (21-24 hours); within these courses, students must fulfill
the following requirements:
- 1 course in American literature to 1865
- 1 course in American literature post 1865
- 1 course in British literature to 1800
- 1 course in British literature post 1800
- 1 course designated non-traditional
- 1 literary theory course or 1 course designated theory-rich
- Note: a single course may fulfill up to 2 of the above requirements

ENG 698, Thesis (3-6 hours)

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

SCHOOL OF HUMANITIES: Programs in English, History, Philosophy & Religion

118 College Drive #5037 | Hattiesburg, MS 39406-0001
Phone: 601.266.4320 | Fax: 601.266.5757 | usmhumanities@usm.edu | www.usm.edu

MEMORANDUM

TO: Graduate Council
FROM: Dr. Alexandra Valint, Graduate Program Coordinator for English
DATE: March 26, 2019
RE: Change in Foreign Language Requirements

Currently, M.A. students in English (literature and creative writing emphases) must show proficiency in one foreign language.

Currently, Ph.D. students in English (literature and creative writing emphases) must show proficiency in two foreign languages—one of those languages may be substituted for twelve graduate hours in an "allied field" (such as history).

The English program has voted to change its foreign language requirements for graduate students. These changes were subsequently passed and approved by the School of Humanities Graduate Curriculum Committee and the School of Humanities faculty.

The foreign language requirement for M.A. students in English will remain the same. Ph.D. students will now have to complete one research tool: either proficiency in one foreign language OR six graduate hours of coursework in an allied field of study approved by their advisor or the Graduate Program Coordinator.

These changes have been made primarily in response to decreased foreign language offerings at the graduate level. In the past, Spanish 501/502 and French 501/502 were regularly offered during the intersessions (and during the mini-sessions before intersessions were created). In fall 2018, the Director for the School of Social Sciences and Global Studies informed English that French 501/502 would no longer be offered (at any time), Spanish 501/502 would continue to be offered during winter/May intersessions, and German 501/502 would continue to be offered during the fall/spring semesters (not during the intersessions). Because many of our students take three classes each fall/spring semester, in addition to teaching two classes of their own if they are on assistantship, intersessions are the best time for them to enroll in foreign language classes. If our Ph.D. students already possess a proficiency in Spanish (either through taking Spanish 501/502 or through previous study at the undergraduate level), there is no other 501/502 sequence for them to take during the intersessions. While other avenues towards fulfilling foreign language requirements exist, the 501/502 sequence is the most efficient path because it focuses on teaching graduate students to read in another language. Taking the CLEP test is only a viable option if a student already knows a language well and taking the four-semester undergraduate sequence in a foreign language (101-202) takes significant time. Therefore, because of

the scarcity of 501/502 foreign language offerings—particularly those offered during the intersessions—English felt compelled to change their foreign language requirements.

Additionally, other English graduate programs across the country are modifying their foreign language requirements to require only one language or one "skill" (including foreign languages, but also digital languages and other skills/fields). Ph.D. students will now have the flexibility to pursue a foreign language or an allied field; this change will encourage students to develop proficiency in a field that will truly be of use to them in their graduate studies, the job market, and/or in post-degree employment.

Because this proposal increases options and reduces barriers for students as they work to complete their degree requirements, we request that it be retroactively implemented for students who matriculated under the 2017-2018 catalog year and 2018-2019 catalog year.

University of Southern Mississippi   2018-2019 Graduate Bulletin

English (Creative Writing), Ph.D.

The Doctor of Philosophy

Successful applicants for regular admission to the PhD program usually have a GPA of 3.5 in all (undergraduate and graduate) English courses and will typically have completed a BA and/or an MA in English. The PhD with an emphasis in literature offers direct admission to the doctoral program from the BA. For specific details, see program requirements below. Application materials include GRE general test scores, transcripts, three letters of recommendation, a statement of purpose, and a substantial writing sample. Letters of recommendation should be from persons qualified to assess the applicant's readiness for graduate study.

Conditional admission is sometimes possible for applicants who do not meet all the criteria for regular admission. To remove conditional status, students must meet the Graduate School requirements described in the Admission Requirements and Procedures section of this Bulletin, and they must satisfy all additional requirements stipulated by the school.

Members of all underrepresented groups are strongly encouraged to apply.

Research and Scholarly Integrity Education

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

Residency: Doctoral students must meet the residency requirements specified in this *Bulletin*.

45-63 credit hours

Minimum of 54 credit hours beyond the MA, to include:

- 4 courses (12 hrs.), creative writing workshops
- 2 courses in a literature secondary area (6 hrs.): 1) American Literature to 1890, 2) British Literature to 1660, 3) British Literature, 1660-1890, 4) British & American Literatures, 1890-1960, 5) Literatures in English after 1960, 6) Non-traditional Literatures in English.
- 4 courses, literature (12 hours: two courses each in two periods listed above, not including secondary area)
- ENG 640 - Critical Reading and Methods in English 3 hrs.   *see revisions,*
- ENG 898 - Dissertation 12 hrs.
- 2 courses (6 hours), CW electives - ENG 620, ENG 625, ENG 626, ENG 627, ENG 628, ENG 721, ENG 722, ENG 723, or   *section D*
  additional literature courses in secondary area
- One course in literary theory (3 hours) - Chosen from: ENG 642, ENG 644, ENG 744

Additional requirements and guidelines:

- Students must complete two Research Tools: either two foreign languages or one foreign language plus 12 hours of

~~Coursework in an allied area of study approved by the Dean of the Graduate School. For information on how to meet the~~

~~Foreign Language requirement, see the School of Humanities Graduate Handbook.~~ *see revisions,*

Section E

- No more than 6 hours at the 500-level classes will count towards the degree.
- Students must take <u>ENG 690 - Practicum in the Theory and Teaching of Composition</u> if they hold an assistantship that includes teaching as one of their duties.
- Students must successfully complete a Doctoral Qualifying Examination.
- Students must successfully complete a written PhD Comprehensive Exam. For further information about the PhD Comprehensive Exam, see <u>www.usm.edu/english</u>.
- Students must write a dissertation and complete an oral defense of the dissertation (for fiction, 100 pages of fiction plus short introduction; for poetry, 60 pages of poetry plus introduction).
- A 3.0 GPA is required for graduation.

SECTION D

English (Creative Writing), Ph.D.
54 credit hours

ENG 640, Critical Reading and Methods in English (3 hours)

Creative Writing Workshops, Fiction OR Poetry (12-15 hours)
- ENG 721, Seminar in Fiction Writing
- ENG 722, Seminar in Poetry Writing

Creative Writing Electives (6-9 hours)
- ENG 620, Poetic Forms
- ENG 625, Readings in Fiction
- ENG 626, Readings in Poetry
- ENG 627, Introduction to Publishing
- ENG 628, Teaching Creative Writing
- ENG 723, Seminar in Nonfiction Writing

Literature Courses (21 hours); within these courses, students must fulfill the following requirements:
- 1 early literature course (American Literature to 1865 OR British Literature to 1800)
- 1 course designated non-traditional
- 1 literary theory course or 1 course designated theory-rich
- Note: a single course may fulfill up to 2 of the above requirements

ENG 898, Dissertation (9-12 hours)

SECTION E

English (Creative Writing), Ph.D.

Students must complete one research tool: either proficiency in one foreign language OR six graduate hours of coursework in an allied field of study approved by their advisor or the Graduate Program Coordinator.

University of Southern Mississippi   2018-2019 Graduate Bulletin

English (Literature), Ph.D.

The Doctor of Philosophy

Successful applicants for regular admission to the PhD program usually have a GPA of 3.5 in all (undergraduate and graduate) English courses and will typically have completed a BA and/or an MA in English. The PhD with an emphasis in literature offers direct admission to the doctoral program from the BA. For specific details, see program requirements below. Application materials include GRE general test scores, transcripts, three letters of recommendation, a statement of purpose, and a substantial writing sample. Letters of recommendation should be from persons qualified to assess the applicant's readiness for graduate study.

Conditional admission is sometimes possible for applicants who do not meet all the criteria for regular admission. To remove conditional status, students must meet the Graduate School requirements described in the Admission Requirements and Procedures section of this Bulletin, and they must satisfy all additional requirements stipulated by the school.

Members of all underrepresented groups are strongly encouraged to apply.

Research and Scholarly Integrity Education

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

Residency: Doctoral students must meet the residency requirements specified in this *Bulletin*.

45-63 credit hours

Master's to PhD

Students who are admitted to the PhD program with an earned Master's degree must complete a minimum of 45 credit hours*, to include:

- ENG 640 - Critical Reading and Methods in English 3 hrs.
- ENG 641 - Advanced Research and Methods in English 3 hrs.
- One course in literary theory 3 hrs.
- One course in each of six distribution areas (18 hrs.): 1) American Literature to 1890, 2) British Literature to 1660, 3) British Literature, 1660-1890, 4) British & American Literatures, 1890-1960, 5) Literatures in English after 1960, 6) Non-traditional Literatures in English (The Dean of Graduate School may review the student's MA transcript to determine which distribution areas have already been satisfied.)
- Two electives 6 hrs.
- ENG 898 - Dissertation 12 hrs. (9-12 hrs. required)

see revisions, section F

Additional requirements and guidelines:

See revisions section G

~~Students must complete two Research Tools: either two foreign languages or one foreign language plus 12 hours of coursework in an allied area of study approved by the Dean of the Graduate School. For information on how to meet the foreign-language requirement, see the School of Humanities Graduate Handbook.~~

- 500-level classes count towards a degree only with the approval of the Dean of Graduate School; at least 15 hours (5 courses) must be at the 700-level.
- Students must take ENG 690 - Practicum in the Theory and Teaching of Composition if they hold an assistantship that includes teaching as one of their duties.
- Students must successfully complete a Doctoral Qualifying Examination in August, after the first year of study. The exam may be retaken once, in the following December. Students who fail the exam twice will be dismissed from the PhD program.
- Students must successfully complete a PhD Comprehensive Exam.
- Students must write a dissertation, a substantial project embodying the result of significant and original research on a subject chosen by the candidate and approved by the student's Doctoral Committee.
- A 3.0 GPA is required for graduation.

Note:

*Students who earned their MA degree in English at USM in accordance with degree requirements as stipulated in this Bulletin will consult with the Dean of the Graduate School to determine specific requirements.

Bachelor's to PhD

Students who are admitted to the Ph.D. without an earned Master's degree must complete a minimum of 63 credit hours, to include:

- ENG 640 - Critical Reading and Methods in English 3 hrs.
- ENG 641 - Advanced Research and Methods in English 3 hrs.
- One course in literary theory 3 hrs.
- One course in each of six distribution areas
- Six electives 18 hrs.
- ENG 698 - Thesis 1-6 hrs. for a total of 6 hours. (3-6 hrs. required)
- ENG 898 - Dissertation 12 hrs. (9-12 hrs. required)

See revisions, section H

Additional requirements and guidelines:

see revisions, section I

- ~~Students must complete two Research Tools: either two foreign languages or one foreign language plus 12 hours of coursework in an allied area of study approved by the Dean of the Graduate School. For information on how to meet the foreign-language requirement, see the School of Humanities Graduate Handbook.~~
- 500-level classes count towards a degree only with the approval of the Dean of Graduate School; at least 15 hours (5 courses) must be at the 700-level.
- Students must take ENG 690 - Practicum in the Theory and Teaching of Composition if they hold an assistantship that includes teaching as one of their duties.
- Students must successfully complete a Doctoral Qualifying Examination in August, after the first year of study. The exam may be retaken once, in the following December. Students who fail the exam twice will be dismissed from the PhD program.
- Students must successfully complete a PhD Comprehensive Exam.
- Students must write a dissertation, a substantial project embodying the result of significant and original research on a subject chosen by the candidate and approved by the student's Doctoral Committee.
- A 3.0 GPA is required for graduation.

SECTION F

English (Literature), Ph.D.

Master's to Ph.D.: Students who are admitted to the Ph.D. program who already have an M.A. must complete a minimum of 45 hours:

ENG 640, Critical Reading and Methods in English (3 hours)

ENG 641, Advanced Research and Methods in English (3 hours)

Non-Creative Writing English Courses (27-30 hours); within these courses, students must fulfill the following requirements:
- 1 early literature course (American Literature to 1865 OR British Literature to 1800)
- 1 course in British literature
- 1 course in American literature
- 1 course designated non-traditional
- 1 literary theory course or 1 course designated theory-rich
- Note: a single course may fulfill up to 2 of the above requirements

ENG 898, Dissertation (9-12 hours)

SECTION G

English (Literature), Ph.D.

Students must complete one research tool: either proficiency in one foreign language OR six graduate hours of coursework in an allied field of study approved by their advisor or the Graduate Program Coordinator.

SECTION H

English (Literature), Ph.D.

Bachelor's to Ph.D.: Students who are admitted to the Ph.D. without an M.A. must complete a minimum of 63 hours:

ENG 640, Critical Reading and Methods in English (3 hours)

ENG 641, Advanced Research and Methods in English (3 hours)

Non-Creative Writing English Courses (39-42 hours); within these courses, students must fulfill the following requirements:
- 1 course in American literature to 1865
- 1 course in American literature post 1865
- 1 course in British literature to 1800
- 1 course in British literature post 1800
- 1 course designated non-traditional
- 1 literary theory course or 1 course designated theory-rich
- Note: a single course may fulfill up to 2 of the above requirements

ENG 698, Thesis (6 hours)

ENG 898, Dissertation (9-12 hours)

SECTION I

English (Literature), Ph.D.

Students must complete one research tool: either proficiency in one foreign language OR six graduate hours of coursework in an allied field of study approved by their advisor or the Graduate Program Coordinator.

Appendix 9b: Modifications to Existing Degree Program Proposal
(Consolidation)
(Submit Appendix 9b in both PDF and Word Document Formats)

Institution:
Date of Implementation:

Fall 2019, with Instructional Technology and Design M.S. to be deleted from the IHL Inventory when the Teach Out Plan is complete Summer 2022.

Present 6-Digit CIP Code(s) & 4-Digit Sequence Code(s):

13.0501

New 6 Digit CIP Code:

52.1005

CIP & Sequence codes: IHL Active Program Inventory

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:

Instructional Technology and Design

New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:

Human Capital Development M.S.

Degree(s) to be Awarded:

M.S.

Credit Hour Requirements:

30

List any institutions within the state offering similar programs:

NA

Responsible Academic Unit(s):
School of Interdisciplinary Studies and Professional Development

Institutional Contact: Cyndi H. Gaudet
Phone: 228-214-3517
Email: cyndi.gaudet@usm.edu

Number of Students Collectively Enrolled in Last Six Years in Programs to be Consolidated:

Year One	52
Year Two	55
Year Three	52
Year Four	65
Year Five	79
Year Six	
Total	303

Number of Graduates Expected in Next Six Years in Newly Consolidated Program:

Year One	10
Year Two	12
Year Three	15
Year Four	18
Year Five	20
Year Six	25
Total	100

Program Summary:
The ITD Emphasis in the MS in Human Capital Development Program provides students with the theory and practice background to develop learning and performance solutions for education and the business environment. The MSHCD program is a 30 semester hour, fully online program.

_____
Chief Academic Officer Signature

_____
Date

_____
Institutional Executive Officer Signature

_____
Date

Institution:

1. Describe how the proposed modification fits within the mission of the institution.

   The HCD and IT aligns closely in professional practice, course content and employment opportunities for students. With the consolidation of ITD as an emphasis in the HCD program, the change targets a broader market of students and program flexibility. The proposed change is expected to expand capacity and revenue growth generated through targeted niche markets and program growth for the University in general, and specifically for the Gulf Coast campus.

2. Is this modification unnecessarily duplicative of other programs within the System?

   No.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

   HCD and IT are closely aligned in terms of professional practice, course content and employment opportunities for students. The proposed consolidation strengthens opportunities for HCD and ITD faculty collaboration for research and teaching projects.

4. Are there any anticipated budget savings associated with the proposed modification?

   No.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

   No

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

   Yes, the Instructional Technology and Design Emphasis is added as an option to the existing HCD M.S. curriculum.

7. Describe how the proposed modification will affect program faculty.

Two ITD faculty have been relocated to the School of Interdisciplinary Studies and Professional Development.

8. Describe the evaluation process which led to the request for the proposed modification.

   Reorganization of the colleges presented new opportunities to assess programs that may have overlap. The consolidation reduces the footprint for the number of programs offered. Joint faculty from the two programs reviewed curriculum and made recommendations.

Human Capital Development (Instructional Technology and Design), M.S.
~~Human Capital Development, M.S.~~

Heather M. Annulis, Ph.D.
Program Director

~~The Master of Science in Human Capital Development emphasizes both a research and theory framework as well as the practical application of workplace learning and performance. The goal of the program is to prepare students to improve human performance, balance individual and organizational needs, build knowledge capital within the organization, and determine the return on investment of performance improvement programs. Students learn to think strategically to design and develop interventions that will positively impact workplace learning and performance. This program is administered from the Gulf Coast campus and combines 3-to-5 day, face-to-face courses blended with online instruction. The program is also offered in a fully online delivery format. Faculty and industry experts facilitate a think-tank learning environment where creativity flourishes and students engage with the best minds in workforce development. For additional program information or updates, please contact Heather Annulis, program director, at 228.214.3517 or heather.annulis@usm.edu.~~

see revised program description below

Admission Requirements:

The minimum standards for regular admission are as follows:

1. An applicant must provide evidence, by official transcript, of a grade point average of at least 2.75 (figured on "A" equals 4.0 scale) for the last 60 hours of undergraduate study.

2. ~~Applicants must have competitive official GRE or GMAT scores (all sections) (<10 years old) submitted to Southern Miss.~~ See revision below.

3. Applicant must submit current resume or curriculum vitae (CV) via the online application.

4. ~~An applicant must have at least three letters of recommendation submitted from persons qualified to assess the applicant's readiness for graduate work.~~ See revision below.

5. ~~Applicant must submit a Statement of Qualifications. This statement is an important part of the application portfolio. The statement should address the following: reasons this graduate program was chosen, how the applicant plans to relate the speciality area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. This should be a minimum of two pages double-spaced.~~ See revision below.

Research and Scholarly Integrity Education

All graduate students must complete the CITI training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The RSIE policy and training information are found on the Graduate School web page –www.usm.edu/graduate-school. Contact the Dean of the Graduate School if you have any questions regarding the policy of training information.

Degree Requirements

1. Students must develop a degree plan to be approved by a faculty adviser and the Human Capital Development coordinator prior to the completion of more than nine (9) hours of graduate work.

2. Students must satisfactorily complete ~~27 hours of core courses and 6 elective hours.~~ a minimum of thirty (30) hours in graduate-level courses.

3. Students must perform satisfactorily on a comprehensive examination that is required for graduation. This exam is normally administered during the final semester of graduate work.

4. Students must complete a mastery project to be approved by a faculty advisor. This is usually completed the final semester of graduate work.

5. Students must maintain a cumulative GPA of 3.0 based on all graduate courses completed.

6. Please refer to the Master's Degree Requirement in the General Degree Requirements section of the *Bulletin*.

The Master of Science in Human Capital Development with an emphasis in Instructional Technology and Design provides students with a strong theoretical base and practical hands-on experience in the design, development, implementation, management, and evaluation of leading-edge educational technologies. Human Capital Development with an emphasis in Instructional Technology and Design is a rigorous program of study designed for individuals who wish to become dynamic and innovative leaders in the field of instructional technology and design. The goals of this initiative are designed to prepare professionals who will:

- utilize current and emerging technology to improve the teaching and learning processes,
- develop a systematic approach toward designing, developing, implementing, managing, and evaluating the integration of technology into instruction, and
- respect diversity among individuals and ascribe to the highest level of ethical standards and practice in the field of instructional technology.

2. The applicant must have competitive official GRE, GMAT, Praxis, MCAT or LSAT scores (all scores)(<10 years old) submitted to Southern Miss. The applicant can be granted a waiver for their standardized test scores if they can provide evidence of five or more years of relevant and progressive work experience, military experience, or distinguished performance/awards. Students whose native language is not English must meet the university's minimum requirements of TEFL or IELTS score.

4. Applicant must have at least three letters of recommendation submitted from persons (e.g. director supervisors or academic faculty members) who are qualified to assess the applicant's readiness for graduate work.

5. Applicant must submit a Statement of Qualifications (SOQ) specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how the applicant plans to relate the specialty area to their education experience, expected career benefits from this program, and any other matters that should be taken into consideration. The SOQ should be 2-3 pages, double spaced.

Human Capital Development (Instructional Technology and Design), Ph.D.

~~Human Capital Development, Ph.D.~~

Cyndi H. Gaudet, Ph.D.
Program Director

~~The School of Interdisciplinary Studies and Professional Development offers the doctor of philosophy in human capital development. The Human Capital Development doctoral program focuses on human capital development through the transfer of research to practice. By developing critical research competencies, professionals are positioned to ask the right questions and help organization leaders make critical decisions about human capital investments. By applying research in the workplace, professionals improve their capacity for driving an organization's human capital strategy. The Gulf Coast program draws on real-world experience and encourages professionals to engage in research and practice meaningful to their organization. The executive format combines 3-to-5 day, face-to-face courses with online instruction. Faculty and industry experts facilitate a think-tank learning environment where creativity flourishes and students engage with the best minds in human capital development. For additional program information or updates, please contact Cyndi Gaudet, program director, at 228.214.3517 or~~ <u>cyndi.gaudet@usm.edu</u>~~.~~ See revision below

Admission Requirements:

In addition to the graduate admission requirements at the University of Southern Mississippi,
~~The~~ the minimum standards for regular admission are as follows:

1. The applicant must present evidence, by official transcript, of a grade point average equivalent of at least 3.5 (calculated on a 4.0 scale) on previous graduate coursework to Southern Miss.
2. ~~Applicants must have competitive official GRE or GMAT scores (all sections) (< 10 years old) submitted to Southern Miss.~~ see revision below
3. Applicant must submit current resume or curriculum vitae (CV) via the online application.
4. ~~Applicant must have at least three letters of recommendation submitted from persons qualified to assess the applicant's readiness for doctoral work.~~ see revision below
5. ~~Applicant must submit a Statement of Qualifications specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how applicant plans to relate the speciality area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. This should be a minimum of five double-spaced pages.~~ see revision below

Research and Scholarly Integrity Education

in the first semester of enrollment

All graduate students must complete the CITI training modules required by the Graduate School ~~and their schools the first semester they are enrolled in graduate school.~~ The RSIE policy and training information are found on the Graduate School web page – <u>www.usm.edu/graduate-school</u>. Contact the Dean of the Graduate School if you have any questions regarding the policy of training information.

Degree Requirements

A minimum of fifty-four (54) graduate hours beyond the master's degree with a 3.0 is required to graduate. Students must meet the general requirements set forth by the Graduate School of The University of Southern Mississippi. Additional requirements include the satisfactory completion of a written comprehensive examination, and the satisfactory completion and oral defense of an original research dissertation. Coursework for the Human Capital Development Ph.D. program includes the completion of a General Core (12 semester hours), Research Core (27 semester hours), and Electives (15 semester hours).

Continuous Enrollment Requirement/Time Limitation

Please refer to the doctoral degree requirements in the General Degree Requirements section of the *Bulletin*.

The Doctor of Philosophy in Human Capital Development with an emphasis in Instructional Technology and Design (HCD-ITD) prepares individuals to engage in advanced scholarly inquiry related to the design, development, evaluation, and research of effective interactive learning environments and technology integration. The initiative provides quality instruction for individuals who want to improve learning experiences in education, business, government, military, healthcare, various training organizations, and nonprofit organizations through the application of effective instructional practices and innovative technologies. The initiative is based on the foundation that learning is a life-long process that requires active participation from individuals with varying backgrounds. By providing instruction of new developments in instructional design, the application of current technologies, and the process of innovative decision-making, the HCD-ITD Ph.D. prepares professionals to assist individuals and organizations to design, develop, implement, and evaluate effective instruction. Because of today's necessity to integrate technologies for the instruction of content at various levels, graduates of the initiative need to be prepared to lead future transformation efforts and become effective change agents in the process through research. With this in mind, the ITD faculty plans to build a community of learners who can serve as change agents within their organizations and become effective leaders and innovators in improving instruction, research, and technology applications.

2. The applicant must have competitive official GRE, GMAT, Praxis, MCAT or LSAT scores (all sections) (<10 years old) submitted to Southern Miss. The Applicant can be granted a waiver for their standardized test scores if he or she can provide evidence of five or more years of relevant and progressive work experience, military experience, or distinguished performance/awards. Students whose native language is not English must meet university's minimum requirements of TOEFL or IELTS score.

4. Applicant must have at least three letters of recommendation submitted from persons (e.g. direct supervisors or academic faculty members) who are qualified to assess the applicant's readiness for graduate work.

5. Applicant must submit a Statement of Qualifications (SOQ) specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how the applicant plans to relate the specialty area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. The SOQ should be 3-5 pages, double-spaced.

Human Capital Development, Ph.D.

Cyndi H. Gaudet, Ph.D.
Program Director

The School of Interdisciplinary Studies and Professional Development offers the ~~doctor of philosophy in human capital development~~ [D] [P] [H] [C] [D]. The Human Capital Development doctoral program focuses on human capital development through the transfer research to practice. By developing critical research competencies, professionals are positioned to ask the right questions and help organization leaders make critical decisions about human capital investments. By applying research in the workplace, professionals improve their capacity for driving an organization's human capital strategy. The Gulf Coast program draws on real-world experience and encourages professionals to engage in research and practice meaningful to their organization. The executive format combines 3-to-5 day, face-to-face courses with online instruction. Faculty and industry experts facilitate a think-tank learning environment where creativity flourishes and students engage with the best minds in human capital development. ~~For additional program information or updates, please contact Cyndi Gaudet, program director, at 228.214.3517 or cyndi.gaudet@usm.edu.~~

Admission Requirements:

In addition to the graduate admission requirements at the University of Southern Mississippi, ~~The~~ the minimum standards for regular admission are as follows:

1. The applicant must present evidence, by official transcript, of a grade point average equivalent of at least 3.5 (calculated on a 4.0 scale) on previous graduate coursework to Southern Miss.
2. ~~Applicants must have competitive official GRE or GMAT scores (all sections) (< 10 years old) submitted to Southern Miss.~~ see revision below
3. Applicant must submit current resume or curriculum vitae (CV) via the online application.
4. ~~Applicant must have at least three letters of recommendation submitted from persons qualified to assess the applicant's readiness for doctoral work.~~ see revision below
5. ~~Applicant must submit a Statement of Qualifications specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how applicant plans to relate the speciality area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. This should be a minimum of five double-spaced pages.~~ see revision below

Research and Scholarly Integrity Education

All graduate students must complete the CITI training modules required by the Graduate School ~~and their schools the first semester they are enrolled in graduate school.~~ in the first semester of enrollment The RSIE policy and training information are found on the Graduate School web page – www.usm.edu/graduate-school. Contact the Dean of the Graduate School if you have any questions regarding the policy of training information.

Degree Requirements

A minimum of fifty-four (54) graduate hours beyond the master's degree with a 3.0 is required to graduate. Students must meet the general requirements set forth by the Graduate School of The University of Southern Mississippi. Additional requirements include the satisfactory completion of a written comprehensive examination, and the satisfactory completion and oral defense of an original research dissertation. Coursework for the Human Capital Development Ph.D. program includes the completion of a General Core (12 semester hours), Research Core (27 semester hours), and Electives (15 semester hours).

Continuous Enrollment Requirement/Time Limitation

Please refer to the doctoral degree requirements in the General Degree Requirements section of the *Bulletin*.

2. The applicant must have competitive official GRE, GMAT, Praxis, MCAT or LSAT scores (all sections) (<10 years old) submitted to Southern Miss. The Applicant can be granted a waiver for their standardized test scores if he or she can provide evidence of five or more years of relevant and progressive work experience, military experience, or distinguished performance/awards. Students whose native language is not English must meet university's minimum requirements of TOEFL or IELTS score.

4. Applicant must have at least three letters of recommendation submitted from persons (e.g. direct supervisors or academic faculty members) who are qualified to assess the applicant's readiness for graduate work.

5. Applicant must submit a Statement of Qualifications (SOQ) specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how the applicant plans to relate the specialty area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. The SOQ should be 3-5 pages, double-spaced.

Logistics, Trade & Transportation, M.S.

M.D.Sarder, Ph.D. Mohsen Hosseini, Ph.D.
Program Coordinator

Mission Statement

Our mission is to produce logistics, transportation and supply chain professionals who advance knowledge, drive innovation, and contribute to the resolution of complex business problems to meet the industry and societal needs. We seek to develop leaders for both the public and private sectors and prepare our graduates to operate in the increasingly demanding global economy.

Program Description

The Master of Science in Logistics, Trade, and Transportation (MS-LTT) is designed to empower professionals to meet the growing demands of logistics transportation and supply chain management related careers in the Gulf Coast regions, nationally and internationally. This interdisciplinary program is comprised of 30 total credit hours encompassing logistics, transportation supply chain management, global trade and economic development, business, and other courses. These courses are delivered in several flexible formats including on-line, in-person, and executive/hybrid format to allow practitioners to continue to work while pursuing the degree. The program can be completed in one year and customized to meet career advancement needs.

USM's Master's degree in Logisites, Trade and Transportation provides its graduates with necessary tools and critical understanding of supply chain management, economics, finances, and the practice of contemporary global air, maritime, and land transportation systems. The core competency of this program includes planning and strategy, operations management, system analysis and modeling, global trade, and economic development. Upon completion of this program, graduate qualify to receive two professional certifications from SOLE and AST&L organizations.

The Master of Science in Logistics, Trade, and Transportation (MS-LTT) is available at the Hattiesburg, Gulf Coast campuses as well as online.

Application and Admission Standards

Admissions data is located on the Graduate School webpage: https://www.usm.edu/graduateschool. Telephone inquiries may be made by calling (601) 266-4895 or 228-214-3237. E-Mail inquiries may be made to MSLTT@usm.edu or directly to graduate program director at md.sarder@usm.edu. Apply online at www.usm.edu/graduate-school/apply-graduate-school.

Limited graduate assistantships are available for the MS-LTT students. Students with good undergraduate records and GRE/GMAT are encouraged to apply at the time they request admission.

The School of Construction and Design will waive the GMAT/GRE test requirement for Masters of Science of Logistics, Trade and Transportation (MSLTT) applicants in the following two instances:

1. Applicants who already have earned a Master degree (or higher graduate degree) from accredited institution in the US.
2. Applicants with 5 years or more of work experience relevant to Logistics, Trade and Transportation and/or Supply Chain Management

Admission to The University of Southern Mississippi's M.S. programs is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized accrediting agency. The graduate admissions committee of the School of Construction and Design recommends admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meets the challenging demands of graduate programs.

In evaluating applications, the admission committee utilizes the following criteria: undergraduate record, graduate admissions test (GRE or GMAT), Tes of English as a foreign Language (TOEFL), and letters of recommendation.

Undergraduate record

The cumulative grade point average (GPA) from all institutions, the area(s) of concentration, the balance of verbal/communication and quantitative/analytical courses, and the trend of grades are considered. Applicants must have a minimum 2.75 GPA in their last 60 hours for regular admission.

Graduate Admission Tests

A candidate should strive to achieve good balanced official scores in all areas of on either the Graduate Management Admissions Test (GMAT) or Graduate Record Exam (GRE). For further information regarding taking this test contact Graduate School Admissions office. Waiver of GRE/GMAT is applicable for applicants who meets either of the following conditions.

1. Applicants who already have earned a master degree (or higher graduate degree) from accredited institution in the U.S.
2. Applicants with 5 years or more of work experience relevant to Logistics, Trade, and Transportation and/or Supply Chain Management areas.

Test of English as a Foreign Language (TOEFL)

Students whose native language is not English must achieve a TOEFL score of 550 or more or IELTS.

Work Experience

While work experience is not required for admission, two or more years of relevant responsibility strengthens the likelihood of admission to the program. Applicants are encouraged to submit resumes showing job responsibilities and accomplishments.

Letters of Recommendation

The admission committee reviews three (3) letters of recommendation to gain a more personal understanding of the applicant's leadership ability in terms of communication and interpersonal skills. Each applicant should request three recommendation letters, at least one of which addresses the applicant's academic preparation. Letters of recommendation should be from persons qualified to assess the applicant's readiness for graduate study and should be sent to the school.

Students may enroll in courses reserved exclusively for graduate students if they have regular admission to specific Southern Miss graduate programs and have taken the necessary prerequisites or if they have been admitted to the certificate program. In rare cases, students may be admitted conditionally. To remove Conditional Admission status, masters students must earn a 3.0 on the first nine (9) semester hours of course work numbered 500 or above on all courses taken while completing this nine (9) hour requirement.

Students transferring from other graduate schools must meet the admission requirements stated above. At the time of admission, transfer students may request that up to six (6) semester hours of approval credit be applied toward degree requirements. Once enrolled, transfer of credit for courses taken at other institutions must be approved in advance. See Transfer Credit Policy in this Bulletin.

Academic Policies

Students who receive a grade of "C" in more than nine (9) hours of course work will be dismissed from the program. Students may not apply hours toward a degree for courses in which there is a grade of "D;" students who receive grades of "D" in more than six (6) hours of course work will be dismissed from the program. Students who receive grades of "F" in more than three (3) hours of course work will be dismissed from the program. Students must have a 3.0 GPA to be in good standing.

Upon approval by the graduate committee, students may repeat one and only one course to improve a cumulative grade point average. Students whose cumulative grade point average (GPA) falls below 3.0 will be placed on probation. Students must attain a cumulative 3.0 GPA by the end of the following (probationary) semester or the graduate committee may dismiss them from the program subject to review.

Degree Requirements

In addition to the degree requirements established by the Graduate School (minimum 30 hours with a minimum of 18 hours at the 600 level), students earning the Master of Science in Logistics, Trade and Transportation must satisfy the degree requirements listed below.

1. Minimum of total of thirty (30) hours in graduate-level courses.
2. Eighteen (18) of the 30 hours must be 600 level or higher.
3. Eighteen (18) of the 30 hours must be from the core courses.
4. Twelve (12) of the 30 hours must be from the approved elective courses.
5. Apply for degree.
6. Successful completion of a comprehensive written examination online following the comprehensive exam guidelines.
7. Grade point average of 3.0 or above is required for graduation.
8. Some students may be required to take few prerequisites/additional courses that do not count towards the minimum thirty (30) hours.
9. Continuous Enrollment Requirement and other requirements as specified in the Graduate Bulletin.
10. Comply with the Academic Policies located at: Academic Policies.
11. Complete the TWO separate parts of the Graduate Exit Survey

    Part 1 of 2 - Graduate Exit Survey - Demographic Information
    Part 2 of 2 - Graduate Exit Survey - Program Information

12. Complete RCR Training and email the certificate at the end of the form to Gabriela Thornton (Gabriela.Thornton@usm.edu) and to Mrs. Pam Posey (pam.posey@usm.edu)

Required courses:

- IET 570 - Logistics Transportation Systems 3 hrs.
- IET 571 - Logistics Distribution Systems 3 hrs.
- IET 615 - Advanced Supply Chain Management 3 hrs.
- IET 670 - Supply Chain Design and Management 3 hrs.
- IET 671 - Supply Chain Modeling and Analysis 3 hrs.
- IET 672 - Global Supply Chain Management 3 hrs.

Select any 4 courses from the following:

(at least 2 of them have to be 600 level or higher)

- IET 505 - Production and Inventory Control Systems 3 hrs.
- IET 513 - Lean Production Systems 3 hrs.
- IET 514 - Engineering Project Management 3 hrs.
- DPH 623 - Biostatistics 3 hrs.
- HCD 725 - Advanced Workforce Analysis 3 hrs.
- HCD 640 - Workforce Development Models 3 hrs.
- AEC 692 - Topics in Engineering Technology 1-6 hrs.
- AEC 696 - Construction Internship 3 hrs.
- BA 600 - Management Foundations 3 hrs.
- BA 611 - Accounting Foundations 3 hrs.
- BA 650 - Marketing Foundations 3 hrs.
- BA 670 - Finance Foundations 3 hrs.
- IDV 854 - International Economics 3 hrs.
- IDV 890 - International Security 3 hrs.
- IDV 713 - Globalization 3 hrs.
- IDV 891 - Seminar in Homeland Security 3 hrs.

- ED 701 - Basic Economic Development 3 hrs.
- ED 725 - Entrepreneurship and Tech-Based Development 3 hrs.
- ED 722 - Economic Development Data Analytics and Theory 3 hrs.
- ED 646 - Business Attraction and Retention 3 hrs.
- HCD 643 - Strategies for Technology Training 3 hrs.
- HCD 660 - Performance Technology I 3 hrs.
- HCD 680 - Workforce Training and Development Seminar 1-6 hrs.
- HCD 715 - Change Leadership 3 hrs.
- HCD 720 - Competency Models 3 hrs
- MGT 600 - Organizational Behavior and Leadership 3 hrs.
- MGT 611 - Analytical Decision Making 3 hrs.
- ACC 611 - Managerial Accounting 3 hrs
- FIN 611 - Financial Management 3 hrs.
- MGT 650 - Global Business Systems 3 hrs.
- MKT 600 - Marketing Management 3 hrs.
- CSC 514 - Software Design and Development 3 hrs.
- CSC 511 - Database Management Systems Design 3 hrs.
- CSC 512 - Introduction to Artificial Intelligence 3 hrs.
- CSC 632 - Artificial Intelligence 3 hrs.
- CSC 633 - Distributed Database Systems 3 hrs.
- CJ 575 - Private Security: Law and Loss Prevention 3 hrs.
- GHY 517 - Geographic Information Systems 2 hrs.

The Master of Science in Logistics, Trade, and Transportation is designed to empower professionals to meet the growing demands of logistics transportation and supply chain management related careers in the Gulf Coast regions, nationally and internationally. This interdisciplinary program is comprised of 30 total credit hours encompassing logistics, transportation supply chain management, global trade and economic development, business, and other courses. These courses are delivered from the Gulf Coast campus in online format. The program can be completed in one year and customized to meet career advancement needs. USM's Master's degree in Logistics, Trade and Transportation provides its graduates with necessary tools and critical understanding of supply chain management, economics, finances, and the practice of contemporary global air, maritime, and land transportation systems. The core competency of this program includes planning and strategy, operations management, system analysis and modeling, global trade, and economic development. Upon completion of this program, graduate qualify to receive two professional certifications from SOLE and AST&L organizations.

Admission Requirements:

In addition to the graduate admission requirements at University of Southern Mississippi, the minimum standards for regular admission are as follows:

1. An applicant must provide evidence, by official transcript, of a grade point average of at least 2.75 (calculated on a 4.0 scale) for the last 60 hours of undergraduate study.
2. The applicant must have competitive official GRE, GMAT, Praxis, MCAT or LSAT scores (all sections) (<10 years old) submitted to Southern Miss. The Applicant can be granted a waiver for their standardized test scores if he or she can provide evidence of five or more years of relevant and progressive work experience, military experience, or distinguished performance/awards. Students whose native language is not English must meet university's minimum requirements of TOEFL or IELTS score.
3. Applicant must submit current resume or curriculum vitae (CV) via the online application.
4. Applicant must have at least three letters of recommendation submitted from persons (e.g. direct supervisors or academic faculty members) who are qualified to assess the applicant's readiness for graduate work.
5. Applicant must submit a Statement of Qualifications (SOQ) specifying areas of interest and career goals. The statement should address the following: reasons this graduate program was chosen, how the applicant plans to relate the specialty area to his or her education and experience, expected career benefits from this program, and any other matters that should be taken into consideration. The SOQ should be 2-3 pages, double-spaced.

Research and Scholarly Integrity Education

All graduate students must complete the CITI training modules required by the Graduate School in the first semester of enrollment. The RSIE policy and training information are found on the Graduate School web page - www.usm.edu/graduate-school. Contact the Dean of the Graduate School if you have any questions regarding the policy of training information.

Degree Requirements

1. Students must develop a degree plan to be approved by a faculty adviser and the program coordinator prior to the completion of more than nine (9) hours of graduate work.
2. Students must satisfactorily complete a minimum of thirty (30) hours in graduate-level courses.
3. Students must perform satisfactorily on a comprehensive examination that is required for graduation. This exam is normally administered during the final semester of graduate work.
4. Students must complete a mastery project to be approved by a faculty advisor. This is usually completed in the final semester of graduate work.
5. Students must maintain a cumulative GPA of 3.0 based on all graduate courses completed.
6. Please refer to the Master's Degree Requirements in the General Degree Requirements section of the Bulletin.

Mathematics, M.S.

James Lambers, Ph.D., Coordinator
(601) 266 - 5784

Overview

The master's program is designed for students to develop a working background in mathematics. Moreover, students interested in applied mathematics can build the foundation to continue in a doctoral program in applied and computational mathematics. Thus, the master's program provides flexibility to accommodate a wide range of interests, as well as the opportunity to specialize in applied mathematics.

Admission Requirements

In addition to complying with the Academic Requirements and Procedures prescribed by the Graduate School, applicants must provide a general GRE score. Applicants whose native language is not English must earn a TOEFL score of at least 550 (TOEFL PBT), 217 (TOEFL CBT), or 80 (TOEFL iBT), or an IELTS score of at least 6.5.

Program Requirements and Academic Policies

Students must comply with the General Degree Requirements prescribed by the Graduate School, and follow the policies listed under General Academic Information. In addition, the following requirements must be satisfied:

1. Of the 30 required graduate hours, at least 18 hours must be in mathematics courses numbered above 600. For students choosing the thesis option, up to 6 hours of MAT 698 count toward this requirement. For students who choose the non-thesis option, MAT 698 will not count towards their degree.
2. Subject to approval of the school director and the student's graduate committee, up to nine (9) semester hours of non-mathematics courses may be used as a portion of the 30 required graduate hours. Said nine hours should be taken from the following list of non-mathematics courses, or should comprise a minor in another discipline.

- BSC 747, Multivariate Applications in Ecology (3)
- CSC 513, Algorithms (3 hrs)
- CSC 630/730, Parallel Programming Techniques (3 hrs)
- PHY 601, Mechanics (3 hrs)
- PHY 603, Statistical Physics (3 hrs)
- PHY 650, Quantum Mechanics I (3 hrs)
- PHY 710, Computational Methods for Physical Systems I (3 hrs)
- PHY 711, Computational Methods for Physical Systems II (3 hrs)

Each candidate for the master's degree will be expected to demonstrate subject matter mastery on the required written master's comprehensive examination. For the non-thesis student, the comprehensive examination will consist of three written exams, with each exam covering one of the four areas indicated in the course requirements below. The areas are selected by the student.

Students choosing the thesis option must satisfy the following requirements:

- Completion and successful defense of a thesis under the direction of a thesis director. The thesis director must be selected from the graduate faculty by the second semester. The thesis prospectus must be approved by the graduate committee by the end of the third semester. Prospectus approval and thesis defense cannot take place during the same semester.
- A written comprehensive examination consisting of two written exams, with each exam covering one of the four areas indicated in the course requirements below. The areas are selected by the student.

Course Requirements (30 hours)

The student, with the help of his or her academic adviser, must select courses from at least three of the following areas, with the option of additional electives.

1. **Analysis:**

   - MAT 536, Theory of Functions of a Complex Variable (3 hrs)
   - MAT 542, Advanced Calculus II (3 hrs)
   - MAT 636, Functions of a Complex Variable (3 hrs)
   - MAT 641, Functions of a Real Variable I (3 hrs)
   - MAT 642, Functions of Real Variable II (3 hrs)

2. **Algebra:**

   - MAT 521, Number Theory (3 hrs)
   - MAT 524, Modern Algebra II (3 hrs)
   - MAT 603, Modern Algebra (3 hrs)

3. **Numerical and Data Analysis:**

   - MAT 520, Probability and Mathematical Statistics II (3 hrs)
   - MAT 561, Numerical Analysis II (3 hrs)
   - MAT 610, Numerical Linear Algebra (3 hrs)

4. **Differential Equations:**

- MAT 515, Introduction to Differential Equations II (3 hrs)
- MAT 517, Introduction to Partial Differential Equations (3 hrs)
- MAT 605, Ordinary Differential Equations (3 hrs)
- MAT 606, Partial Differential Equations (3 hrs)

For students choosing the thesis option, 6 hours of the following course are required:

- MAT 698, Thesis (1-6 hrs)

MEMORANDUM

To: Graduate Council
Through: College Curriculum Committee
From: Richard Kravchak, Director
Date: March 28, 2019
Subject: Doctoral Project Option for DMA

The School of Music would like to establish the option of a Dissertation **OR** Doctoral Project and make a slight modification to the Recitals for the Performance DMA in the following areas/instruments:

Bassoon	Oboe	Tuba
Clarinet	Percussion	Viola
Conducting	Harpsichord	Violin
Euphonium	Saxophone	Violoncello
Flute	String Bass	Voice
Guitar	Trombone	
Horn	Trumpet	

The Performance DMA in Piano is staying in the current degree.

The faculty in the above areas feel that the Doctoral Project (lecture recital plus document) will bring our degree in line with the other DMA Performance programs in our area and across the country. This will keep us competitive since it allows for a document that accompanies a lecture recital to take the place of a dissertation, which requires more academic rigor and length. Since this degrees focus is in performance, a lecture recital/document is a needed option. Adjustments for the Degree Plan should read as follows

Dissertation/ Doctoral Project

The Ph.D. dissertation, required for completion of the Doctor of Philosophy in Music Education degree, must be a written thesis that is an original and significant contribution to the knowledge of the field; it must give evidence of the candidate's ability to make a scholarly investigation of limited scope.

The D.M.A. dissertation, an option for completion of the Doctor of Musical Arts degree, must be a written thesis that is an original and significant contribution to the knowledge of the field; it must give evidence of the candidate's ability to make a scholarly investigation of limited scope.

The Doctoral Project is a lecture recital accompanied by a lecture document. This lecture recital/document gives evidence of the candidate's ability to make a scholarly investigation of limited scope. If this option is selected, the final D.M.A. lecture recital is in addition to the three required recitals.

All DMA Areas Except Conducting

The DMA student will be required to take MUS 500, MUS 702, MUS 731, and MUS 898. The remainder of the coursework will be determined in light of the student's qualifying examination, entrance audition, his or her interests or professional goals, and the counsel of the major professor and graduate advisory committee. In planning this program, the following minimum distribution of graduate courses (including master's degree work) is required: thirty (30) semester hours in performance, music studio study and recitals, nine (9) semester hours in music history (survey courses and/or MUS 571), three (3) semester hours in music literature (MUS 531 and/or courses with the word "literature" in the title), nine (9) semester hours in music theory, and the remainder of the program in approved electives which may include six (6) semester hours in a cognate field of study. 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.

For the DMA in Piano Performance, three recitals will be required in addition to the entrance audition. One must be a solo recital, one a lecture recital, and the third chosen from the following options: (a) performance of a concerto with orchestra, (b) performance of a major role in an opera, (c) performance of a major role in an oratorio, (d) a full-length recital of chamber music, or (e) a second solo recital. (Note: To use options "a" through "d," permission of the student's advisory committee must be received before the semester in which the event will occur.) As a general rule, not more than one doctoral recital may be presented by a candidate during any academic term, nor more than two during any nine-month period. Rare exceptions will be permitted, but under rigidly controlled procedures. See the graduate coordinator for details. Students must inform all committee members of the dates for degree performances well in advance and must return a signed copy of the Recital Repertoire form to the graduate coordinator at least one week before the performance.

For all other DMA Performance areas, three recitals will be required in addition to the candidacy audition. One must be a solo recital, one must be either a full-length recital of chamber music **or** another solo recital, and the third chosen from the following options:

      (a) Performance of a concerto with orchestra/band
      (b) Performance of a major role in an opera
      (c) Performance of a major role in an oratorio
      (d) A full-length recital of chamber music
      (e) A lecture recital
      (f) A solo recital

To use options "a" through "e," permission of the student's Advisory Committee must be received **one semester prior to** the semester in which the event will occur. 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.
Students must fill out a *Recital Repertoire Approval Form* and return it to the Graduate Coordinator no later than one week prior to the recital date.

The School of Music Curriculum Committee unanimously voted to approve these changes. The teaching site is Hattiesburg and we would like the effective date to be Fall of 2019.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

SCHOOL OF OCEAN SCIENCE & ENGINEERING | PROGRAM IN MARINE SCIENCE
1020 Balch Blvd. Stennis Space Center, MS 39529

INTERNAL MEMO

TO: Graduate Council

THROUGH: Curriculum Committee, College of Arts and Sciences

THROUGH: William (Monty) Graham, Director, School of Ocean Science and Engineering

FROM: Jerry Wiggert, Associate Director, School of Ocean Science and Engineering

DATE: 28 March 2019

RE: Proposal to modify the Marine Science MS degree program to include a non-thesis (en route) option

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Dear Colleagues:

The Marine Science faculty in the School of Ocean Science and Engineering agreed unanimously on March 27, 2019 to include a non-thesis (en route) option in the MS Marine Science graduate program.

Justification: Historically, the Division of Marine Science has enrolled beginning graduate students in its Marine Science M.S. program, but then has transitioned well-qualified students into the Marine Science Ph.D. program without receipt of an M.S. degree. The rationale for this was that it would be too onerous for students to complete all M.S. requirements and then re-apply to the Ph.D. program and re-start the process of accumulating credits. This has resulted in graduation rates for the Marine Science M.S. degree program appearing to reflect an unsuccessful program in some assessments. That is, students completing the Ph.D. degree, who exist in sufficient numbers, most certainly also have the competencies associated with attaining a Master's degree. However, with an additional M.S. thesis delaying progress towards the Ph.D., and no other option to earn the Master's degree, there has been no formal route to verify this achievement without delaying progress towards the doctorate degree.

To facilitate accurate assessment of the M.S. degree program, and to allow students pursuing the Ph.D. to obtain the M.S. credential along the way, we propose to add a non-thesis M.S. degree option to the existing (thesis-based) M.S. degree plan. This option will allow students to obtain an M.S. degree based on course work and achievement of a research milestone, which, in particular, facilitates earning an M.S. degree en route to the Ph.D. degree. Note that for some students, the ability to earn an M.S. en route to the Ph.D. may be a necessary or desired outcome such as when external support is dependent on attaining that interim step.

Degree requirements: The thesis option for the M.S. degree will be retained. For the non-thesis option in the M.S. degree, students will need to complete all coursework requirements of the current (thesis-based) marine science M.S. program, with the exception of MAR 698 (Thesis). Other electives, as determined by the student in agreement with their advisory committee, will be substituted for MAR

698. The student must also obtain approval of a Ph.D.-level research prospectus and pass a comprehensive examination. Successful completion of this non-thesis M.S. degree will be assessed based on a 'pass' or 'fail' assessment provided by each member of the student's Ph.D. committee and will also include review of the student's research progress. This non-thesis option will only be available to Ph.D. students wishing to earn the M.S. degree en route to the Ph.D.

I have attached with this memorandum the edits to the Graduate Bulletin that will be needed in implementing this modification. If there is any clarification or further supporting information needed regarding this request, please do not hesitate to contact me

<u>Bulletin edits (to be added to the end of the section "Doctor of Philosophy in Marine Science")</u>

Master of Science en route to Doctor of Philosophy in Marine Science
Ph.D. students may elect to earn an M.S. degree en route to the Ph.D. degree. To do so, students must complete all coursework requirements of the thesis-based marine science M.S. program, with the exception of MAR 698 (Thesis). Other electives, as determined by the student in agreement with their advisory committee, will be substituted for MAR 698. The student must also obtain approval of a Ph.D.-level research prospectus and pass a comprehensive examination. Successful completion of this non-thesis M.S. degree will be assessed based on a 'pass' or 'fail' assessment provided by each student's committee members and will also include review of the student's research progress. This option is only available to Ph.D. students wishing to earn the M.S. degree en route to the Ph.D.

Marine Science (Biological Oceanography), M.S.

Master of Science Programs

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the master's program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study. Successful applicants have highly competitive scores and have grade point averages of 3.0 or above. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study. A letter of intent should also be addressed to the school director expressing personal academic, research, and career goals. This letter is used in two ways in the admission process. It provides a sample of the applicant's writing competency and communication skills, and provides information concerning the compatibility of the applicant's interests with school research interests. A minimum score of 84 is required on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. Applicants who are not eligible for regular admission may be considered for conditional admission. Students admitted conditionally must maintain a 3.0 GPA for the first nine (9) hours of coursework numbered 500 and above or on all coursework taken while completing this nine (9) hour requirement. If this requirement is not met, the student is not allowed to remain in the program. Upon recommendation by the school director and approval by the dean, the student admitted conditionally may have his or her admission status changed to "regular admission." For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Degree Requirements for Master of Science in Marine Science

A total of 34 hours of graduate level courses (18 hours of 600 level or higher) with a minimum GPA of 3.0 must be completed in order to fulfill the master of science degree requirements. All entering graduate students must complete the four core courses and their associated laboratory courses, generally by the end of their first year in residence. Students advance to candidacy for the M.S. degree by completing all the core courses and laboratories with a grade of B or better, successfully passing the school qualifying examination (administered after the core courses are completed), and completing a thesis prospectus. A graduate student can accumulate no more than two Cs. Other program course

requirements include six (6) hours of Thesis (698) and at least two (2) hours of Seminar in Marine Science and passing a comprehensive exam. The required courses account for 24 of the total 34 hours; the remaining 10 hours (courses numbered 600 and above) must be chosen by the student (after consultation with the student's adviser) from a list of elective courses approved by the school. In addition to the degree program requirements described in this *Bulletin*, all students in the master of science degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience. More information on marine science degree requirements and additional course listings can be obtained by writing to the school director. A GPA of 3.0 or higher is required to graduate.

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

Required Courses

- MAR 501 - Biological Oceanography 3 hrs.
- MAR 501L - Biological Oceanography Laboratory 1 hr.
- MAR 541 - Marine Chemistry 3 hrs.
- MAR 541L - Marine Chemistry Laboratory 1 hr.
- MAR 561 - Physical Oceanography 3 hrs.
- MAR 561L - Physical Oceanography Laboratory 1 hr.
- MAR 581 - Geological Oceanography 3 hrs.
- MAR 581L - Geological Oceanography Laboratory 1 hr.
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 698 - Thesis 1-6 hrs. (6 hrs. required)
- Approved Electives (600 level or above) up to 10 hours. May include MAR 691 or MAR 697

Required courses:
MAR 600-Biological Oceanography 3 hrs.
MAR 600L-Biological Oceanography Laboratory 1 hr.
MAR 621-Geological Oceanography 3 hrs.
MAR 621L-Geological Oceanography 1 hr.
MAR 640-Marine Chemistry 3 hrs.
MAR 641L-Marine Chemistry 1 hr.
MAR 660-Physical Oceanography 3 hrs.
MAR 660L-Physical Oceanography 1 hr.
MAR 689-Seminar in Marine Science 1 hr. (2 hrs. required)
MAR 698-Thesis 1-6 hrs. (6 hrs. required)
Approved electives (500 or above) up to 10 hours. May include MAR 691 or MAR 697

Marine Science (Geological Oceanography), M.S.

Master of Science Programs

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Marine Science (Marine Chemistry), M.S.

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Marine Science (Physical Oceanography), M.S.

Master of Science Programs

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Degree Requirements for Master of Science in Marine Science

A total of 34 hours of graduate level courses (18 hours of 600 level or higher) with a minimum GPA of 3.0 must be completed in order to fulfill the master of science degree requirements. All entering graduate students must complete the four core courses and their associated laboratory courses, generally by the end of their first year in residence. Students advance to candidacy for the M.S. degree by completing all the core courses and laboratories with a grade of B or better, successfully passing the school qualifying examination (administered after the core courses are completed), and completing a thesis prospectus. A graduate student can accumulate no more than two Cs. Other program course

requirements include six (6) hours of Thesis (698) and at least two (2) hours of Seminar in Marine Science and passing a comprehensive exam. The required courses account for 24 of the total 34 hours; the remaining 10 hours (courses numbered 600 and above) must be chosen by the student (after consultation with the student's adviser) from a list of elective courses approved by the school. In addition to the degree program requirements described in this *Bulletin*, all students in the master of science degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience. More information on marine science degree requirements and additional course listings can be obtained by writing to the school director. A GPA of 3.0 or higher is required to graduate.

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

Required Courses

- MAR 501 - Biological Oceanography 3 hrs.
- MAR 501L - Biological Oceanography Laboratory 1 hr.
- MAR 541 - Marine Chemistry 3 hrs.
- MAR 541L - Marine Chemistry Laboratory 1 hr.
- MAR 561 - Physical Oceanography 3 hrs.
- MAR 561L - Physical Oceanography Laboratory 1 hr.
- MAR 581 - Geological Oceanography 3 hrs.
- MAR 581L - Geological Oceanography Laboratory 1 hr.
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 698 - Thesis 1-6 hrs. (6 hrs. required)
- Approved Electives (600 level or above) up to 10 hours. May include MAR 691 or MAR 697

Required courses:
MAR 600-Biological Oceanography 3 hrs.
MAR 600L-Biological Oceanography Laboratory 1 hr.
MAR 621-Geological Oceanography 3 hrs.
MAR 621L-Geological Oceanography 1 hr.
MAR 640-Marine Chemistry 3 hrs.
MAR 641L-Marine Chemistry 1 hr.
MAR 660-Physical Oceanography 3 hrs.
MAR 660L-Physical Oceanography 1 hr.
MAR 689-Seminar in Marine Science 1 hr. (2 hrs. required)
MAR 698-Thesis 1-6 hrs. (6 hrs. required)
Approved electives (500 or above) up to 10 hours. May include MAR 691 or MAR 697

Marine Science (Biological Oceanography), Ph.D.

Doctor of Philosophy in Marine Science

The School of Ocean Science and Technology offers a Doctor of Philosophy in Marine Science with specialization in a wide range of marine science fields, including biological oceanography, geological oceanography, hydrographic science, marine chemistry, and physical oceanography. The Ph.D. program emphasizes excellence in research. Qualified students holding either a bachelor's or master's degree in a relevant field of science, mathematics, or computer science are encouraged to apply for admission to the Ph.D. program.

Students must meet the general requirements set forth in the *Graduate Bulletin* of The University of Southern Mississippi. The Ph.D. in marine science entails a minimum of fifty-four (54) semester hours of coursework beyond the bachelor's degree or master's degree.

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the Ph.D. program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study as well as a 3.50 GPA on previous graduate study. Successful applicants have highly competitive scores and have a grade point average of 3.0 or above for undergraduate work and 3.5 on previous graduate study. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study.

A letter of intent should also be addressed to the school director expressing personal academic and research goals. Students whose native language is not English must achieve a score of 84 or above on the internet-based TOEFL exam. For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received by the department no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Program Requirements

Required Courses

- ~~MAR 501 - Biological Oceanography 3 hrs.~~
- ~~MAR 501L - Biological Oceanography Laboratory 1 hr.~~
- ~~MAR 541 - Marine Chemistry 3 hrs.~~
- ~~MAR 541L - Marine Chemistry Laboratory 1 hr.~~
- ~~MAR 561 - Physical Oceanography 3 hrs.~~
- ~~MAR 561L - Physical Oceanography Laboratory 1 hr.~~
- ~~MAR 581 - Geological Oceanography 3 hrs.~~
- ~~MAR 581L - Geological Oceanography Laboratory 1 hr.~~
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 898 - Dissertation 12 hrs.
- Approved Electives 12 hrs. *

Note:

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*MAR 691 - Directed Research in Marine Science, MAR 791 - Directed Research in Marine Science, MAR 697 - Independent Study and Research, MAR 797 - Independent Study and Research, MAR 698 - Thesis and MAR 898 - Dissertation, do not count toward the above twelve (12) credit hour approved elective requirement of approved courses numbered 600 and above for the Ph.D. The above courses account for forty-two (42) of the total fifty-four (54) hours required for the Ph.D. Course listings for the additional 12 hours of approved elective courses numbered ~~600~~ 500 or above can be obtained by writing to the school director.

Additional requirements for the Ph.D. with hydrographic science emphasis can be obtained through the director of the School of Ocean Science and Technology.

Other Requirements

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1. The student must complete all core courses with a grade of B or better.
2. The student can accumulate no more than two Cs.
3. The student is required to pass an oral and/or written qualifying examination.
4. Research tool(s) requirement for marine science doctoral students is tailored to the specific tools and skills needed by the student for his/her dissertation research or future career. Contact the school for specific requirements.
5. The student must select and have approved a suitable research problem and completion of a dissertation prospectus
6. The student is required to pass an oral and/or written comprehensive examination consisting of written and oral components to determine the student's comprehension of course material and the student's ability to pursue the proposed research.
7. Completion and successful defense of a scholarly dissertation based on the student's original research. (12 hours of 898 are required)
8. A GPA of 3.0 or higher is required for graduation.
9. Residency. Students must meet the residency requirements specified in the *Bulletin*.
10. In addition to the degree program requirements described in this *Bulletin*, all students in the Ph.D. degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience.
11. Continuous enrollment - Students must meet the requirement specified in the front section of this *Bulletin*.
12. All other timeline requirements can be obtained through the director of the School of Ocean Science and Technology.

Marine Science (Geological Oceanography), Ph.D.

Doctor of Philosophy in Marine Science

The School of Ocean Science and Technology offers a Doctor of Philosophy in Marine Science with specialization in a wide range of marine science fields, including biological oceanography, geological oceanography, hydrographic science, marine chemistry, and physical oceanography. The Ph.D. program emphasizes excellence in research. Qualified students holding either a bachelor's or master's degree in a relevant field of science, mathematics, or computer science are encouraged to apply for admission to the Ph.D. program.

Students must meet the general requirements set forth in the *Graduate Bulletin* of The University of Southern Mississippi. The Ph.D. in marine science entails a minimum of fifty-four (54) semester hours of coursework beyond the bachelor's degree or master's degree.

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the Ph.D. program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study as well as a 3.50 GPA on previous graduate study. Successful applicants have highly competitive scores and have a grade point average of 3.0 or above for undergraduate work and 3.5 on previous graduate study. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study.

A letter of intent should also be addressed to the school director expressing personal academic and research goals. Students whose native language is not English must achieve a score of 84 or above on the internet-based TOEFL exam. For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received by the department no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Program Requirements

Required Courses

- ~~MAR 501 - Biological Oceanography 3 hrs.~~
- ~~MAR 501L - Biological Oceanography Laboratory 1 hr.~~
- ~~MAR 541 - Marine Chemistry 3 hrs.~~
- ~~MAR 541L - Marine Chemistry Laboratory 1 hr.~~
- ~~MAR 561 - Physical Oceanography 3 hrs.~~
- ~~MAR 561L - Physical Oceanography Laboratory 1 hr.~~
- ~~MAR 581 - Geological Oceanography 3 hrs.~~
- ~~MAR 581L - Geological Oceanography Laboratory 1 hr.~~
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 898 - Dissertation 12 hrs.
- Approved Electives 12 hrs. *

MAR 600-Biological Oceanography 3 hrs.
MAR 600L-Biological Oceanography Laboratory 1 hr.
MAR 621-Geological Oceanography 3 hrs.
MAR 621L-Geological Oceanography 1 hr.
MAR 640-Marine Chemistry 3 hrs.
MAR 641L-Marine Chemistry 1 hr.
MAR 660-Physical Oceanography 3 hrs.
MAR 660L-Physical Oceanography 1 hr.

Note:

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*MAR 691 - Directed Research in Marine Science, MAR 791 - Directed Research in Marine Science, MAR 697 - Independent Study and Research, MAR 797 - Independent Study and Research, MAR 698 - Thesis and MAR 898 - Dissertation, do not count toward the above twelve (12) credit hour approved elective requirement of approved courses numbered 600 and above for the Ph.D. The above courses account for forty-two (42) of the total fifty-four (54) hours required for the Ph.D. Course listings for the additional 12 hours of approved elective courses numbered ~~600~~ 500 or above can be obtained by writing to the school director.

Additional requirements for the Ph.D. with hydrographic science emphasis can be obtained through the director of the School of Ocean Science and Technology.

Other Requirements

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1. The student must complete all core courses with a grade of B or better.
2. The student can accumulate no more than two Cs.
3. The student is required to pass an oral and/or written qualifying examination.
4. Research tool(s) requirement for marine science doctoral students is tailored to the specific tools and skills needed by the student for his/her dissertation research or future career. Contact the school for specific requirements.
5. The student must select and have approved a suitable research problem and completion of a dissertation prospectus
6. The student is required to pass an oral and/or written comprehensive examination consisting of written and oral components to determine the student's comprehension of course material and the student's ability to pursue the proposed research.
7. Completion and successful defense of a scholarly dissertation based on the student's original research. (12 hours of 898 are required)
8. A GPA of 3.0 or higher is required for graduation.
9. Residency. Students must meet the residency requirements specified in the *Bulletin*.
10. In addition to the degree program requirements described in this *Bulletin*, all students in the Ph.D. degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience.
11. Continuous enrollment - Students must meet the requirement specified in the front section of this *Bulletin*.
12. All other timeline requirements can be obtained through the director of the School of Ocean Science and Technology.

Marine Science (Hydrographic Science), Ph.D.

Doctor of Philosophy in Marine Science

The School of Ocean Science and Technology offers a Doctor of Philosophy in Marine Science with specialization in a wide range of marine science fields, including biological oceanography, geological oceanography, hydrographic science, marine chemistry, and physical oceanography. The Ph.D. program emphasizes excellence in research. Qualified students holding either a bachelor's or master's degree in a relevant field of science, mathematics, or computer science are encouraged to apply for admission to the Ph.D. program.

Students must meet the general requirements set forth in the *Graduate Bulletin* of The University of Southern Mississippi. The Ph.D. in marine science with an emphasis in hydrographic science entails a minimum of fifty-five (55) semester hours of coursework beyond the bachelor's degree or master's degree.

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the Ph.D. program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study as well as a 3.50 GPA on previous graduate study. Successful applicants have highly competitive scores and have a grade point average of 3.0 or above for undergraduate work and 3.5 on previous graduate study. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study.

A letter of intent should also be addressed to the school director expressing personal academic and research goals. Students whose native language is not English must achieve a score of 84 or above on the internet-based TOEFL exam. For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received by the school no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Required courses:

- ~~MAR 501 - Biological Oceanography 3 hrs.~~   MAR 600-Biological Oceanography 3 hrs.
- ~~MAR 541 - Marine Chemistry 3 hrs.~~   MAR 640-Marine Chemistry 3 hrs.

- ~~MAR 561 - Physical Oceanography 3 hrs.~~
- ~~MAR 581 - Geological Oceanography 3 hrs.~~
- HYD 600 - Classical Geodesy 3 hrs.
- HYD 604 - Kinematic Positioning 3 hrs.
- HYD 605 - Applied Bathymetry 3 hrs.
- HYD 612 - Water Levels 3 hrs.
- MAR 668 - Applied Ocean Acoustics 3 hrs.
- MAR 898 - Dissertation 12 hrs.
- Approved Electives 16 hrs. *

MAR 660-Physical Oceanography 3 hrs.
MAR 621-Geological Oceanography 3 hrs.

Note:

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*MAR 691 - Directed Research in Marine Science, MAR 791 - Directed Research in Marine Science, MAR 697 - Independent Study and Research, MAR 797 - Independent Study and Research, MAR 698 - Thesis and MAR 898 - Dissertation, do not count toward the above sixteen (16) credit hour approved elective requirement of approved courses numbered 600 and above for the Ph.D. The above courses account for thirty-nine (39) of the total fifty-five (55) hours required for the Ph.D. Course listings for the additional 16 hours of approved elective courses numbered ~~600~~ and abovecan be obtained by writing to the school director.

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Additional requirements for the Ph.D. with hydrographic science emphasis can be obtained through the director of the School of Ocean Science and Technology, including the courses required to receive certification from the International Hydrographic Organization of completion of a Cat-A program in Hydrography.

Other Requirements

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1. The student must complete all core courses with a grade of B or better.
2. The student can accumulate no more than two Cs.
3. The student is required to pass an oral and/or written qualifying examination.
4. Research tool(s) requirement for marine science doctoral students is tailored to the specific tools and skills needed by the student for his/her dissertation research or future career. Contact the school for specific requirements.
5. The student must select and have approved a suitable research problem and completion of a dissertation prospectus
6. The student is required to pass an oral and/or written comprehensive examination consisting of written and oral components to determine the student's comprehension of course material and the student's ability to pursue the proposed research.
7. Completion and successful defense of a scholarly dissertation based on the student's original research. (12 hours of 898 are required)
8. A GPA of 3.0 or higher is required for graduation.
9. Residency. Students must meet the residency requirements specified in the *Bulletin*.
10. In addition to the degree program requirements described in this *Bulletin*, all students in the Ph.D. degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience.
11. Continuous enrollment - Students must meet the requirement specified in the front section of this *Bulletin*.
12. All other timeline requirements can be obtained through the director of the School of Ocean Science and Technology .

Marine Science (Marine Chemistry), Ph.D.

Doctor of Philosophy in Marine Science

The School of Ocean Science and Technology offers a Doctor of Philosophy in Marine Science with specialization in a wide range of marine science fields, including biological oceanography, geological oceanography, hydrographic science, marine chemistry, and physical oceanography. The Ph.D. program emphasizes excellence in research. Qualified students holding either a bachelor's or master's degree in a relevant field of science, mathematics, or computer science are encouraged to apply for admission to the Ph.D. program.

Students must meet the general requirements set forth in the *Graduate Bulletin* of The University of Southern Mississippi. The Ph.D. in marine science entails a minimum of fifty-four (54) semester hours of coursework beyond the bachelor's degree or master's degree.

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the Ph.D. program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study as well as a 3.50 GPA on previous graduate study. Successful applicants have highly competitive scores and have a grade point average of 3.0 or above for undergraduate work and 3.5 on previous graduate study. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study.

A letter of intent should also be addressed to the school director expressing personal academic and research goals. Students whose native language is not English must achieve a score of 84 or above on the internet-based TOEFL exam. For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received by the department no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Program Requirements

Required Courses

- ~~MAR 501 - Biological Oceanography 3 hrs.~~ MAR 600-Biological Oceanography 3 hrs.
- ~~MAR 501L - Biological Oceanography Laboratory 1 hr.~~ MAR 600L-Biological Oceanography 1 hr.
- ~~MAR 541 - Marine Chemistry 3 hrs.~~ MAR 640-Marine Chemistry 3 hrs.
- ~~MAR 541L - Marine Chemistry Laboratory 1 hr.~~ MAR 640L-Marine Chemistry 1 hr.
- ~~MAR 561 - Physical Oceanography 3 hrs.~~ MAR 660-Physical Oceanography 3 hrs.
- ~~MAR 561L - Physical Oceanography Laboratory 1 hr.~~ MAR 660L-Physical Oceanography 1 hr.
- ~~MAR 581 - Geological Oceanography 3 hrs.~~ MAR 621-Geological Oceanography 3 hrs.
- ~~MAR 581L - Geological Oceanography Laboratory 1 hr.~~ MAR 621L-Geological Oceanography 1 hr.
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 898 - Dissertation 12 hrs.
- Approved Electives 12 hrs. *

Note:

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*MAR 691 - Directed Research in Marine Science, MAR 791 - Directed Research in Marine Science, MAR 697 - Independent Study and Research, MAR 797 - Independent Study and Research, MAR 698 - Thesis and MAR 898 - Dissertation, do not count toward the above twelve (12) credit hour approved elective requirement of approved courses numbered 600 and above for the Ph.D. The above courses account for forty-two (42) of the total fifty-four (54) hours required for the Ph.D. Course listings for the additional 12 hours of approved elective courses numbered ~~600~~ 500 or above can be obtained by writing to the school director.

Additional requirements for the Ph.D. with hydrographic science emphasis can be obtained through the director of the School of Ocean Science and Technology.

Other Requirements

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1. The student must complete all core courses with a grade of B or better.
2. The student can accumulate no more than two Cs.
3. The student is required to pass an oral and/or written qualifying examination.
4. Research tool(s) requirement for marine science doctoral students is tailored to the specific tools and skills needed by the student for his/her dissertation research or future career. Contact the school for specific requirements.
5. The student must select and have approved a suitable research problem and completion of a dissertation prospectus
6. The student is required to pass an oral and/or written comprehensive examination consisting of written and oral components to determine the student's comprehension of course material and the student's ability to pursue the proposed research.
7. Completion and successful defense of a scholarly dissertation based on the student's original research. (12 hours of 898 are required)
8. A GPA of 3.0 or higher is required for graduation.
9. Residency. Students must meet the residency requirements specified in the *Bulletin*.
10. In addition to the degree program requirements described in this *Bulletin*, all students in the Ph.D. degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience.
11. Continuous enrollment - Students must meet the requirement specified in the front section of this *Bulletin*.
12. All other timeline requirements can be obtained through the director of the School of Ocean Science and Technology.

Marine Science (Physical Oceanography), Ph.D.

Doctor of Philosophy in Marine Science

The School of Ocean Science and Technology offers a Doctor of Philosophy in Marine Science with specialization in a wide range of marine science fields, including biological oceanography, geological oceanography, hydrographic science, marine chemistry, and physical oceanography. The Ph.D. program emphasizes excellence in research. Qualified students holding either a bachelor's or master's degree in a relevant field of science, mathematics, or computer science are encouraged to apply for admission to the Ph.D. program.

Students must meet the general requirements set forth in the *Graduate Bulletin* of The University of Southern Mississippi. The Ph.D. in marine science entails a minimum of fifty-four (54) semester hours of coursework beyond the bachelor's degree or master's degree.

Admission Requirements

In addition to the general admission and academic requirements for all graduate programs as set forth in this *Bulletin*, regular admission to the Ph.D. program in marine science requires successful completion of the Graduate Record Examination (all sections) and a high grade point average for the last two years of undergraduate study as well as a 3.50 GPA on previous graduate study. Successful applicants have highly competitive scores and have a grade point average of 3.0 or above for undergraduate work and 3.5 on previous graduate study. Also required are three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study.

A letter of intent should also be addressed to the school director expressing personal academic and research goals. Students whose native language is not English must achieve a score of 84 or above on the internet-based TOEFL exam. For students wishing to be considered for graduate assistantships for the academic year beginning in the fall semester, application materials should be received by the department no later than March 1.

Integrity Assurance Program (IAP)

All faculty holding Regular or Associate graduate faculty status must complete IAP training modules required by the Graduate School and their schools. All graduate students must complete the training modules required by the Graduate School and their schools the first semester they are enrolled in graduate school. The policy and training information can be found on the following website: http://www.usm.edu/research/research-and-scholarly-integrity-assurance-program

Program Requirements

Required Courses

- ~~MAR 501 - Biological Oceanography 3 hrs.~~   MAR 600-Biological Oceanography 3 hrs.
- ~~MAR 501L - Biological Oceanography Laboratory 1 hr.~~   MAR 600L-Biological Oceanography 1 hr.
- ~~MAR 541 - Marine Chemistry 3 hrs.~~   MAR 640-Marine Chemistry 3 hrs.
- ~~MAR 541L - Marine Chemistry Laboratory 1 hr.~~   MAR 640L-Marine Chemistry 1 hr.
- ~~MAR 561 - Physical Oceanography 3 hrs.~~   MAR 660-Physcial Oceanography 3 hrs.
- ~~MAR 561L - Physical Oceanography Laboratory 1 hr.~~   MAR 660L-Physical Oceanography 1 hr.
- ~~MAR 581 - Geological Oceanography 3 hrs.~~   MAR 621-Geological Oceanography 3 hrs.
- ~~MAR 581L - Geological Oceanography Laboratory 1 hr.~~   MAR 621L-Geological Oceanography 1 hr.
- MAR 689 - Seminar in Marine Science 1 hr. (2 hrs. required)
- MAR 898 - Dissertation 12 hrs.
- Approved Electives 12 hrs. *

Note:

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*MAR 691 - Directed Research in Marine Science, MAR 791 - Directed Research in Marine Science, MAR 697 - Independent Study and Research, MAR 797 - Independent Study and Research, MAR 698 - Thesis and MAR 898 - Dissertation, do not count toward the above twelve (12) credit hour approved elective requirement of approved courses numbered 600 and above for the Ph.D. The above courses account for forty-two (42) of the total fifty-four (54) hours required for the Ph.D. Course listings for the additional 12 hours of approved elective courses numbered ~~600~~ 500 or above can be obtained by writing to the school director.

Additional requirements for the Ph.D. with hydrographic science emphasis can be obtained through the director of the School of Ocean Science and Technology.

Other Requirements

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1. The student must complete all core courses with a grade of B or better.
2. The student can accumulate no more than two Cs.
3. The student is required to pass an oral and/or written qualifying examination.
4. Research tool(s) requirement for marine science doctoral students is tailored to the specific tools and skills needed by the student for his/her dissertation research or future career. Contact the school for specific requirements.
5. The student must select and have approved a suitable research problem and completion of a dissertation prospectus
6. The student is required to pass an oral and/or written comprehensive examination consisting of written and oral components to determine the student's comprehension of course material and the student's ability to pursue the proposed research.
7. Completion and successful defense of a scholarly dissertation based on the student's original research. (12 hours of 898 are required)
8. A GPA of 3.0 or higher is required for graduation.
9. Residency. Students must meet the residency requirements specified in the *Bulletin*.
10. In addition to the degree program requirements described in this *Bulletin*, all students in the Ph.D. degree program must accumulate at least ten (10) days of appropriate field experience in order to successfully complete the degree program. Contact the school director for information on appropriate types of field experience.
11. Continuous enrollment - Students must meet the requirement specified in the front section of this *Bulletin*.
12. All other timeline requirements can be obtained through the director of the School of Ocean Science and Technology.

Theatre (Design and Technical), M.F.A.

Master of Fine Arts Degree in Theatre

The objective of the Master of Fine Arts curriculum is to develop the educated Theatre Artist by offering sound theory and intensive practical training simultaneously. Students in the Master of Fine Arts programs will elect a degree plan with specialization in one of the following areas: (1) directing, (2) performance or (3) design and technical theatre.

Regular admission to a Master of Fine Arts program requires: (1) the submission of Graduate Record Examination scores; (2) an undergraduate grade point average of at least 3.0 in the undergraduate major area or on the last 60 hours attempted; (3) acceptable performance audition or portfolio evaluations; (4) three strong letters of recommendation, which should address the applicant's academic preparation in the area of theatre design and technology; and (5) successful personal interviews. Members of all underrepresented groups are strongly encouraged to apply. Design emphasis students must present a portfolio for review by the faculty prior to the initial registration. If no portfolio is available, a student may be admitted on a conditional basis until an acceptable minimum proficiency is determined.

The Master of Fine Arts program normally requires three years of full-time graduate study and the completion of a minimum approved program of sixty (60) hours with at least 18 hours of coursework at the 600 level or higher. A 3.0 GPA is required for graduation. It is recommended that the M.F.A. student spend at least one summer as a member of the Repertory Theatre program. The candidate will satisfactorily complete a creative project in his major area of emphasis and defend it orally before the Theatre faculty. Proficiency reviews will be required of all M.F.A. candidates at the conclusion of their second semester in residence. Culminating creative project is required.

Research and Scholarly Integrity Education

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

Theatre (Directing), M.F.A.

Master of Fine Arts Degree in Theatre

The objective of the Master of Fine Arts curriculum is to develop the educated Theatre Artist by offering sound theory and intensive practical training simultaneously. Students in the Master of Fine Arts programs will elect a degree plan with specialization in one of the following areas: (1) directing, (2) performance or (3) design and technical theatre.

Regular admission to a Master of Fine Arts program requires: (1) the submission of Graduate Record Examination scores; (2) an undergraduate grade point average of at least 3.0 in the undergraduate major area or on the last 60 hours attempted; (3) letter of intent or portfolio evaluations; (4) three strong letters of recommendation, which should address the applicant's academic preparation in the area of theatre; (5) successful personal interviews; and (6) submit essay based on prompt from Theatre program. Members of all underrepresented groups are strongly encouraged to apply. Directing Emphasis students are required to submit written play analysis material as part of the application process.

The Master of Fine Arts program normally requires three years of full-time graduate study and the completion of a minimum approved program of sixty (60) hours with at least 18 hours of coursework at the 600 level or higher. A 3.0 GPA is required for graduation. It is recommended that the M.F.A. student spend at least one summer as a member of the Repertory Theatre program. The candidate will satisfactorily complete a creative project in his major area of emphasis and defend it orally before the Theatre faculty. Proficiency reviews will be required of all M.F.A. candidates at the conclusion of their second semester in residence. Comprehensive exam is required.

Research and Scholarly Integrity Education

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

Theatre (Performance), M.F.A.

Master of Fine Arts Degree in Theatre

The objective of the Master of Fine Arts curriculum is to develop the educated Theatre Artist by offering sound theory and intensive practical training simultaneously. Students in the Master of Fine Arts programs will elect a degree plan with specialization in one of the following areas: (1) directing, (2) performance or (3) design and technical theatre.

Regular admission to a Master of Fine Arts program requires: (1) the submission of Graduate Record Examination scores; (2) an undergraduate grade point average of at least 3.0 in the undergraduate major area or on the last 60 hours attempted; (3) acceptable performance audition or portfolio evaluations; (4) three strong letters of recommendation, which should address the applicant's academic preparation in the area of theatre; and (5) successful personal interviews. Members of all underrepresented groups are strongly encouraged to apply. Performance students will be required to demonstrate their proficiency in a "showcase" performance during the first semester in residence.

The Master of Fine Arts program normally requires three years of full-time graduate study and the completion of a minimum approved program of sixty (60) hours with at least 18 hours of coursework at the 600 level or higher. A 3.0 GPA is required for graduation. The candidate will satisfactorily complete a creative project in his major area of emphasis and defend it orally before the Theatre faculty. Proficiency reviews will be required of all M.F.A. candidates at the conclusion of their second semester in residence. Comprehensive exam is required.

Research and Scholarly Integrity Education

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

TO: Graduate Council

THROUGH: CoAS Curriculum Committee

FROM: Jeffrey S. Wiggins, Director
School of Polymer Science and Engineering

RE: Proposal to offer M.S. in Polymer Science and Engineering via IVN to Vicksburg, MS (ERDC)

The School of Polymer Science and Engineering, upon approval of the Polymer Science & Engineering faculty, is requesting approval to offer courses leading to our M.S. degree in Polymer Science and Engineering via IVN to the Vicksburg, MS based U.S. Army Engineer Research and Development Center (ERDC) Graduate Institute. This program supports the Memorandum of Understanding between USM and the ERDC signed in June of 2018.

The School has agreed to offer the M.S. program in Polymer Science and Engineering to ERDC participants provided that:

- incoming graduate students are accepted into graduate school under existing protocols and standards of our program;
- the ERDC provides a minimum of three M.S. students to implement the program;
- the ERDC commits to maintain an annual class of 5 or 6 as the program moves forward.

Program Implementation
The School will break-up the implementation into two phases.

Phase 1 would be the fall 2019 semester to gauge interest and we will only offer two courses at the site. These courses have been identified as PSE 701 and PSE 710. Students will be informed that the delivery mode/method for the fall 2019 semester is part of a Phase 1 "pilot" and that future offering of the format is contingent on student enrollment and formal approval of the required SACSCOC substantive change document.

Phase 2 would be the full implementation and would occur in the Spring of 2020 when the course offerings are expanded. The additional courses are PSE 702, 703, 711, 712, 730, 745, and 880.

Vicksburg Facilities
The ERDC Graduate Institute consists of six classrooms equipped with a computer and internet access, two large SmartBoard monitors in the front of the room, and a monitor on the rear wall. The rooms include a front camera, a rear camera, and ceiling microphones. Cisco AV units are interfaced with Crestron controllers to

receive IVN connections. Four of the classrooms have capacities of up to 20 students, and the other two can hold 45 students.

Dr. Stanley Woodson is the director of the Graduate Institute (GI). Dr. Woodson has two assistants, Ms. Kim O'Neal and Ms. Vicky Johnston. Additionally, two AV technicians are available to quickly respond to technical issues if any arise. The GI staff routinely performs proctoring duties as directed by course instructors, and the School of Polymer Science and Engineering currently has one Associate Graduate Faculty member (Dr. Todd Rushing) at ERDC with the potential to add more.

Thank you for your consideration and if you have questions or concerns please don't hesitate to ask.

3-29-2019

Educational Research Minor

Kyna Shelley, Ph.D., Coordinator
(601) 266 - 4578

Overview

The objectives of the minor in Educational Research are to prepare individuals to

1. initiate or direct applied or institutional research in colleges, private or public agencies, and school systems;
2. teach applied statistics and research methodology in institutions of higher learning;
3. advise graduate and undergraduate students relative to the research process involved in theses, dissertations, and projects;
4. utilize available computer packages for statistical and information processing; and
5. serve as consultants to agencies involved in research or evaluation.

Admission Requirements

Students must be currently enrolled at the university in a graduate-level, degree-granting program, and must be in good academic standing. Interested students must contact the program coordinator to declare the minor.

If not currently admitted to the university, see Admission Requirements and Procedures for additional information.

Program Requirements and Academic Policies

See General Degree Requirements and General Academic Information.

Course Requirements (18 hours)

Pre-requisite courses include REF 601 and REF 602 or equivalent (determined by the program coordinator).

- REF 761 - Quantitative Analysis I 3 hrs.
- REF 762 - Quantitative Analysis II 3 hrs.
- REF 770 - Program Evaluation 3 hrs.
- REF 824 - Advanced Experimental Design 3 hrs.
- REF 830 - Multivariate Analysis 3 hrs.
- In consultation with the coordinator, choose one of the following - 3 hrs.
    - REF 720 - Measurement in Educational Research 3 hrs.
    - REF 736 - Survey Research 3 hrs.
    - REF 792 - Special Problems in Educational Research I, II, III 1 hr. (3 hrs. required)

Education (Research, Evaluation, Statistics, Assessment), Ph.D.

Kyna Shelley, PhD, Coordinator
(601) 266-4578

Overview

The Doctor of Philosophy in Education with an emphasis in Research, Evaluation, Statistics, and Assessment prepares individuals for academic and non-academic positions such as researchers, assessment specialists, program evaluators, grant coordinators, policy analysts, data analysts, and university faculty. Because the program emphasizes inquiry (quantitative, qualitative, and mixed methods), it provides graduate coursework in research methods, statistics, and educational foundations for students in numerous programs of study across the university.

Applicants are not required to have earned a master's degree to be eligible for admission to the program. However, upon completion of the required coursework and upon approval of the program faculty, students enrolled in this program may earn the Education (Educational Studies and Research), M.S. en route to completing the Ph.D.

Admission Requirements

In addition to the requirements detailed in Admission Requirements and Procedures, applicants must meet the following requirements and submit the following documents:

1. Official GRE scores
2. Statement of Purpose - In a letter or essay format, describe your professional experiences and career goals and how they are compatible with the program's mission and purpose.
3. CV/Résumé
4. Interview may be required

A doctoral applicant admitted on conditional status must maintain a minimum grade point average of 3.50 on the first nine (9) hours of coursework, which must include REF 601 and REF 602.

The program admits new students each term. Members of underrepresented groups are strongly encouraged to apply.

Program Requirements and Academic Policies

See General Degree Requirements and General Academic Information.

Course Requirements (66 hours)

Pre-requisite courses include REF 601 and REF 602 or equivalent (determined by the program coordinator).

- REF 709 - Social Foundations of Education 3 hrs.
- REF 718 - Practicum in Educational Research 3 hrs. (9 hrs. required)
- REF 720 - Measurement in Educational Research 3 hrs.
- REF 724 - Assessment of Learning in Higher Education 3 hrs.
- ~~REF 730 - Qualitative Research in the Social Sciences I~~ REF 820 Comparative Policy Research 3 hrs.
- REF 736 - Survey Research 3 hrs.
- REF 761 - Quantitative Analysis I 3 hrs.
- REF 762 - Quantitative Analysis II 3 hrs.
- REF 770 - Program Evaluation 3 hrs.
- REF 791- Field Problems in Educational Research 1-12 hrs. (6 hrs. required)
- REF 792 - Special Problems in Educational Research I, II, III 1 hr. (~~6~~ 9 hrs. required)
- ~~REF 824 - Advanced Experimental Design~~ REF 893 Advanced Educational Research 3 hrs.
- REF 830 - Multivariate Analysis 3 hrs.
- REF 889 - The Dissertation Process 3 hrs.
- REF 898 - Dissertation 1-12 hrs. (~~12~~ 9 hrs. required)

Appendix 16: Intent to Offer, Modify, or Delete Certificate* Program
(Submit Appendix 16 in both PDF and Word Document Formats)

Institution:		

Date of Implementation:	**Six-Digit CIP Code (& Four-Digit Sequence Code if modification/deletion):**	**Total Credit Hours:**
Fall 2019	13.0401	12

CIP & Sequence codes: <u>IHL Active Program Inventory</u>

Program Title as will Appear on Academic Program Inventory:	☐ **Offer** ☐ **Modify** ☒ **Delete**
Community College Leadership Graduate Certificate	

Responsible Academic Unit(s):
School of Education, College of Education and Human Sciences, University of Southern Mississippi

Institutional Contact: Sandra Nichols
Phone: 601-266-4675
Email: Sandra.nichols@usm.edu

Vocational Certificate:	**Credit Bearing Program:**	**Title IV Financial Aid Eligible:**
Yes	x Yes	Yes
x No	No	x No

Which of the following best describes the certificate program:

	Pre-Baccalaureate (Less than 1 Year)	Undergraduate program with duration less than one academic year; designed for completion in less than 30 credit hours
	Pre-Baccalaureate (At Least 1 Year)	Undergraduate program with duration at least 1 year; designed for completion in at least 30 hours; does not meet requirements for Associate's or Bachelor's degrees
x	Post-Baccalaureate	Program designed beyond the baccalaureate degree but does not meet the requirements for a master's degree
	Post-Master's	Program designed beyond the master's degree but does not meet the requirements for a doctoral degree
	Other	Other certificate program not meeting one of the four criteria above.

Program Summary:

The community college certificate was for those interested in positions at the community college. This program was designed to supplement the PhD in Higher Education Administration. The community college certificate required students to complete 12 credits of coursework related to community college administration to provide a better understanding of community college operations.

_____   _____
Institutional Contact Signature   **Date**

_____   _____
Chief Academic Officer Signature   **Date**

*Certificate programs added to the Academic Program Inventory must be credit-bearing and be vocational in nature with some professional benefit to program completers. Undergraduate certificates are eligible for Title IV financial aid programs. Certificate programs that are not credit-bearing or are lifelong learning in nature (i.e. photography, travel, etc.) with no professional component should not be included in the Academic Program Inventory.

Common Requirements for the Doctor of Philosophy in Psychology (School)

Research Tool(s)

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

PSY 661 - Research Evaluation in the Behavioral Sciences 3 hrs.
PSY 662 - Quantitative Methods I 3 hrs. or REF 762 - Quantitative Analysis II 3 hrs.
PSY 663 - Quantitative Methods II 3 hrs. or REF 830 - Multivariate Analysis 3 hrs.
PSY 698 - Thesis 3 hrs.

School Courses:

Psychological Foundations:

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

Biological area:

- PSY 624 - Advanced Behavioral Neuroscience 3 hrs.
  Cognitive area:

- PSY 716 - The Psychology of Cognition and Emotion 3 hrs.
  Social area:

- PSY 750 - Advanced Social Psychology 3 hrs.
  Individual Differences and Life Span Development area:

- PSY 679 - Advanced Developmental Psychology 3 hrs.
  Other School Requirements

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

Thirty-eight credits are required to complete the MA, earned enroute to the doctorate. The MA degree requirements include the Research Tools (12 hours), 3 of the 4 Psychology foundation courses (9 credits) and an additional 17 credits of electives. All choices between core courses as well as selection of elective courses must be approved by the student's major advisor and the emphasis area director of training.

Requirements for an Emphasis in School Psychology

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

School Courses (86 89 hours):

- ~~PSY 607 - Ethics and Current Issues in Psychology 3 hrs.~~
- PSY 613 - Cultural Bases of Behavior 3 hrs.
- PSY 734: Child Behavior Therapy 3 hrs.
- ~~PSY 679 - Advanced Developmental Psychology 3 hrs.~~
- PSY 642 - Psychoeducational Assessment I 3 hrs.
- PSY 643 - Psychoeducational Assessment II 3 hrs.
- PSY 671 - Seminar in School Psychology 3 hrs.
- ~~PSY 691 - Research in Psychology 1-16 hrs. (9 hrs. required)~~
- PSY 693 - Research in School Psychology I, II 1 hr. each. (2 hrs. required)

- PSY 621 - Theories of Learning 3 hrs. ~~or~~
- PSY 700: Ethics and Law in School Psychology 3 hrs.
- PSY 768: Psychometric Theory 3 hrs.
- ~~PSY 722 - Cognitive Processes 3 hrs. (choose the one not taken at master's level)~~
- ~~PSY 750 - Advanced Social Psychology 3 hrs.~~
- PSY 771 - Practicum in School Psychology 3 hrs. (~~24~~ 33 hrs. required)
- PSY 791 - Research in Psychology 1-16 hrs. (~~6~~ 9 hrs. required)
- PSY 772 - Applied Behavior Analysis in School Psychology 3 hrs.
- PSY 773 - Advanced Behavioral Interventions in School Psychology 3 hrs.
- PSY 774 - Behavioral Consultation in School Psychology 3 hrs.
- ~~PSY 775 - Interventions with Special Populations in School Psychology 3 hrs.~~
- PSY 777 - Psychological Disorders of Childhood 3 hrs.
- PSY 793 - Research in School Psychology 1 hr. (6 hrs. required)
- PSY 880 - Internship in School Psychology 1-3 hrs. (3 hrs. required)

~~Electives (12 hours)~~

Note:

~~All electives must be approved by the student's major adviser and the emphasis area director of training~~. The selection of an internship must conform to NASP and CDSPP standards.

Students completing the doctoral degree program with an emphasis in School Psychology will be eligible to apply for Mississippi Class AAAA school psychologist licensure. Each student, in consultation with the major professor, should identify any additional requirements necessary for licensure in the state in which the student plans to work.

60-Hour MSW Program

(Regular Full and * Extended Models)

- SWK 600 - Human Rights & Social Justice in a Diverse Society 3 hrs.
- SWK 603 - Professional Social Work Development I 1 hr.
- SWK 607 - Systems and the Human Life Course 3 hrs.
- SWK 611 - Foundations of Social Work Practice 3 hrs.
- SWK 613 - Problem-Solving with Groups 2 hrs.
- SWK 614 - Critical Thinking and Ethical Decision Making 2 hrs.
- ~~SWK 616 - Social Work Integrative Seminar III 2 hrs.~~
- SWK 618 - Social Welfare Policy and Context 3 hrs.
- SWK 619 - Evidence Based Practice in Social Work I: Practice Evaluation 3 hrs.
- SWK 626 - Social Work Part-Time Field Education I 1 hr. *
- SWK 627 - Social Work Part-Time Field Education II 1 hr. *
- SWK 628 - Evidence Based Practice in Social Work II: Program Evaluation 2 hrs.
- SWK 629 - Advanced Social Work Practice: Intervention with Children and Families 3 hrs.
- SWK 631 - Social Work Practice Theories 3 hrs.
- SWK 637 - Administrative Research and Entrepreneurship 3 hrs.
- SWK 638 - Evidence Based Practice in Social Work III: Research Practicum (Lab) 3 hrs.
- SWK 641 - Social Work Part-Time Field Education III 2 hrs. *
- SWK 642 - Social Work Part-Time Field Education IV 2 hrs. *
- SWK 643 - Advanced Social Work Practice: Psychopathology 2 hrs.
- SWK 644 - Advanced Social Work Practice: Intervention with Adults 3 hrs.
- SWK 645 - Management, Supervision, and Leadership in Social Work 2 hrs.
- SWK 646 - Advanced Social Work Practice: Assessment with Organizations and Communities 3 hrs.
- ~~SWK 647 - Social Work Integrative Seminar IV 2 hrs.~~
- SWK 657 - Advanced Social Work Practice: Intervention with Addictions 3 hrs.
- SWK 659 - Social Work Full-Time Field Education I 2 hrs.
- SWK 661 - Social Work Full-Time Field Education II 1 hr.
- SWK 662 - Social Work Full-Time Field Education III 1 hr.
- SWK 667 - Advanced Social Work Practice: Assessment with Adults 3 hrs.
- SWK 677 - Advanced Social Work Practice: Assessment with Children and Families 3 hrs.
- SWK 689 - Forensic Social Work 3 hrs.
- ~~SWK 692 - Special Problems 1-6 hrs.~~

The University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor

Please note this form must be completed regardless of current enrollment.

College:	Nursing and Health Professions
School:	Leadership and Advanced Nursing Practice (SLANP)
Degree/Emphasis/Certificate/ Minor:	Degree-Clinical Doctorate – BSN-DNP in Leadership

1. **Date for suspension of admission:** **Summer 2019**

2. **Estimated date current students will complete teach-out plan:** **0**

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.

No students have been admitted inthis BSN-DNP in Leadership program. Not needed.

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.

No students have been admitted in this BSN-DNP in Leadership program. Not needed.

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 students have been admitted in this BSN-DNP in Leadership program. No charges.

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

No students have been admitted in this BSN-DNP in Leadership program. Not needed. Other DNP faculty continue to teach in other courses of the DNP.

Prepared by   **Dr. Cathy Hughes, RN** _____

Signature: __*Cathy K Hughes, DNP, RN* _____ **Date:** __3/15/2019_____

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor

College:	Nursing and Health Professions
Department or School:	School of Speech and Hearing Sciences
Degree/Emphasis/Certificate/ Minor:	Deaf Education Emphasis Area

1. Date for suspension of admission: **November, 2018**

2. Estimated date current students will complete teach-out plan: **August 31, 2019**

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 option

Time-Frame for Teach-Out Plan:
The Deaf Education Emphasis with a concentration in early oral intervention will be taught out during the 2018-19 academic year.

Explanation of how affected parties will be informed:
In early fall 2018, the Director of the School of Speech and Hearing Sciences asked the faculty involved in the Deaf Education Emphasis master's program to come to a final decision about the future of the program. After a process of exploration of options for continuance, the Lead of the Education of the Deaf Program, the Graduate Program Coordinator and the Clinical Supervisor met to review options on Octboer 5, 2019. The decision was made to close this Deaf Education Emphasis area based on the rationale stated in the proposal memorandum.

The decision to close the Deaf Education Emphasis area was communicated verbally to the Director of the School of Speech and Hearing Sciences, then, both verbally and in writing to Dean of the College and Provost. All faculty, adjunct faculty and staff in the School of Speech and Hearing Sciences were informed of the decision and rationale at the full faculty meeting in November 2018.

Dr. Coats, Dean of the Graduate School, was informed of the impending closure and was asked to close the application portal to this Deaf Education Emphasis area in early November 2018.

Explanation of how students will be advised as to their options:
The final 2018-19 cohort started in summer 2018 with 6 graduate scholars. Dr. Perigoe, Adviser and Coordinator of the Deaf Education Emphasis Program informed all the current students of the decision to close the program and the rationale by December 2018. Students were advised to manage their studies and their progression in their degree, as this would be the last cycle that courses would be offered.

As of February 2019, four active students remain in the Deaf Education Emphasis program. One student was dismissed in December 2018 for failure to meet the requirements for advancement in the degree and having more than one grade to replace. The second student withdrew voluntarily from the program on January 31, 2019. This student was advised that she was at risk of failing her practical field experience, which she did. Advisement occurred early so that she could make a decision to withdraw before incurring additional financial penalty and in recognition of the fact that the program was going to close and she had no pathway to completion.

4. Provide (here or as an attachment) an explanation of how <u>all</u> 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.

Providing courses to allow students to complete their degrees:
In AY 2018-19, all the usual content courses and advanced clinical practicum supervision that the students require will be provided by Dr. Perigoe, Dr. Paterson, Ms. Luter and usual adjunct faculty. Details follow:

Fall 2018, Dr. Perigoe will teach SHS 610, SHS 629; Dr. Paterson, SHS 653, and adjunct faculty: Dr. Wiles, SHS 626 and Dr. De Zutter, SHS 608. Ms. Luter will supervise SHS 637 Advanced Practicum I and Auditory-Verbal Therapy.

Spring 2019, Dr. Perigoe will teach SHS 611, SHS 651 and SHS 735. Ms. Luter will manage the contracts and placements for clinical externships and supervise SHS 638. Adjunct faculty: Dr. Robertson will teach SHS 651 and Dr. De Zutter, SHS 609.

Summer 2019, Dr. Perigoe will teach SHS 639 and Ms. Luter will continue to supervise the 657 Advanced Practicum Externship, grade Portfolios and Case presentations. Dr. Perigoe, Ms. Luter and Dr. Paterson will participate in the Comprehensive Examinations in July 2019. All students are expected to be able to complete their requirements for their degree by the end of July 2019.

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:

All candidates in the 2018-19 cohort are eligible for full tuition for scholarships and fees from the grant. In addition grant scholars receive semesterly stipends to assist with books, and other expenses. There are no additional charges/expenses expected to be incurred by this cohort.

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

Dr. Perigoe and Ms. Luter are both retiring in September 2019. The Deaf Education Emphasis graduate program has employed several adjunct faculty with specific expertise. Each of them has other employment and one is retired. Dr. Paterson is Co-Principal Investigator on the federal OSERS grant that supports this Deaf Education Emphasis program. After the current cohort of students complete their requirements and Dr. Perigoe retires, Dr. Paterson will continue to manage the work required to complete grant reports, budget and follow-up with graduates. In addition, during AY 2019-20, Dr. Paterson will continue to "teach-out" the remaining students in the Undergraduate Education of the Deaf (Licensure) BA Program. This program is in the process of being deleted in fall 2020. Dr. Paterson, is lead of the deafness programs and is tenured faculty in the School of Speech and Hearing Sciences. She will continue to coordinate and manage administrative and accreditation work for both undergraduate and graduate deafness programs as needed.

Prepared by   Dr. Marietta Paterson, (Lead) Education of the Deaf Programs and Dr. Edward Goshorn, Director, School of Speech and Hearing Sciences

Signature: _Edward Joshon_ Date: _2/26/19_

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program,
Emphasis Area, Certificate, or Minor

College:	Nursing and Health Professions
Department or School:	School of Speech and Hearing Sciences
Degree/Emphasis/Certificate/Minor:	Deaf Education Emphasis Area

1. Date for suspension of admission: November, 2018

2. Estimated date current students will complete teach-out plan: August 31, 2019

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Prepared by   Dr. Marietta Paterson, (Lead) Education of the Deaf Programs and Dr. Edward Goshorn, Director, School of Speech and Hearing Sciences

Signature: *Edward L Hoshon*   Date: 2/26/19

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

April 2019

GRADUATE SCHOOL NEWS

Best Presentation Winners Named During Research Symposium Luncheon

Winners of best oral and poster presentations given at the Susan A. Siltanen Graduate Research Symposium; each winner received a cash award and certificate of accomplishment.

The annual Susan A. Siltanen Graduate Research Symposium, featuring over 90 oral and poster presentations, was held Thursday, April 11 from 9:00 a.m. to noon at the Thad Cochran Center. The presentations showcased outstanding research being conducted by graduate students from all across campus. Judges selected top presentations based on the quality of delivery and visual aids, organization, fluency with the subject, and ability to answer questions, and the top presenters were announced at the awards luncheon which followed the symposium. The winners from each category received cash awards provided by Dr. Gordon Cannon, Vice President for Research. Dr. Cannon assisted Dean Coats in recognizing and congratulating the winners, which included the following students:

Oral Presentations:
Arts & Humanities: 1st Javier Fernandez-Aguera; 2nd Margaret Bullerjahn; 3rd Tyler Brandon

Social & Education Sciences & Business: 1st Hannah McDonald; 2nd (tie) Sidney Smith and Brian Bauer

Life, Health, Environmental Sciences and Physical Sciences & Mathematics: 1st Loren Stearman; 2nd Ryan Lehman; 3rd: Joshua Tropp

Posters:

Social & Educational Sciences & Business and Arts & Humanities: 1st Courtney Robinson; 2nd Arien Faucett; 3rd Hallie Jordan

Physical Sciences & Mathematics: 1st Jeremy Weigand; 2nd Durga Paudel; 3rd Johnson Oguntuase

Life, Health, & Environmental Sciences; 1st Raymond Jones; 2nd Daphney Stanford; 3rd Clint Henry Pablo

Graduate Mentor of the Year and Graduate Assistant of the Year Announced at Awards Luncheon

Featured during the graduate research symposium awards luncheon were two awards, supported by the Graduate School to recognize excellence in graduate education. The **2019 Mentor of the Year Award** recognizes a faculty member, nominated by a current graduate student, who has been at USM for at least 5 years and who provides outstanding mentorship to graduate students by fostering their intellectual, scholarly, personal, and professional development. The 2019 Mentor of the Year was **Dr. Derek Patton**, associate professor in the School of Polymer Science and Engineering. Dr. Patton was nominated by his Ph.D. student Cassandra Reese, who described Dr. Patton as "a recognized polymer scientist in the school where he writes proposals and brings support to USM for multi-

Dr. Derek Patton (left) was named 2019 Mentor of the Year

disciplinary research which also focuses on the professional development of graduate students." Furthermore, she noted that most indicative of his mentorship skills is the success of students working under the advisement of his research group. His students regularly receive national and international recognition. Five of his students have received the NSF Graduate Research Fellowship, and one was named honorable mention. His students receive prestigious internships as well. In particular, Dr. Patton encouraged Cassandra to apply for the 2018 Australia-Americas Ph.D. Research

Internship program, which she was awarded. That internship allowed her to pursue research with a Nobel Prize contender at the Commonwealth Scientific and Industrial Research Organization in Victoria, Australia. Dr. Patton's students are expected to present their work at professional conferences. He encourages them to assume leadership roles in scientific organizations, to mentor undergraduates, and to participate in outreach to students in K12 schools. Cassandra notes that "Dr. Patton takes pride in setting expectations for his students to reach the highest standards of performance by providing them career growth opportunities, independence, and flexibility."

Former student Emily Hoff, now a postdoctoral researcher at Cornell, stated that he was "always upfront about expectations for work effort, requirements for traveling to conferences, and metrics for graduation. While exercising an informal and relaxed approach to mentoring, his clear guidelines for the research group prepared students for the rigors of graduate school. Dr. Hoff stated, "I know when I approach my own career as professor, there will be many aspects of Derek's mentoring approach that I will use as inspiration for running my own group."

Dr. Jeff Wiggins, Director of the school, lauded Dr. Patton's ability to balance personal accomplishment and support of his students' ambitions: "Many researchers who have achieved his level of success in external funding would focus entirely on research results and advancing their own careers. Professor Patton, however, has invested equally in the success of our students. Furthermore, Dr. Wiggins notes, Dr. Patton's students have been highly successful, with an average of six external publications on graduation and immediate placement in national laboratory postdoctoral fellowships, academic postdocs, and industry. He is an exemplary scientist and mentor as demonstrated by his dedication to research at USM, his commitment to educating the best research students to the sciences, and through upholding the highest scholarly standards in research."

Dr. Patton received a commemorative plaque and funds to support travel to a professional conference. He will represent USM as nominee for the Conference of Southern Graduate Schools 2020 Outstanding Mentor award later this year.

The winner of the **2019 Graduate Assistant of the Year Award** was **Brianna Bingham.** This award, which includes $500 cash and a plaque, recognizes an outstanding graduate assistant for their academic achievements, their contributions to our university through teaching, research, and service, and for outstanding character. Brianna is a 3rd year doctoral student studying computational sciences (mathematics) in the School of Mathematics and Natural Sciences. Brianna earned her B.S. in Mathematics with an emphasis

Brianna Bingham (left) is the 2019 Graduate Assistant of the Year

in computer science at Tougaloo College in 2014 where she was class valedictorian. In 2016, she was awarded an M.S. in mathematics from Jackson State. She was recruited to Southern Miss and enrolled in fall 2016, selecting Dr. James Lambers as her major professor.

Brianna has served as a teaching assistant since fall 2016, instructing intermediate algebra and quantitative reasoning. She also was a GA at the Southern Mississippi Summer Mathematics Institute during summer 2017 and has tutored extensively at both the collegiate and K12 levels. "I have always been passionate about the underrepresentation of African American women in the STEM field," Brianna said, "so I want to encourage children to pursue degrees in STEM by helping to rid them of the 'math anxiety' and encourage them to enjoy the beauty of mathematics. I understand that mathematics is a subject that many students find difficult, so I feel that it is my job to create an environment where students feel comfortable to ask questions and open to thinking critically." When students claim that math is too hard, she works to build their confidence in their mathematical abilities and see them succeed in the classroom.

Dr. Lambers says this about Brianna: "When she anticipated choosing to accept her offer of admission from USM, she applied for the NASA Mississippi Space Grant Consortium Graduate Fellowship (MSSGC). For the required research proposal, she chose to write about a project that blended her master's thesis and my existing research program: generalizing my Krylov subspace spectral methods to the Navier-Stokes equations in a cylindrical domain, a problem with which she was familiar from her work at Jackson State. In completing this task, she demonstrated remarkable ability at quickly bringing herself up to speed on my research program. This, combined with her zeal for educational outreach that is also a component of the MSSGC fellowship program, helped her to win this fellowship and renew it twice." Furthermore, Dr. Lambers states, "I have rarely observed a student with this level of dedication and fortitude, on top of her sharp analytical skills. Not only does she not shy away from any challenges, she actively embraces them."

Instructor Emileigh Sones, Director of the Math Zone where Brianna TA's, said that Brianna "checks with each student diligently to make sure they fully understand the concepts. After class, she goes through her grades and makes notes on who needs additional help so she can contact them. During the fall 2018 semester, she individually met with all students with less than a score of C to perform interventions with them multiple times through the semester. Both Ms. Sones and Dr. Bernd Schroeder, Director of the School, described Ms. Bingham's dedication to her students as exemplary and her success as quantifiable, noting in her sections of MAT 101 the success rate was almost 20% higher than the overall average, a "simply stunning" accomplishment.

Portraits of Brianna and Dr. Patton will be added to the 2019 Graduate Student Hall of Fame in the second floor of McCain Library to recognize their contributions to excellence in graduate education at Southern Miss.

Graduate Student Hall of Fame Portraits Unveiled

The Graduate Student Hall of Fame recognizes the top students from each of USM's academic colleges. The students included were selected by their respective deans and the Graduate School based on their scholarly accomplishments and commitment to excellence. They represent the best and brightest students at USM. Canvas portraits of the 2019 inductees, photographed in their research or creative setting, were unveiled during a ceremony attended by faculty, administrators, friends, and family on Tuesday, April 2 at 2:00 p.m. as a part of Graduate Student Appreciation Week events. The portraits will hang in the Graduate School, second floor of McCain Library, for one year. The 2019 Hall of Fame includes:

Andrea E. Blake, a Ph.D. student in the School of Education with an emphasis on Higher Education Administration. She represents the College of Education & Human Sciences.

Morgan Watkins Bradwell, is a M.S.W. Student in Social Work. She represents the College of Education & Human Sciences.

Ashleigh N. Bristol, a Ph.D. Student in Polymer Science and Engineering. Ashleigh represents the Graduate School as the 2018 Three Minute Thesis Grand Champion.

Mitch Brown is a Ph.D. Student in Psychology. Mitch represents the College of Education & Human Sciences.

William Hunter Holt completed a Ph.D. in Criminal Justice. He was selected by the College of Arts & Sciences.

Mollie Clair McKay Johnson is an Au.D. Student in Audiology. Mollie represents the College of Nursing & Health Professions

Elise Jordan Juergens is a Ph.D. Student in Nursing (Leadership). She was selected by the College of Nursing & Health Professions.

Zoe Livengood is a M.A. Student in Criminal Justice. She represents the College of Arts & Sciences.

Josh Spivey is a M.P.A. Student in Accountancy. Josh was selected by the College of Business & Economic Development.

Mary A. Stephens is a Ph.D. Student in English. She was selected by the College of Arts & Sciences

Laura M. Whitmore is a Ph.D. Student in Marine Science (Marine Chemistry). Laura represents the College of Arts & Sciences.

Leah Danielle Williams is a M.S. Student in Sport Management. Leah represents the College of Business & Economic Development.

Jessica Kay Wilson is a M.P.H. Student in Public Health Epidemiology and Biostatistics. She was selected by the College of Nursing & Health Professions.

McNair Scholar Achievements

The Graduate School would like to acknowledge the McNair Scholars who presented their research at the 33rd National Conference for Undergraduate Research (NCUR) at Kennesaw State University from April 11-13. Featuring more than 4200 undergraduate researchers, faculty mentors, and other supporters of undergraduate research achievement, NCUR provides extensive professional development opportunities for students, such as graduate and career fairs, open houses, and sessions for professional guidance. McNair Scholar presenters and their presentation titles were:

Sara-Lee Kidd (Senior, Social Work)
Understanding the Challenges and Barriers that International Students Face in Higher Education Institutions in the U.S.

Laquitta Simpson (Senior, Psychology)
Religious Identity Influence on Ethnic Minority Youth Risky Behavior

Zyra Warfield (Senior, Biological Sciences)
The Influence of Anaerobic and Aerobic Conditions on Biofilm Formation Amongst Various Strains of Listeria Monocytogenes

Graduate Council Minutes
The University of Southern Mississippi
February 18, 2019

The Graduate Council met at 3:00 p.m. on February 18, 2019, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Nell Adkins, Dr. Patrick Biber, Dr. Jeremy Deans, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. Hollie Filce, Dr. YanLin Guo, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Rebecca Newton, and Dr. Alan Thompson.

The following voting members were represented by proxies to constitute a quorum: Dr. YanLin Guo for Dr. Laurel Abreu, Dr. Dana Fennell for Dr. Kyna Shelley and Dr. Marietta Paterson for Dr. Kimberly Ward.

The following non-voting members were present: Dr. Diane Fisher for Dr. Trenton Gould, Dr. Doug Masterson and Dr. Karen Coats.

The following guests were present: Ms. Desira Bailey, Ms. Tracy Barnhill, Ms. Linda Bass, Ms. Elizabeth Cranford, Ms. Jennifer Culley, Dr. Kimberley Davis, Dr. Jerome Kolbo, Ms. Kathryn Lowery, Ms. Dawn Porter, Dr. Pat Sims and Dr. Teresa Welsh.

1.0   Call to Order
        Dr. Stur called the meeting to order at 3:00 p.m.

2.0   Approval of Minutes
        Dr. Stur presented the January 28, 2018 minutes for approval. Dr. Dufrene moved and Dr. Sayre seconded a motion to approve the January 28, 2018 minutes for approval. The motion passed.

3.0   Adoption of Consent Agenda
        Dr. Stur presented the agenda with for approval. Dr. Filce moved and Dr. Deans seconded a motion to approve the agenda. The motion passed.

        3.1   College of Education and Human Sciences
                School of Social Work
                Council approved the modifications of SWK 611, SWK 614, SWK 619, SWK 629, SWK 644, SWK 646, SWK 657, SWK 667, SWK 677 and the inactivations of SWK 604 and SWK 651.

4.0   Course and Program Proposals
        Dr. Stur presented the regular agenda for approval. Dr. Deans moved and Dr. Adkins seconded a motion to approve the regular agenda. The motion passed 16-0.

4.1   College of Arts and Sciences
        School of Music
        Dr. Stur presented the request to untable MUP 673, MUS 564, MUS 565, MUS
        566, MUS 567, MUS 568, MUS 575, MUS 576 and the modification of the Music
        (Theory and Composition) M.M. program. Dr. Filce moved and Dr. Deans
        seconded a motion to untable the additions of MUP 673, MUS 564, MUS 565,
        MUS 566, MUS 567, MUS 568, MUS 575, MUS 576 and the modification of the
        Music (Theory and Composition) M.M. program. The motion passed 16-0.

        Dr. Stur presented the request to add MUP 673. Dr. Deans moved and Dr. Sayre
        seconded a motion to approve the addition of MUP 673. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 564. Dr. Adkins moved and Dr.
        Dufrene seconded a motion to approve the addition of MUS 564. The motion
        passed 16-0.

        Dr. Stur presented the request to add MUS 565. Dr. Filce moved and Dr. Sayre
        seconded a motion to approve the addition of MUS 565. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 566. Dr. Filce moved and Dr. Sayre
        seconded a motion to approve the addition of MUS 566. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 567. Dr. Adkins moved and Dr. Deans
        seconded a motion to approve the addition of MUS 567. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 568. Dr. Adkins moved and Dr. Deans
        seconded a motion to approve the addition of MUS 568. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 575. Dr. Adkins moved and Dr. Sayre
        seconded a motion to approve the addition of MUS 575. The motion passed 16-0.

        Dr. Stur presented the request to add MUS 576. Dr. Adkins moved and Dr. Sayre
        seconded a motion to approve the addition of MUS 576. The motion passed 16-0.

        Dr. Stur presented the request to modify the Music (Theory and Composition)
        M.M. program. Dr. Thompson moved and Dr. Murphree seconded a motion to
        table the modification of the Music (Theory and Composition) M.M. program.
        The motion passed 16-0. Council has concerns regarding the rigor of the content
        being equal as the thesis track and have asked a representative be present at the
        March meeting to address these concerns.

4.2   College of Education and Human Sciences
        School of Child and Family Sciences
        Dr. Stur presented the request to add SCS 621. Dr. Deans moved and Dr. Sayre
        seconded a motion to approve the addition of SCS 621. The motion passed 16-0.

        Dr. Stur presented the request to add FAM 535. Dr. Deans moved and Dr. Sayre
        seconded a motion to approve the addition of FAM 535. The motion passed 16-0.

Dr. Stur presented the request to modify FAM 624. Dr. Adkins moved and Dr. Sayre seconded a motion to approve the addition of FAM 624. The motion passed 16-0.

Dr. Stur presented the request to modify FAM 640. Dr. Newton moved and Dr. Filce seconded a motion to approve the addition of FAM 640. The motion passed 16-0.

Dr. Stur presented the request to add an accelerated option to the Child and Family Sciences M.S. program. Dr. Fennell moved and Dr. Deans seconded a motion to approve the addition of an accelerated option to the Child and Family Sciences M.S. program. The motion passed 16-0.

Dr. Stur presented the request to modify the Child and Family Sciences M.S. program. Dr. Sayre moved and Dr. Deans seconded a motion to approve the modification of the Child and Family Sciences M.S. program. The motion passed 16-0.

Dr. Stur presented the request to modify the School Counseling M.Ed. program. Dr. Sayre moved and Dr. Deans seconded a motion to approve the modification of the Child and Family Sciences M.Ed. program. The motion passed 16-0.

School of Library and Information Science
Dr. Stur presented the request to modify the timeframe for completion of the Library and Information Science M.L.I.S. degree program. Dr. Deans moved and Dr. Sayre seconded a motion to approve the modification of the timeframe for completion of the Library and Information Science M.L.I.S. degree program. The motion passed 16-0.

School of Social Work
Dr. Stur presented the request to add SWK 628. Dr. Deans moved and Dr. Sayre seconded a motion to approve the addition of SWK 628. The motion passed 16-0.

Dr. Stur presented the request to add SWK 638. Dr. Adkins moved and Dr. Deans seconded a motion to approve the addition of SWK 638. The motion passed 16-0.

Dr. Stur presented the request to modify SWK 613, SWK 643, SWK 645, SWK 659, SWK 661 and SWK 662. Dr. Newton moved and Dr. Sayre seconded a motion to take these courses as a group. The motion passed.
Dr. Adkins moved and Dr. Sayre seconded a motion to approve the modifications of SWK 613, SWK 643, SWK 645, SWK 659, SWK 661 and SWK 662. The motion passed 16-0.

Dr. Stur presented the request to modify the Social Work M.S.W. degree program. Dr. Filce moved and Dr. Sayre seconded a motion to approve the modification of the Social Work M.S.W. degree program. The motion passed 16-0.

Dr. Stur presented the request to modify the admission requirement for the Social Work M.S.W. degree program. Dr. Sayre moved and Dr. Deans seconded a motion to approve the modification of the admission requirement for the Social Work M.S.W. degree program. The motion passed 16-0.

5.0   Officers Report
    5.1   Chair – Dr. Heather Stur
        No report.

    5.2   Chair-Elect – Dr. Ward Sayre
        No report.

6.0   Standing Committee Reports
    6.1   Bylaws Committee – Dr. Ward Sayre
        No report.

    6.2   Credentials Committee – Dr. Brad Dufrene
        Dr. Sayre submitted the Credentials report for February 2019 for approval. The report was approved. (see attached)

    6.3   Election Committee – Dr. Zhaoxian Zhou
        No report.

    6.4   Policies and Procedures Committee – Dr. YanLin Guo
        No report.

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

7.0   Liaisons to University Committees
    7.1   Assessment Committee- Dr. Ward Sayre
        No report.

8.0   New Business
    9.1   Dean's Report
        Dr. Coats presented her report to Council. (see attached)

9.0   Announcements
The meeting was adjourned. The next meeting is scheduled for March 18, 2019 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, March 1, 2019.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

College of Arts and Sciences
School of Music

Add:	MUP 673	Jazz/Studio Applied Lessons.	1-3 hours. Effective fall 2019.
Add:	MUS 564	Stylistic Development in Jazz.	3 hours. Effective fall 2019.
Add:	MUS 565	Improvisation I.	1 hour. Effective fall 2019.
Add:	MUS 566	Improvisation II.	1 hour. Effective fall 2019.
Add:	MUS 567	Improvisation III.	1 hour. Effective fall 2019.
Add:	MUS 568	Improvisation IV.	1 hour. Effective fall 2019.
Add:	MUS 575	Introduction to Scoring for Jazz Ensemble.	3 hours. Effective fall 2019.
Add:	MUS 576	Scoring for Large Jazz Ensemble.	3 hours. Effective fall 2019.

Tabled: **Music (Theory and Composition) M.M. degree program.**

College of Education and Human Sciences
School of Child and Family Sciences

Add:	SCS 621	Ethical Practice of School Counseling.	3 hours. Effective fall 2019.
Add:	FAM 535	Families in Crisis.	3 hours. Effective fall 2019.
Modify:	FAM 624	Advanced Family Theories.	
To:	FAM 555	Advanced Family Theories.	Effective fall 2019.

Modify:	FAM 640	Child and Family Life Education.
To:	FAM 501	Child and Family Life Education. Effective fall 2019.

Add: Accelerated Master's option for Child and Family Sciences MS program. Effective fall 2019. (see attached).

Modify: Child and Family Sciences M.S. degree program. Effective fall 2019. (see attached).

Modify: School Counseling M.Ed. degree program. Effective fall 2019. (see attached).

School of Library and Information Science

Modify: School of Library and Information Sciences MLIS dual degree programs. Increase time frame for completion of the degrees from five years to six years. Effective fall 2019. (see attached)

School of Social Work

Add:	SWK 628	Evidence Based Practice in Social Work II: Program Evaluation. 2 hours. Effective fall 2019.
Add:	SWK 638	Evidence Based Practice in Social Work III: Research Practicum. 3 hours. Effective fall 2019.
Modify:	SWK 611	Problem Solving with Individuals.
To:	SWK 611	Foundations of Social Work Practice. Effective summer 2019.
Modify:	SWK 613	Problem Solving with Groups. 3 hours.
To:	SWK 613	Problem Solving with Groups. 2 hours. Effective summer 2019.
Modify:	SWK 614	Social Work Integrative Seminar.
To:	SWK 614	Critical Thinking and Ethical Decision Making. Effective summer 2019.

Modify:	SWK 619	Evidence Based Practice in Social Work.
To:	SWK 619	Evidence Based Practice in Social Work I: Practice Evaluation. Effective summer 2019.
Modify:	SWK 629	Problem Solving with Families.
To:	SWK 629	Advanced Social Work Practice: Intervention with Children and Families. Course description. Effective summer 2019.
Modify:	SWK 643	Advanced Social Work Practice. 3 hours.
To:	SWK 643	Advanced Social Work Practice: Psychopathology. 2 hours. Course description. Effective summer 2019.
Modify:	SWK 644	Advanced Social Work Practice II.
To:	SWK 644	Advanced Social Work Practice: Intervention with Adults. Course description. Effective summer 2019.
Modify:	SWK 645	Management, Supervision, and Leadership in Social Work. 3 hours.
To:	SWK 645	Management, Supervision, and Leadership in Social Work. 2 hours. Effective summer 2019.
Modify:	SWK 646	Program and Community Development.
To:	SWK 646	Advanced Social Work Practice: Assessment with Organizations and Communities. Course description. Effective summer 2019.
Modify:	SWK 657	Advanced Social Work Practice and Addictions.
To:	SWK 657	Advanced Social Work Practice: Intervention with Addictions. Course description. Effective summer 2019.
Modify:	SWK 659	Social Work Full-time Field Education I. 1 hour.
To:	SWK 659	Social Work Full-time Field Education I. 2 hours. Course description. Effective summer 2019.

Modify:	SWK 661	Social Work Full-time Field Education II. 2 hours.
To:	SWK 661	Social Work Full-time Field Education II. 1 hour. Effective summer 2019.
Modify:	SWK 662	Social Work Full-time Field Education III. 2 hours.
To:	SWK 662	Social Work Full-time Field Education III. 1 hour. Effective summer 2019.
Modify:	SWK 667	Advanced Social Work Practice with Adults.
To:	SWK 667	Advanced Social Work Practice: Assessment with Adults. Course description. Effective summer 2019.
Modify:	SWK 677	Advanced Social Work Practice with Children and Adolescents.
To:	SWK 677	Advanced Social Work Practice: Assessment with Children and Families. Course description. Effective summer 2019.
Inactivate:	SWK 604	Professional Social Work Development II. Effective summer 2019.
Inactivate:	SWK 651	Time Limited Interventions. Effective summer 2019.
Modify:		Social Work M.S.W. degree program. Effective summer 2019. (see attached)
Modify:		Social Work M.S.W. degree program admission requirements. Removing the GRE requirement for admissions. Effective spring 2020. (see attached)

Name	School	Recommendation Status
DATE: February 18, 2019		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**School**	**Recommendation Status**
Associate Level 1		
Downing, Allison	Center for Science & Math Education	A1
Harris, Domeniek L.	School of Education	A1
Smith, Deidre S.	School of Education	A1
Associate Level 2		
Associate Level 3		
Franks, James S.	School of Ocean Sci. & Engineering	A3
Klinck, John M.	School of Ocean Sci. & Engineering	A3
Mann, Roger	School of Ocean Sci. & Engineering	A3
Associate Level 4		
Broome, Johnathan "Hugh"	School of Mathematics & Natural Sci.	A4
Regular Level 1		
Regular Level 2		
Regular Level 3		
Credentials Committee		
Dr. Brad Dufrene, Chair		

TO: Graduate Council

VIA: EHS Curriculum Council

VIA: Pat Sims, Director of Child and Family Sciences

FROM: Angel Herring, CFS Curriculum Committee Chair

RE: Proposal for Accelerated Master's Option and Modifications of Child and Family
        Sciences M.S. Degree Plan, Effective Fall, 2019

Accelerated CFS Master's Option
The School of Child and Family Sciences proposes an accelerated master's option that would
enable students to earn a BS while beginning their masters at the same time. This option could
potentially boost both undergraduate and graduate enrollment in the School of Child and Family
Sciences and increase retention of our academically capable undergraduate students who might
choose to stay at USM for graduate studies in part due to the accelerated nature of the plan. This
is a fully online program and requires no new resources.

Admission Criteria for Accelerated CFS Master's Option

In the spring of the junior year, the student will complete an internal application (transcript,
statement of intent, 3 letters of reference) to the CFS Leadership Council for an admissions
decision. Undergraduate students seeking admission to the accelerated master's option must have
a minimum 3.5 undergraduate GPA and have completed the following CFS courses with no
grade lower than a B: FAM 150, FAM 351, CD 350, and CD 352.

Once admitted, the school will submit an out of career form to the Graduate School indicating
the student is in an accelerated program. The Graduate School will enroll the students in the
designated courses. Admitted students will have the option of taking two 500 level courses that
will count toward undergraduate degree hours. The student will apply to the CFS MS program
during the spring of their senior year for fall admission and will progress through the program as
appropriate.

Total degree hours = 151. Breakdown: 120 (BS) + 37 (MS) = 157. Subtracting 6 hours that
represent dual enrollment during the senior year leaves 151 total hours for the accelerated degree
plan. If the student decides not to continue onto the MS, he or she will graduate with the BS
requirements met.

Course proposals have been submitted to the CEHS Curriculum Committee to support the CFS accelerated master's option. Students will have the option of choosing two out of the three course options to meet the requirements for the accelerated master's option.

FAM 535: Families in Crisis (new course)

FAM 501: Child and Family Life Education (renumbered from FAM 640)

FAM 555: Advanced Family Theories (renumbered from FAM 624)

2019-2020

Child and Family Sciences Studies, M.S.

Overview of Major

The Master of Science degree in Child and Family Studies is a thirty-seven (37) hour, fully online program designed for students interested in the integration of theory, research and experiential learning. It builds on a foundation in family systems theory and emphasizes leadership, critical thinking skills, and the connection between research and practice. Students learn the knowledge and skills necessary to promote quality of life and to serve as effective advocates for children and families.

Career Opportunities

The CFS MS program is a 37 hour fully online program designed to prepare students for leadership positions in educational settings, profit and nonprofit, private and public agencies, and organizations that serve diverse populations of children, families, and communities. It also prepares students to pursue advanced graduate work at the specialist or doctoral levels.

Special Program Requirements

Students seeking admission to this degree program must submit a resume, a letter of intent identifying professional goals, official GRE scores, official transcripts, and three professional letters of recommendation from faculty members or employers. Applicants are encouraged to have materials submitted by April 15 for priority consideration for fall enrollment. Non-degree options are available as well.

Requirements

(37 hours non-thesis option; 37 hours thesis option)

Students must take 18 hours of 600 level or higher courses.

- CD 650 - Theories in Child Development 3 hrs.
- CD 652 - Critical Issues in Child Development 3 hrs.
- FAM 500 - Orientation to Child and Family Studies MS Program 1 hr.
- FAM 601 - Program Evaluation and Assessment 3 hrs.
- FAM 603 - Parenting Across the Lifespan 3 hrs.
- FAM 605 - Family Advocacy 3 hrs.
- FAM 624 555 - Advanced Family Theories 3 hrs.
- FAM 633 - Adolescence and the Family System 3 hrs.
- FAM 640 501 - Child and Family Life Education 3 hrs.
- FAM 652 - Intimate Relationship Development 3 hrs.

- CD 654 - Seminar in Child Development 3 hrs. or   or FAM 535 Families in Crisis 3 hrs.
- FAM 653 - Adulthood and Aging in the Family System 3 hrs.
- FAM 698 - Thesis 1-6 hrs. for a total of 6 hrs.

- CD 655 - Practicum in Child Development 3 hrs. or

University of Southern Mississippi   2018-2019 Graduate Bulletin

School Counseling M.Ed.

Admission

Admission to The University of Southern Mississippi's graduate programs in School Counseling is selective. Regular admission is contingent on having graduated from a college or university accredited by a recognized regional accrediting agency. In addition, the department's Admission Committee recommends admittance only for those applicants whose academic background, work experience, demonstrated leadership, and communication skills meet the challenging demands of graduate programs in School Counseling. In evaluating applications, the admission committees utilize separate criteria in each degree program offered.

Required Criteria:

1. GRE - Verbal, Quantitative, Writing (within past 5 years) official scores or passing scores on the PRAXIS CORE if applicant does not hold an educator's license. Passing scores on the PRAXIS II: Content Examination is acceptable if applicant holds educator license.
2. Three references from persons qualified to assess the applicant's readiness for graduate study
3. Written essay
4. GPA on last 60 hours of undergraduate work; GPA in major
5. Resumé
6. Official transcripts

Note: Applicants should check with their respective state department of education for School Counseling licensure requirements.

Supplemental Criteria

Supplemental material may be submitted at the discretion of the applicant or may be requested by the admissions committee.

Program Requirements:

The program includes 48 semester hours of prescribed coursework. Successful completion of a comprehensive exam, practicum and internship, and a 3.0 GPA are required for graduation.

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

Application for Graduation: Application materials must be submitted one semester prior to graduation.

Graduation is based upon

1. completion of required coursework in the respective program with no grade lower than C; and no more than one C
2. satisfactory completion of the comprehensive examination;
3. satisfactory performance in the counseling practicum and internship;
4. 3.0 GPA.

Required courses (48 hours):

- SCS 610 - Foundations, Organization, and Administration of Guidance 3 hrs.
- SCS 611 - Career Development and Information Services 3 hrs.
- SCS 612 - Counseling Theory and Practice 3 hrs.
- SCS 616 - Individual Analysis & Group Counseling for School Counselors 3 hrs.
- SCS 617 - Pre-Counseling Lab 3 hrs.
- SCS 618 - Group Processes 3 hrs.
- SCS 651 - School Counseling Practicum 3 hrs.
- SCS 653 - School Counseling Internship 3-12 hrs. [handwritten: 6]
- SCS 711 - Theory and Practice of Consultation 3 hrs.
- REF 601 - Educational Research: Interpretation and Applications 3 hrs.

3-6 hours of program specific coursework

[Handwritten annotations:]

SCS 621 Ethical Practice of School Counseling

or FAM 675 Practice of Family Research

FAM 535 Families in Crisis
FAM 650 Individual + Family Life Cycle
FAM 615 Gender + Culture in Therapeutic Relationships
FAM 655 Introduction into MFT Theories

College of Education and Human Sciences

TO: Graduate Council, The University of Southern Mississippi

VIA: College Curriculum Committee

FROM: Teresa Welsh, Director, School of Library and Information Science

DATE: January 4, 2019, for approval for Fall 2019

RE: Proposal for six-year time frame for completion of LIS dual master's degrees.

EFFECTIVE DATE: Fall 2019

The School of Library and Information Science (SLIS) Curriculum Committee proposes an exception to the Southern Miss Graduate School Policy and Procedures document to increase the time frame for completion of MLIS dual degrees to six years rather than the current five years. Graduate students enrolled in MLIS dual degrees have continuously provided feedback requesting this change. Most dual degree students work full time and take 3-6 hours each semester. In addition, thesis requirements and course rotation of courses outside of SLIS can lead to delay in progression to degrees.

Justification:
- Prior to 2009, students earning a master's degree had six years to complete their degree. In 2008-09, Graduate Council voted to revise that time frame to five years.
- Time frame for specialist degree completion is currently six years and most require fewer than 61 credit hours.
- While five years is sufficient time to earn a 40 credit-hour MLIS degree or degree and certificate, MLIS dual-degree students, who also work full-time, have difficulty completing the 61 credit hours required for the dual master's degrees offered by SLIS:
    1. Dual Anthropology MA/MLIS degree
    2. Dual History MA/MLIS degree
    3. Dual Instructional Technology MS/MLIS
    4. Dual Political Science MA/MLIS.

Revision of the time-frame for completion of dual master's degrees does not require any additional faculty or resources but will aid in recruitment and retention of students to dual master's degree programs.

60- Hour MSW Program

(Regular Full and * Extended Models)

- SWK 600 - Human Rights & Social Justice in a Diverse Society 3 hrs.
- SWK 603 - Professional Social Work Development I 1 hr.
- ~~SWK 604 - Professional Social Work Development II 1 hr.~~
- SWK 607 - Systems and the Human Life Course 3 hrs.
- SWK 611 – Foundations of Social Work Practice ~~Problem Solving with Individuals~~ 3 hrs.
- SWK 613 - Problem-Solving with Groups ~~3 hrs.~~ 2 hrs.
- SWK 614 – Critical Thinking and Ethical Decision Making ~~Social Work Integrative Seminar I~~ 2 hrs.
- SWK 616 - Social Work Integrative Seminar III 2 hrs.
- SWK 618 - Social Welfare Policy and Context 3 hrs.
- SWK 619 - Evidence Based Practice in Social Work I: Practice Evaluation 3 hrs.
- SWK 626 - Social Work Part-Time Field Education I 1 hr. *
- SWK 627 - Social Work Part-Time Field Education II 1 hr. *
- SWK 628 – Evidence Based Practice in Social Work II: Program Evaluation 2 hrs.
- SWK 629 - ~~Problem Solving with Families~~ Advanced Social Work Practice: Intervention with Children and Families 3 hrs.
- SWK 631 – Social Work Practice Theories 3 hrs.
- SWK 637 - Administrative Research and Entrepreneurship 3 hrs.
- SWK 638 – Evidence Based Practice in Social Work III: Research Practicum (Lab) 3 hrs.
- SWK 641 - Social Work Part-Time Field Education III 2 hrs. *
- SWK 642 - Social Work Part-Time Field Education IV 2 hrs. *
- SWK 643 - Advanced Social Work Practice: ~~I~~ Psychopathology ~~3hrs.~~ 2hrs.
- SWK 644 - Advanced Social Work Practice: ~~II~~ Intervention with Adults 3 hrs.
- SWK 645 - Management, Supervision, and Leadership in Social Work ~~3 hrs.~~ 2 hrs.
- SWK 646 - ~~Program and Community Development~~ Advanced Social Work Practice: Assessment with Organizations and Communities 3 hrs.
- SWK 647 - Social Work Integrative Seminar IV 2 hrs.
- ~~SWK 651 - Time-Limited Intervention 3 hrs.~~
- SWK 657 – Advanced Social Work Practice: Intervention with Addictions 3 hrs.
- SWK 659 - Social Work Full-Time Field Education I ~~1 hr.~~ 2 hrs.
- SWK 661 - Social Work Full-Time Field Education II ~~2 hrs.~~ 1 hr.
- SWK 662 - Social Work Full-Time Field Education III ~~2 hrs.~~ 1 hr.
- SWK 667 – Advanced Social Work Practice: Assessment with Adults 3 hrs.
- SWK 677 – Advanced Social Work Practice: Assessment with Children and Families 3 hrs.
- SWK 689 – Forensic Social Work 3 hrs.
- SWK 692 - Special Problems 1-6 hrs.
- ~~SWK courses to be determined by the School of Social Work 8 hrs.~~

Taken from 2018-2019 Graduate Bulletin

Admission Criteria

Applicants to the School of Social Work are evaluated and admitted without discrimination on the basis of age, gender, race, religion, color, creed, ethnic or national origin, disability, political, or sexual orientation.

All applicants to the MSW program are evaluated and admitted on the basis of the following criteria:

A. a bachelor's degree from an accredited college or university
B. a minimum of 12 semester hours of liberal arts coursework
C. ~~the~~ a 3.0 grade point average (GPA) on the last 60 hours of undergraduate coursework ~~required by the Graduate School~~
~~D. official scores of the Graduate Record Examination (GRE) scores (all sections)~~
E. a written personal statement
F. a written response to a case situation
G. three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study
H. International applicants must submit official TOEFL or IELTS scores.

Applications to the advanced standing program are evaluated on the basis of the additional criteria below:

Advanced Standing. Qualified applicants to the MSW program who hold a BSW from an accredited program, or who have completed equivalent foundation curriculum coursework at an accredited school of social work, may be exempted from up to 26 credit hours of MSW foundation coursework.

Applicants holding the BSW degree and applying for advanced standing must meet the following criteria:

A. accepted by the MSW Admissions Committee to the MSW program
B. BSW degree from a CSWE accredited program. (less than five years since graduation)
C. minimum GPA of 3.0 in the last 60 hours of baccalaureate education
D. minimum GPA of 3.5 in the undergraduate social work program overall, with a grade of B or better in all required social work courses
~~E. GRE scores~~
F. a passing score on a comprehensive examination given by the School of Social Work

Grade Point Average. For applicants to either the 60-credit-hour full-time or extended MSW programs, the GPA on the last 60 hours of undergraduate coursework must be at least 3.0. For applicants to the 34-credit-hour advanced standing program, the GPA on the last 60 hours of undergraduate coursework must be at least 3.0 and the GPA for the undergraduate social work program must be at least 3.5.

Graduate Record Examination. The GRE is not required for admission. ~~The official scores of the GRE are required for admission. Applicants should schedule the exam so as to allow sufficient time for submission of exam scores by the priority deadline of March 15; call 1-(800)-473-2255, or access the GRE Web site at *http://www.gre.org* for details.~~

Conditional Admission. The school adheres to university policies with regard to admission of graduate students on a conditional basis. The university regulations concerning conditional admission for full-time or part-time students are stated in this *Bulletin* under Admission Requirements and Procedures.

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

Report from Election Committee

Mike Barry, Programmer Analyst from Institutional Research is in charge of developing the election surveys. Information needed from Graduate council are listed below. Please have a discussion. Once the GC reaches an agreement, I will present our decision to the meeting held by IR or Mrs. Barry to create the survey.

1. *Do we have any updates on eligibility and qualifications?*

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

2. *Does the text used for the Graduate Council section of the voting survey need to be updated?*

   Below is what was last used in 2017:

   "The Graduate Council determines policies pertaining to graduate education at the University. The Graduate Council reviews, endorses, or recommends the rejection of proposed changes in the graduate curriculum and thoroughly reviews all proposals for additions, modifications, and/or deletions of courses, majors, minors, and certificate programs verifying compliance with university policies.

   To serve as a member of the Graduate Council, you must be a member of the regular graduate faculty in at least your third year of service.

   *NOTE: One may not serve simultaneously on the Academic Council and the Graduate Council.

   Ten members are to be elected. The term of service is three years; members of the Graduate Council may be re-elected to a second consecutive term of three years."

3. *Are the areas of representatives correct? Is Stennis correct for College of Arts and Sciences? In 2017, College of Science and Tech included Stennis. Should any other colleges include Stennis?*

   a. College of Arts and Sciences (Hattiesburg and Stennis)

   b. College of Business and Economic Development (Hattiesburg)

   c. College of Education and Human Sciences (Hattiesburg)

   d. College of Nursing and Health Professions (Hattiesburg)

   e. Gulf Coast (Gulf Park and GCRL)

4. *How many positions are open for election this year in each area of representation?*
5. *Do we need to volte "At Large" members? If yes, how many? How do we want to handle the voting for "At Large" members?*
6. *Any other opinions or reviews? For example: can two members come from the same school?*

By Zhaoxian Zhou

02/19/2019

GRADUATE DEAN'S REPORT:
INFORMATION AND UPDATES FROM THE GRADUATE SCHOOL

February 2019

SHOWCASING GRADUATE EDUCATION AT SOUTHERN MISS

Southern Miss Faculty and Student Featured at Regional Meeting

Dr. Sarah E. Morgan, chosen by the Conference of Southern Graduate Schools (CSGS) as the 2019 Outstanding Mentor, attended the annual meeting of CSGS in Knoxville, TN, held February 14-16, to receive the award. Upon accepting the honor at the awards luncheon, Morgan stated, "It's all about the students," and noted she is motivated by seeing her students succeed. Appropriately, the theme of the conference was "Enhancing the Graduate Student Experience." Plenary and break-out sessions explored topics such as legal issues in graduate education, how to best implement paths to graduate school for diverse populations, designing "transformative" developmental experiences, as well as an emphasis on graduate student mental health and well-being.

Sarah Morgan receives Outstanding Mentor Award from CSGS president

Ashleigh Bristol, Grand Champion of USM's Three-Minute Thesis Competition, was one of 47 students who competed in the CSGS 3MT competition at the annual meeting. Her presentation, "Polymers as therapeutic agents for celiac disease," explained the doctoral research she is performing under the direction of Dr. Morgan.

Ashleigh Bristol (far right) receives a certificate of participation after competing in the CSGS 3MT competition.

<u>Deadline Approaching</u> for Graduate Assistant of the Year and Graduate Mentor of the Year Awards

The deadline to submit nominations for the 2019 Graduate Assistant of the Year and 2019 Graduate Mentor of the Year awards is **Friday, February 22, 2019** at **5:00 pm**. These awards provide an opportunity to recognize an outstanding faculty member and student for their accomplishments and contributions to the teaching, research, and service missions of the university. Award recipients will also be featured in the Graduate School's annual magazine, *Arete*, in articles detailing and celebrating their achievements. Award requirements and information are available below and [online](#).

The **Graduate Assistant of the Year Award** recognizes an exemplary graduate assistant for his or her (1) character, (2) service and outstanding contributions to the mission of the University through teaching and research, and (3) scholarly achievements.

- Nominees must be currently-enrolled graduate assistants in good academic standing on a minimum of 9 semester hours of graduate coursework.
- The student must be nominated by his or her school director if the GA is employed in an academic unit; if the GA is employed in a non-academic area, nominations must be submitted by the immediate supervisor.

The winner will receive a cash award and a commemorative plaque to be presented at the 2019 Susan A. Siltanen Graduate Research Symposium awards luncheon on Thursday, April 11. The electronic form with list of required documents can be found [here](#).

The **Graduate Mentor of the Year Award** recognizes an exceptional faculty member for outstanding graduate student mentorship that produces successful graduates who display competence, confidence, professionalism, and independence. Mentorship characteristics to be evaluated include:

- Being accessible and approachable to their students while modeling professionalism
- Setting and communicating clear expectations and holding students to high standards of performance
- Providing guidance on students' research/creative projects and monitoring their academic progress
- Encouraging and helping students establish their own records of scholarship or performance by supporting travel to professional meetings and conferences; submitting articles or creative works for publication or exhibition; encouraging networking with professional colleagues
- Supporting students' professional development broadly

The winner will receive a travel award and a commemorative plaque to be presented at the 2019 Susan A. Siltanen Graduate Research Symposium awards luncheon on Thursday, April 11. The electronic form with list of required documents can be found [here](#).

UPCOMING EVENTS

McNair Scholars Retreat

The new cohort of McNair Scholars will be participating in an orientation retreat at Canton, MS the first weekend in March. Kim Brown, assistant director of the McNair Scholars program, shared details about the purpose and goals of the retreat: "The retreat is an opportunity for us to take the students out of the classroom setting and engage them in a more laid-back environment." The students will participate in various icebreaker activities and team-building exercises to learn more about how to function together as a cohort. "To help them deal with the rigors of their research and the demands of the program," Kim added, "we will also have sessions on time and stress management." Exercises will also prepare Scholars for upcoming assignments, such as a workshop on how to write a literature review. The retreat is intended to make learning more fun for the students, and the comfortable venue will make it easier and more likely for the students to get to know one another.

Graduate Student Research Symposium

The 2019 Susan A. Siltanen Graduate Research Symposium, hosted by the Graduate School and the Graduate Student Senate, will be held Thursday, April 11 from 9:00 am to 1:00 pm in the Thad Cochran Center. Students will compete for cash awards in various categories and develop communication skills by presenting their oral and poster presentations to faculty, staff, and students in a competitive environment.

This symposium showcases the advanced scholarship conducted by graduate students at Southern Miss and is meant to provide an opportunity for students to practice sharing their research to an audience of experts and other professionals in a friendly environment. Faculty from all fields of study are needed to judge the competition. Faculty interested in judging should contact Desira Bailey (desira.l.bailey@usm.edu).

Graduate Student Appreciation Week

Each year institutions across the nation recognize the contributions of graduate students by celebrating Graduate Student Appreciation Week (GSAW) during the first week of April. USM will join the celebration by sponsoring an event series from April 1-5 that highlights the contributions of graduate students to our university mission and helps them develop professionally. A complete list of GSAW events is coming soon.

Graduate Coordinator Workshop and Luncheon

All new and continuing graduate coordinators are invited to attend a Graduate Coordinator Workshop and Luncheon on Tuesday, March 26 from 11:30 am to 1:30 pm in the Thad Cochran

Center room 216. The format will be round table discussion of key tasks and responsibilities of graduate coordinators, including updates to policy and processes. The purpose of the workshop is to help graduate coordinators understand their role in fostering graduate student success. The format will encourage discussion of shared experiences. Boxed lunches will be served. Additional information about the event, including workshop registration details, will be emailed to graduate coordinators soon.

POLICIES AND PROCEDURES

New Standardized Test Score Policy for Graduate Admissions

Following unanimous approval by Graduate Council and Provost Moser, the standardized test score policy for admission to graduate programs of study was modified, giving programs the option to require a standardized test score as a part of a graduate admission application. The new policy, which will appear in the 2019-20 Graduate Bulletin, was adopted as follows:

> "The requirement for a standardized test score (i.e. GRE, GMAT) as a component of graduate school admission applications is established by each graduate program based on accepted practices for the discipline. If a standardized exam score is required, programs may accept scores from reputable professional school admission exams or professional certification exams in lieu of the GRE or GMAT. If a standardized exam is not required, programs must substitute other rigorous assessment criteria. A holistic review of all applications must be the normal practice, with consideration given to a variety of parameters that provide both qualitative and quantitative assessment of the applicant's readiness for graduate-level study. Admissions criteria can be more rigorous for doctoral programs than lower-level graduate programs".

Programs who wish to modify admission requirements according to the new policy must follow the guidelines for establishing or modifying academic policies from Proposal Guidelines:

> "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".

Acknowledgement

Dean Coats would like to thank Chad Foret, doctoral student in English in the School of Humanities for writing and editing this report.

4

Graduate Council Minutes
The University of Southern Mississippi
January 28, 2019

The Graduate Council met at 3:00 p.m. on January 28, 2019, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Patrick Biber, Dr. Jeremy Deans, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. Hollie Filce, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Rebecca Newton, Dr. Kyna Shelley, and Dr. Alan Thompson.

The following voting members were represented by proxies to constitute a quorum: Dr. Kim Goodwin for Dr. Stacey Hall, Dr. Amy LeBert for Dr. Hollie Filce, and Dr. Laurel Abreu for Dr. YanLin Guo.

The following non-voting members were present: Dr. Diane Fisher for Dr. Trenton Gould, Dr. Doug Masterson and Dr. Karen Coats.

The following guests were present: Dr. Wendy Atkins-Sayre, Ms. Desira Bailey, Ms. Tracy Barnhill, Ms. Linda Bass, Ms. Elizabeth Cranford, Dr. Janet Donaldson, Dr. Cyndi Gaudet, Dr. Cathy Hughes, Ms. Kathryn Lowery, Dr. Derek Patton, Ms. Dawn Porter, Dr. Vijay Rangachari, Dr. Bernd Schroeder, and Dr. Lachel Story.

1.0   Call to Order
      Dr. Stur called the meeting to order at 3:00 p.m.

2.0   Approval of Minutes
      Dr. Stur presented the November 19, 2018 minutes for approval. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the November 19, 2018 minutes for approval. The motion passed.

3.0   Adoption of Consent Agenda
      Dr. Stur presented the agenda with for approval. Dr. Filce moved and Dr. Adkins seconded a motion to approve the agenda. The motion passed.

      3.1   College of Arts and Sciences
            School of Biological, Environmental, and Earth Sciences
            Council approved the modification of GHY 755.

            School of Communication
            Council approved the modifications of CMS 598, CMS 600, CMS 609 and CMS 809. MC 624 and the deletions of CMS 674 and CMS 675.

School of Polymer Science and Engineering
Council approved the modifications of PSC 510, PSC 520, PSC 550, PSC 550L, PSC 570, PSC 570L, PSC 691, PSC 691CA, PSC 697, PSC 698, PSC 701, PSC 702, PSC 703, PSC 710, PSC 711, PSC 712, PSC 720, PSC 721, PSC 730, PSC 740, PSC 745, PSC 750, PSC 755, PSC 760, PSC 765, PSC 770, PSC 775, PSC 789, PSC 789CA, PSC 791, PSC 791CA, PSC 797, PSC 801, PSC 803, PSC 804, PSC 805, PSC 806, PSC 807, PSC 808, PSC 809, PSC 810, PSC 811, PSC 812, PSC 820, PSC 820L, PSC 880, PSC 881, and PSC 898.

School of Social Science and Global Studies
Council approved the addition of the WL course prefix.

Council approved the modifications of FL 561, FL 562, FL 581, FL 609, FL 610, FL 663, FL 664, FL 665, FL 690, FL 691, FL 692, FL 694, and FL 697.

3.2   College of Nursing and Health Professions
School of Leadership and Advanced Nursing Practice.
Council approved the modifications of NSG 805, NSG 809, NSG 810, NSG 811, NSG 812, NSG 813, NSG 816, NSG 817 and NSG 819.

Council approved the modifications of all NSG graduate courses to NUR course prefix.

4.0   Course and Program Proposals
Dr. Stur presented the regular agenda with the following amendments for approval:

- Change effective date on item 3.2.1.1 to summer 2019.
- Add item 4.1.1.8 modify BSC 520
- Change item 4.1.4 to School of Construction and Design
- Change emphasis name on item 4.2.2.1 to (Research, Evaluation, Statistics, and Assessment)
- Change effective for item 4.3.1.1 NUR 855 to summer 2019.

Dr. Abreu moved and Dr. Sayre seconded a motion to approve the amended regular agenda. The motion passed 17-0.

4.1   College of Arts and Sciences
School of Biological, Environmental, and Earth Sciences
Dr. Stur presented the request to add the BEE course prefix. Dr. Adkins moved and Dr. Filce seconded a motion to approve the addition of the BEE course prefix. The motion passed 17-0.

Dr. Stur presented the request to add BEE 600. Dr. Sayre moved and Dr. Deans seconded a motion to approve the addition of BEE 600. The motion passed 17-0.

Dr. Stur presented the request to add BEE 601. Dr. Sayre moved and Dr. Deans seconded a motion to approve the addition of BEE 601. The motion passed 17-0.

Dr. Stur presented the request to add BSC 690. Dr. Sayre moved and Dr. Deans seconded a motion to approve the addition of BSC 690. The motion passed 17-0.

Dr. Stur presented the request to add BSC 755. Dr. Newton moved and Dr. Deans seconded a motion to approve the addition of BSC 755. The motion passed 17-0.

Dr. Stur presented the request to modify BSC 520. Dr. Sayre moved and Dr. Adkins seconded a motion to untable BSC 520. The motion passed. Dr. Sayre moved and Dr. Deans seconded a motion to approve the modification of BSC 520. The motion passed 17-0.

Dr. Stur presented the request to add the Environmental Science M.S. program. Dr. Sayre moved and Dr. Deans seconded a motion to approve the addition of the Environmental Science M.S. program. The motion passed 17-0.

School of Biological, Environmental, and Earth Sciences and School of Mathematics and Natural Sciences
Dr. Stur presented the request to add the Biomedical Science M.S. program. Dr. Newton moved and Dr. Sayre seconded a motion to approve the addition of the Biomedical Science M.S. program. The motion passed 17-0.

School of Communication
Dr. Stur presented the request to add COM 650. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the addition of COM 650. The motion passed 17-0.

Dr. Stur presented the request to add COM 723. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the addition of COM 723. The motion passed 17-0.

Dr. Stur presented the request to add COM 724. Dr. Adkins moved and Dr. Sayre seconded a motion to approve the addition of COM 724. The motion passed 17-0.

Dr. Stur presented the request to reactivate COM 720 and COM 722. Dr. Sayre moved and Dr. Deans seconded a motion to approve these courses as a group. The motion passed. Dr. Sayre moved and Dr. Fennell seconded a motion to approve the reactivation of COM 720 and COM 722. The motion passed 17-0.

Dr. Stur presented the request to modify the Communication (Communication Studies) M.A. program, the Communication (Mass Communication) M.A. program, the Communication (Mass Communication) M.S. program, the Communication (Mass Communication) Ph.D. program and the Public Relations M.S. program. Dr. Sayre moved and Dr. Deans seconded a motion to approve these programs as a group. The motion passed.
Dr. Sayre moved and Dr. Abreu seconded a motion to approve the modifications of the Communication (Communication Studies) M.A. program, the Communication (Mass Communication) M.A. program, the Communication (Mass Communication) M.S. program, the Communication (Mass Communication) Ph.D. program and the Public Relations M.S. program. The motion passed 17-0.

School of Construction and Design
Dr. Stur presented the request to relocate the Logistics, Trade and Transportation M.S. program. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the relocation of the Logistics, Trade and Transportation M.S. program. The motion passed 17-0.

School of Music
Dr. Stur presented the request to add MUP 673, MUS 564, MUS 565, MUS 566, MUS 567, MUS 568, MUS 575, MUS 576 and the modification of the Music (Theory and Composition) M.M. program. Dr. Thompson moved and Dr. Dufrene seconded a motion to table the additions of MUP 673, MUS 564, MUS 565, MUS 566, MUS 567, MUS 568, MUS 575, MUS 576 and the modification of the Music (Theory and Composition) M.M. program. The motion passed 17-0. Council is requesting the department send a representative to the February 2019 Council meeting to answer any questions or concerns.

School of Mathematics and Natural Sciences
Dr. Stur presented the request to untable the addition of a non-thesis M.S. en route to existing Chemistry M.S, the Chemistry (Biochemistry) M.S. program, and the Chemistry (Biochemistry) Ph.D. program. Dr. Dufrene moved and Dr. Newton seconded a motion to untable the addition of a non-thesis M.S. en route to existing Chemistry M.S, the Chemistry (Biochemistry) M.S. program, and the Chemistry (Biochemistry) Ph.D. program. The motion passed 17-0.

Dr. Stur presented the request to add a non-thesis M.S. en route to existing Chemistry M.S. program. Dr. Sayre moved and Dr. Dufrene seconded a motion to approved the addition of a non-thesis M.S. en route to existing Chemistry M.S. program. The motion passed 17-0.

Dr. Stur presented the request to delete the Chemistry (Biochemistry) M.S. program. Dr. Sayre moved and Dr. Deans seconded a motion to approve the deletion of the Chemistry (Biochemistry) M.S. program. The motion passed 17-0.

Dr. Stur presented the request to delete the Chemistry (Biochemistry) Ph.D. program. Dr. Adkins moved and Dr. Sayre seconded a motion to approve the deletion of the Chemistry (Biochemistry) Ph.D. program. The motion passed 17-0.

School of Social Science and Global Studies
Dr. Stur presented the request to modify SOC 521, SOC 560, SOC 562, SOC 564 and SOC 582. Dr. Filce moved and Dr. Deans seconded a motion to accept these courses as a group. The motion passed. Dr. Filce moved and Dr. Sayre seconded a motion to approve the modifications of SOC 521, SOC 560, SOC 562, SOC 564 and SOC 582. The motion passed 17-0.

Dr. Stur presented the request to add the SSGS course prefix. Dr. Abreu moved and Dr. Lemacks seconded a motion to approve the addition of the SSGS course prefix. The motion passed 17-0.

Dr. Stur presented the request to add SSGS 500. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the addition of SSGS 500. The motion passed 17-0.

Dr. Stur presented the request to add SSGS 501. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the addition of SSGS 501. The motion passed 17-0.

Dr. Stur presented the request to modify the Political Science M.A. program. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the modification of the Political Science M.A. program. The motion passed 17-0.

4.2   College of Education and Human Sciences
School of Child and Family Sciences
Dr. Stur presented the request to modify the Child and Family Studies M.S. program. Dr. Sayre moved and Dr. Shelley seconded a motion to approve the modification of the Child and Family Studies M.S. program. The motion passed 17-0.

School of Education
Dr. Stur presented the request to add an M.S. en route to Ph.D. option to the existing Education (Research, Evaluation, Statistics and Assessment) Ph.D. program. Dr. Filce moved and Dr. Sayre seconded a motion to approve the addition of an M.S. en route to Ph.D. option to the existing Education (Research, Evaluation, Statistics and Assessment) Ph.D. program. The motion passed 17-0.

School of Kinesiology and Nutrition
Dr. Stur presented the request to modify the Kinesiology (Physical Education) M.S. program. Dr. Sayre moved and Dr. Adkins seconded a motion to approve the modification of the Kinesiology (Physical Education) M.S. program. The motion passed 17-0.

4.3   College of Nursing and Health Professions
School of Leadership and Advanced Nursing Practice
Dr. Stur presented the request to add NUR 855. Dr. Newton moved and Dr. Dufrene seconded a motion to approve the addition of NUR 855. The motion passed 17-0.

4.4   Graduate School
Dr. Stur presented the request to add a Professional Development (Professionals in Preparation) Foundational-Level digital badge. Dr. Sayre moved and Dr. Deans seconded a motion to approve the addition of a Professional Development (Professionals in Preparation) Foundational-Level digital badge. The motion passed 17-0.

5.0   Officers Report
5.1   Chair – Dr. Heather Stur
No report.

5.2   Chair-Elect – Dr. Ward Sayre
No report.

6.0   Standing Committee Reports
    6.1   Bylaws Committee – Dr. Ward Sayre
        No report.

    6.2   Credentials Committee – Dr. Brad Dufrene
        Dr. Sayre submitted the Credentials report for January 2019 for approval. The report was approved. (see attached)

    6.3   Election Committee – Dr. Zhaoxian Zhou
        No report.

    6.4   Policies and Procedures Committee – Dr. YanLin Guo
        No report.

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

7.0   Liaisons to University Committees
    7.1   Assessment Committee- Dr. Ward Sayre
        No report.

8.0   New Business
    9.1   Dean's Report
        Dr. Coats presented her report to Council. (see attached)

    9.2   Graduate School Standardized Exam Policy
        Dr. Coats discussed with Council a proposed policy for schools to allow other criteria other than the GRE/GMAT for admission into their programs. Dr. Sayre move and Dr. Deans seconded a motion to approve the proposed policy. (see attached)

9.0   Announcements
The meeting was adjourned. The next meeting is scheduled for February 18, 2019 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, February 1, 2019.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

College of Arts and Sciences

School of Biological, Environmental, and Earth Sciences

Modify:	GHY 755	Field Methods in Geography.
To:	GHY 755	Field Methods in Environmental Science. Effective fall 2019.
Add:		BEE (Biological, Environmental, and Earth Sciences) course prefix. Effective fall 2019.
Add:	BEE 600	Current Topics in Environmental Science. 2 hours. Effective fall 2019.
Add:	BEE 601	Natural Resource Policy. 3 hours. Effective fall 2019.
Add:	BSC 690	Biomedical Sciences Seminar. 1 hour. Effective fall 2019.
Add:	BSC 755	Advanced Phisiology. 3 hours. Effective fall 2019.
Modify:	BSC 594	Experimental Design and Analysis.
To:	BSC 694	Experimental Design and Analysis. Effective fall 2019.
Modify:	BSC 520	Specification.
To:	BSC 705	Species and Specification. Effective fall 2019.
Add:		Environmental Science M.S. degree program. Effective spring 2020. (see attached).
Add:		Biomedical Sciences M.S. degree program. Effective spring 2020. (see attached).

School of Communication

Modify:	CMS 598	Teaching Public Speaking.
To:	CMS 598	Teaching Communication. Course description. Effective fall 2019.

Modify:	CMS 600	Teaching Public Speaking.
To:	CMS 600	Teaching Communication. Course description. Effective fall 2019.
Modify:	CMS 609	Speech Communication Seminar.
To:	CMS 609	Communication Seminar. Course description. Effective fall 2019.
Modify:	CMS 809	Speech Communication Seminar.
To:	CMS 809	Communication Seminar. Course description. Effective fall 2019.
Modify:	MC 624	Public Relations Crisis.
To:	COM 624	Risk and Crisis Communication. Effective fall 2019.
Delete:	CMS 674	Dimensions of Learning in Speech Communication Education I. Effective fall 2019.
Delete:	CMS 675	Dimensions of Learning in Speech Communication Education II. Effective fall 2019.
Add:	COM 650	Health Communication. 3 hours. Effective fall 2019.
Add:	COM 723	Qualitative Methods in Communication. 3 hours. Effective fall 2019.
Add:	COM 724	Rhetorical Archival Methods. 3 hours. Effective fall 2019.
Reactivate:	COM 720	Introduction to Graduate Research in Communication. 3 hours. Effective fall 2019.
Reactivate:	COM 722	Communication Research Methods. 3 hours. Effective fall 2019.
Modify:	Communication (Communication Studies) M.A. degree program. Effective fall 2019. (see attached).	
Modify:	Communication (Mass Communication) M.A. degree program. Effective fall 2019. (see attached).	

Modify:	Communication (Mass Communication) M.S. degree program. Effective fall 2019. (see attached).
Modify:	Communication (Mass Communication) Ph.D. degree program. Effective fall 2019. (see attached).
Modify:	Public Relations M.S. degree program. Effective fall 2019. (see attached).

School of Construction

Modify:	Logistics Trade and Transportation M.S. degree program. (Located in School of Construction and Design.)
To:	Logistics Trade and Transportation M.S. degree program. (Relocated to School of Interdisciplinary Studies and Professional Development.)

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School of Music

Tabled:	**MUP 673**	**Jazz/Studio Applied Lessons.**
Tabled:	**MUS 564**	**Stylistic Development in Jazz.**
Tabled:	**MUS 565**	**Improvisation I.**
Tabled:	**MUS 566**	**Improvisation II.**
Tabled:	**MUS 567**	**Improvisation III.**
Tabled:	**MUS 568**	**Improvisation IV.**
Tabled:	**MUS 575**	**Introduction to Scoring for Jazz Ensemble.**
Tabled:	**MUS 576**	**Scoring for Large Jazz Ensemble.**
Tabled:	**Music (Theory and Composition) M.M. degree program.**	

School of Mathematics and Natural Sciences

Modify:	Chemistry M.S. degree program. Allowing a M.S. en route to the existing Ph.D. option. Effective fall 2019. (see attached)
Delete:	Chemistry (Biochemistry) M.S. degree program. Effective fall 2019. (see attached)
Delete:	Chemistry (Biochemistry) Ph.D. degree program. Effective fall 2019. (See attached)

School of Social Science and Global Studies

Modify:	SOC 521	Special Sociological Topics. Face to face format.
To:	SOC 521	Special Sociological Topics. Face to face and online correspondence format. Effective fall 2019.
Modify:	SOC 560	Quantitative Methods. Face to face format.
To:	SOC 560	Quantitative Methods. Face to face and online correspondence format. Course description. Effective fall 2019.
Modify:	SOC 562	Methods of Social Research. Face to face format.
To:	SOC 562	Methods of Social Research. Face to face and online correspondence format. Course description. Effective fall 2019.
Modify:	SOC 564	Qualitative Research Methods. Face to face format.
To:	SOC 564	Qualitative Research Methods. Face to face and online correspondence format. Course description. Effective fall 2019.
Modify:	SOC 582	Sociological Theory. Face to face format.
To:	SOC 582	Sociological Theory. Face to face and online correspondence format. Course description. Effective fall 2019.
Add:		SSGS (Social Science and Global Studies) course prefix. Effective fall 2019.
Add:	SSGS 500	Conducting Research in the Social Sciences. 3 hours. Effective fall 2019.
Add:	SSGS 501	Data Analysis and Statistics in the Social Sciences. 3 hours. Effective fall 2019.
Modify:		Political Science M.A. degree program. Effective fall 2019. (see attached)

Add:		WL (World Languages) course prefix. 　　Effective fall 2019.
Modify:	FL 500	<u>Topics in Language and Culture.</u>
To:	WL 500	<u>Topics in Language and Culture.</u> Effective fall 2019.
Modify:	FL 561	<u>Teaching Second Languages: Theory into</u> <u>Practice.</u>
To:	WL 561	<u>Teaching Second Languages: Theory into</u> <u>Practice.</u> Effective fall 2019.
Modify:	FL 562	<u>Translation.</u>
To:	WL 562	<u>Translation.</u> Effective fall 2019.
Modify:	FL 581	<u>Advanced Credit for Study Abroad.</u>
To:	WL 581	<u>Advanced Credit for Study Abroad.</u> Effective fall 2019.
Modify:	FL 609	<u>Dimensions of Learning in Foreign Language</u> <u>Education I.</u>
To:	WL 609	<u>Dimensions of Learning in Foreign Language</u> <u>Education I.</u> Effective fall 2019.
Modify:	FL 610	<u>Dimensions of Learning in Foreign Language</u> <u>Education II.</u>
To:	WL 610	<u>Dimensions of Learning in Foreign Language</u> <u>Education II.</u> Effective fall 2019.
Modify:	FL 663	<u>Applied Linguistics In Second and Foreign</u> <u>Languages.</u>
To:	WL 663	<u>Applied Linguistics In Second and Foreign</u> <u>Languages.</u> Effective fall 2019.
Modify:	FL 664	<u>Second Language Acquisition Theory and Practice.</u>
To:	WL 664	<u>Second Language Acquisition Theory and Practice.</u> Effective fall 2019.

Modify:	FL 665	Sociocultural and Sociolinguistic Perspectives in Languages.
To:	WL 665	Sociocultural and Sociolinguistic Perspectives in Languages. Effective fall 2019.
Modify:	FL 690	Foreign Language Teaching Seminar.
To:	WL 690	Foreign Language Teaching Seminar. Effective fall 2019.
Modify:	FL 691	Research.
To:	WL 691	Research. Effective fall 2019.
Modify:	FL 692	Special Problems.
To:	WL 692	Special Problems. Effective fall 2019.
Modify:	FL 694	Practicum in Second or Foreign Language.
To:	WL 694	Practicum in Second or Foreign Language. Effective fall 2019.
Modify:	FL 697	Independent Study.
To:	WL 697	Independent Study. Effective fall 2019.

School of Polymer Science and Engineering

Modify:	PSC 510	Safety Principles and Procedures in the Chemical Sciences.
To:	PSE 510	Safety Principles and Procedures in the Chemical Sciences. Effective fall 2019.
Modify:	PSC 520	Experimental Design for Polymer Scientists.
To:	PSE 520	Experimental Design for Polymer Scientists. Effective fall 2019.
Modify:	PSC 550	Polymer Characterization.
To:	PSE 550	Polymer Characterization. Effective fall 2019.

Modify:	PSC 550L	Polymer Characterization Laboratory.
To:	PSE 550L	Polymer Characterization Laboratory. Effective fall 2019.
Modify:	PSC 570	Surface Coatings.
To:	PSE 570	Surface Coatings. Effective fall 2019.
Modify:	PSC 570L	Surface Coatings Laboratory.
To:	PSE 570L	Surface Coatings Laboratory. Effective fall 2019.
Modify:	PSC 691	Research in Polymer Science.
To:	PSE 691	Research in Polymer Science. Effective fall 2019.
Modify:	PSC 691CA	Research in Polymer Science.
To:	PSE 691CA	Research in Polymer Science. Effective fall 2019.
Modify:	PSC 697	Independent Study and Research.
To:	PSE 697	Independent Study and Research. Effective fall 2019.
Modify:	PSC 698	Thesis.
To:	PSE 698	Thesis. Effective fall 2019.
Modify:	PSC 701	Organic Polymer Chemistry I.
To:	PSE 701	Organic Polymer Chemistry I. Effective fall 2019.
Modify:	PSC 702	Organic Polymer Chemistry II.
To:	PSE 702	Organic Polymer Chemistry II. Effective fall 2019.
Modify:	PSC 703	Organic Polymer Chemistry III.
To:	PSE 703	Organic Polymer Chemistry III. Effective fall 2019.

Modify:	PSC 710	Polymer Physical Chemistry I: Solution Properties.
To:	PSE 710	Polymer Physical Chemistry I: Solution Properties. Effective fall 2019.
Modify:	PSC 711	Polymer Physical Chemistry II: Characterization.
To:	PSE 711	Polymer Physical Chemistry II: Characterization. Effective fall 2019.
Modify:	PSC 712	Polymer Physical Chemistry III: Solid State.
To:	PSE 712	Polymer Physical Chemistry III: Solid State. Effective fall 2019.
Modify:	PSC 720	Polymer Techniques I.
To:	PSE 720	Polymer Techniques I. Effective fall 2019.
Modify:	PSC 721	Polymer Techniques II.
To:	PSE 721	Polymer Techniques II. Effective fall 2019.
Modify:	PSC 730	Polymer Rheology.
To:	PSE 730	Polymer Rheology. Effective fall 2019.
Modify:	PSC 740	Polymer Kinetics.
To:	PSE 740	Polymer Kinetics. Effective fall 2019.
Modify:	PSC 745	Introduction to Continuum Mechanics.
To:	PSE 745	Introduction to Continuum Mechanics. Effective fall 2019.
Modify:	PSC 750	Composite Materials.
To:	PSE 750	Composite Materials. Effective fall 2019.
Modify:	PSC 755	Composite Design.
To:	PSE 755	Composite Design. Effective fall 2019.

Modify:	PSC 760	Composite Analysis.
To:	PSE 760	Composite Analysis. Effective fall 2019.
Modify:	PSC 765	Mechanics of Composites.
To:	PSE 765	Mechanics of Composites. Effective fall 2019.
Modify:	PSC 770	Composite Adhesion and Joining.
To:	PSE 770	Composite Adhesion and Joining. Effective fall 2019.
Modify:	PSC 775	Composite Fabrication.
To:	PSE 775	Composite Fabrication. Effective fall 2019.
Modify:	PSC 789	Polymer Science Seminar.
To:	PSE 789	Polymer Science Seminar. Effective fall 2019.
Modify:	PSC 789CA	Polymer Science Seminar.
To:	PSE 789CA	Polymer Science Seminar. Effective fall 2019.
Modify:	PSC 791	Research.
To:	PSE 791	Research. Effective fall 2019.
Modify:	PSC 791CA	Research.
To:	PSE 791CA	Research. Effective fall 2019.
Modify:	PSC 797	Independent Study and Research.
To:	PSE 797	Independent Study and Research. Effective fall 2019.
Modify:	PSC 801	Structure and Elasticity of Polymer Networks.
To:	PSE 801	Structure and Elasticity of Polymer Networks. Effective fall 2019.

Modify:	PSC 803	<u>Polymer Composite Blends and IPN.</u>
To:	PSE 803	<u>Polymer Composite Blends and IPN.</u> Effective fall 2019.
Modify:	PSC 804	<u>Biopolymers.</u>
To:	PSE 804	<u>Biopolymers.</u> Effective fall 2019.
Modify:	PSC 805	<u>Advanced Surface Coatings.</u>
To:	PSE 805	<u>Advanced Surface Coatings.</u> Effective fall 2019.
Modify:	PSC 806	<u>Industrial Monomer and Polymer Science.</u>
To:	PSE 806	<u>Industrial Monomer and Polymer Science.</u> Effective fall 2019.
Modify:	PSC 807	<u>Testing of Polymers.</u>
To:	PSE 807	<u>Testing of Polymers.</u> Effective fall 2019.
Modify:	PSC 808	<u>Polymer Processing Principles.</u>
To:	PSE 808	<u>Polymer Processing Principles.</u> Effective fall 2019.
Modify:	PSC 809	<u>Morphology of Oriented Polymers.</u>
To:	PSE 809	<u>Morphology of Oriented Polymers.</u> Effective fall 2019.
Modify:	PSC 810	<u>Physical Properties of Macromolecular Solids.</u>
To:	PSE 810	<u>Physical Properties of Macromolecular Solids.</u> Effective fall 2019.
Modify:	PSC 811	<u>Polymer Physics.</u>
To:	PSE 811	<u>Polymer Physics.</u> Effective fall 2019.
Modify:	PSC 812	<u>Conformational Analysis, Molecular Design of Polymers.</u>
To:	PSE 812	<u>Conformational Analysis, Molecular Design of Polymers.</u> Effective fall 2019.

Modify:	PSC 820	Advanced Polymer Composites.
To:	PSE 820	Advanced Polymer Composites. Effective fall 2019.
Modify:	PSC 820L	Advanced Polymer Composites Lab.
To:	PSE 820L	Advanced Polymer Composites Lab. Effective fall 2019.
Modify:	PSC 880	Selected Topics I.
To:	PSE 880	Selected Topics I. Effective fall 2019.
Modify:	PSC 881	Selected Topics II.
To:	PSE 881	Selected Topics II. Effective fall 2019.
Modify:	PSC 898	Dissertation.
To:	PSE 898	Dissertation. Effective fall 2019.

College of Education and Human Sciences

School of Child and Family Sciences

Modify:	Child and Family Studies M.S. degree program.
To:	Child and Family Sciences M.S. degree program. Effective fall 2019. (see attached). **Pending IHL approval.**

School of Education

Modify:	Policy allowing a M.S. en route to the Ph.D. for the Education (Research, Evaluation, Statistics, and Assessment) degree program. Effective fall 2019. (see attached)

School of Kinesiology and Nutrition

Modify:	Kinesiology (Physical Education) M.S. degree program. 36 hours.
To:	Kinesiology (Physical Education) M.S. degree program. 33 hours. Effective fall 2019.

College of Nursing and Health Professions
School of Leadership and Advanced Nursing Practice

Modify: NSG course prefix for all graduate level courses.

To: NUR course prefix for all graduate level courses.
Effective fall 2019.

Modify: NSG 805   Role Development for Advanced Practice.
Face to face format.

To: NUR 805   Role Development for Advanced Practice.
Face to face and online correspondence format.
Effective summer 2019.

Modify: NSG 809   Methods for Evaluating Evidence Based Practice.
Face to face format.

To: NUR 809   Methods for Evaluating Evidence Based Practice.
Face to face and online correspondence format.
Effective summer 2019.

Modify: NSG 810   Practice Inquiry I: Information Systems &
Technology.
Face to face format.

To: NUR 810   Practice Inquiry I: Information Systems &
Technology.
Face to face and online correspondence format.
Effective summer 2019.

Modify: NSG 811   Population Health and Epidemiology.
Face to face format.

To: NUR 811   Population Health and Epidemiology.
Face to face and online correspondence format.
Effective summer 2019.

Modify: NSG 812   Practice Inquiry II: Translating Research into
Practice.
Face to face format.

To: NUR 812   Practice Inquiry II: Translating Research into
Practice.
Face to face and online correspondence format.
Effective summer 2019.

Modify:	NSG 813	Policy and Politics in Healthcare. Face to face format.
To:	NUR 813	Policy and Politics in Healthcare. Face to face and online correspondence format. Effective summer 2019.
Modify:	NSG 816	Doctor of Nursing Practice Project. Face to face format.
To:	NUR 816	Doctor of Nursing Practice Project. Face to face and online correspondence format. Effective summer 2019.
Modify:	NSG 817	Quality and Leadership in Healthcare Systems. Face to face format.
To:	NUR 817	Quality and Leadership in Healthcare Systems. Face to face and online correspondence format. Effective summer 2019.
Modify:	NSG 819	Economics and Finance in Healthcare Systems. Face to face format.
To:	NUR 819	Economics and Finance in Healthcare Systems. Face to face and online correspondence format. Effective summer 2019.
Add:	NUR 855	Clinical Correlation and Professional Facets. 3 hours. Effective fall 2019.

Graduate School

Add: Professional Development (Professionals in Practice)
          Foundational-Level Digital Badge.
          Effective spring 2019.

Institution:		
Date of Implementation:	**Incremental, Six Year Cost of Implementation:**	**Incremental, Six-Year Per Student Cost of Implementation:**
~~August 15, 2019~~ **Spring 2020**	$30,000	$222.00
Will it attract new students to the university? ☐ Yes X ☐ No	**Potential Six-Year, New Revenue:** $1,051,600	**Potential New, Six-Year Revenue Per Student:** $15,774
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: ~~MS~~ Environmental Sciences		**Six-Digit CIP Code:** 03.0104
Name of Degree(s) to be Awarded: MS ~~Environmental Sciences~~		**Total Credit Hour Requirements to Earn the Degree:** 36

List any institutions within the state offering similar programs:

Responsible Academic Unit(s):

School of BEES

Institutional Contact: Andy Reese
Phone: 6012666486
Email: Andy.Reese@usm.edu

Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	10	Year One	0
Year Two	15	Year Two	8
Year Three	20	Year Three	12
Year Four	25	Year Four	16
Year Five	30	Year Five	20
Year Six	35	Year Six	24
Total	135	Total	80

Program Summary:

The non-thesis M.S. in Environmental Science will be a rigorous, two- (spring and fall) or three semester (summer, fall and spring) graduate program designed to prepare students for professional careers in the field of environmental science (e.g. entry into environmental consulting, wildlife science, natural resource management), doctoral studies, K-12 or community college teaching careers, and a variety of other professions within the environmental sciences.

_____
Chief Academic Officer Signature

_____
Date

_____
Institutional Executive Officer Signature

_____
Date

Institution:

1. Describe the proposed program and explain how it fits within the mission of the institution.

This degree program will be for students wanting to pursue a non-thesis MS in Environmental Sciences. This fits into the mission of the university for expanding our graduate degree offerings. Several environmentally-themed proposals were submitted during the university reorganization process and all of them were ranked highly. This proposed non-thesis program will leverage existing environmental strengths within the School of BEES. Some organically generated research relationships among the environmentally focused School of BEES faculty already exist and the proposed program will foster these relationships while promoting the formation of new collaborations.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data.

There is currently a paucity of non-thesis Master's level programs within the region that allow students to study environmental science (Table 1). There are currently no similar degrees offered in Mississippi (see table below). The University of West Florida, University of Louisiana at Lafayette, and Florida State University are the only other universities within a six hour drive radius of USM that offer non-thesis M.S. degrees option for Environmental Science. The U.S. Department of Labor predicts an 11% increase in jobs available for environmental scientists through 2026. New resources stemming from RESTORE Act projects are creating job growth in coastal areas in Mississippi. Thus, this proposed degree plan both fills a niche within the central Gulf Coastal Plain region and will help provide employees for a growing job market.

3. Provide information on employment (supporting data must include state and national employment statistics or career opportunities (include potential earnings range).

Students that complete the MS in Environmental Sciences are qualified for employment with private environmental services companies and state and federal agencies. The average salary for employees in environmental science is $69,400 (Dept. of Labor Statistics, 2016). A recent search (10/24/18) on Monster.com using 'environmental science' as a keyword yielded 21,162 current open positions.

4. Describe any other benefits to the institution, state, region, or nation including research, service, and teaching efforts that might result from offering this program.

This program also takes advantage of Hattiesburg's central location within the Gulf Coastal Plain. The Gulf Coastal Plain (GCP) is a geographic region that includes terrestrial and aquatic systems that surround the Gulf of Mexico and includes areas within the United States, Mexico, and Cuba. Portions of ten states lie within the GCP including most of Alabama, Florida, and Mississippi and all of Louisiana. Over 60% of the land area of the lower 48 U.S. states drains through the U.S. GCP into the Gulf of Mexico including the Mississippi River, the fourth largest river basin in the world. The only large undammed river in the lower 48 states (Pascagoula River) lies within the GCP and offers many opportunities to compare altered and impeded river systems with a relatively pristine system. In addition, one of the most threatened ecosystems in the Northern Temperate Hemisphere, longleaf pine forests, extends throughout the GCP. The two largest remnants of longleaf pine forests remaining are in Alabama/Florida (Conecuh National Forest/Eglin Air Force Base and Mississippi (DeSoto National Forest). In 2016, the GCP was declared a Global Biodiversity hotpot recognizing the high levels of unique species that occur in the region. The proposed non-thesis Master's of Science in Environmental Science will provide training for professionals that want to work in terrestrial, aquatic, and human ecosystems within the GCP. Several faculty already take advantage of this system and the proposed program will allow students to receive training within this unique system. Also, many opportunities exist to cooperate with state and federal agencies within this ecosystem. This exposure provides these students with networking opportunities for jobs within the GCP.

5. Using expected enrollment, provide the total anticipated budget for the program including implementation and 5 subsequent years (total of 6 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated,

Appendix 7: Authorization to Plan a New Degree Program
(Submit Appendix 7 in both PDF and Word Document Formats)

Institution:		
Date of Implementation: August 15, 2019	Incremental, Six Year Cost of Implementation: $0	Incremental, Six-Year Per Student Cost of Implementation: $0
Will it attract new students to the university? ☐ Yes X ☐ No	Potential Six-Year, New Revenue: $1,261,920	Potential New, Six-Year Revenue Per Student: $10,516

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: MS Biomedical Sciences	Six-Digit CIP Code: 26.0102

Name of Degree(s) to be Awarded: MS Biomedical Sciences	Total Credit Hour Requirements to Earn the Degree: 30

List any institutions within the state offering similar programs:

William Carey University, Mississippi College, University of Mississippi Medical Center

Responsible Academic Unit(s): School of BEES, School of MANS	Institutional Contact: Andy Reese Phone: 6012666486 Email: Andy.Reese@usm.edu

Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	10	Year One	
Year Two	15	Year Two	10
Year Three	20	Year Three	15
Year Four	25	Year Four	20
Year Five	25	Year Five	25
Year Six	25	Year Six	25
Total	120	Total	95

Program Summary:

The accelerated, non-thesis M.S. in Biomedical Sciences will be a rigorous, two- (spring and fall) or three semester (summer, fall and spring) graduate program designed to prepare students for professional careers in the medical field (e.g. entry into medical, physician assistant, physical therapy, dental, pharmacy, nursing, optometry, physician assistant schools, etc.), doctoral studies, K-12 or community college teaching careers, and a variety of other professions.

Chief Academic Officer Signature	**Date**

Institutional Executive Officer Signature	**Date**

1. Describe the proposed program and explain how it fits within the mission of the institution.

This degree program will be for students wanting to pursue a non-thesis MS in Biomedical Sciences. This fits into the mission of the university for expanding our graduate degree offerings.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data.

There are many students that wish to pursue professional programs (such as medical school or dental school). However, they may fall short of admission by having a lower admission test score or GPA. These students often opt to go to graduate school and complete their MS. Most students, however, are not interested in research and therefore not interested in completing a thesis. This degree offering will give these students the flexibility to have a one year program that does not require a thesis, but will provide them with additional education that will help them to be more competitive for professional schools.

3. Provide information on employment (supporting data must include state and national employment statistics or career opportunities (include potential earnings range).

Students that complete the MS in Biomedical Sciences may be involved in research laboratories that are requiring a graduate degree for advanced placement in the company. Likewise, students receiving this MS degree will be eligible for more advanced positions with companies, such a medical research and biotechnology companies. The average salary for employees in biomedical research is $65,900. There are thousands of jobs currently listed in the US for opportunities for students with this degree.

4. Describe any other benefits to the institution, state, region, or nation including research, service, and teaching efforts that might result from offering this program.

This program will increase the biomedical workforce in the state of Mississippi, which will help the state in becoming a premier location for biotech companies to build.

5. Using expected enrollment, provide the total anticipated budget for the program including implementation and 5 subsequent years (total of 6 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	A − (B+C) Differential
2017-2018	0	0	0	0	0	0	
2018-2019	10	10			105,160	0	
2019-2020	15	15			157740	0	
2021-2022	20	20			210320	0	
2022-2023	25	25			262900	0	
2023-2024	25	25			262900	0	
TOTAL	95	95	0	0	999020	0	

Please explain what has been included in the costs and revenues.

Start-Up Costs: one-time costs associated with offering this program

Direct, Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

6. Indicate where the proposed program is offered within the state and explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers settlement.

A similar MS program is currently offered at two private institutions (Mississippi College and William Carey University) and one public institution (University of Mississippi Medical Center). Based on the estimation of nearly 100 students statewide needing to enter in such programs, we do not anticipate that the program will have a significant impact on admission at these other institutions.

7. What is the specific basis for determining the number of graduates expected in the first six years?

We anticipate that our first year will have at least 10 students enrolled. We anticipate that all students will complete the program and will graduate at the conclusion of the year. Once we have been able to successfully advertise for the program, we anticipate being able to accommodate 25 students, maximum, in this program.

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Academic Bulletin

2018-2019 Graduate Bulletin

Communication (Communication Studies), M.A.   📋 ◁ 🖨 ❓

Research and Scholarly Integrity Education

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

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this Bulletin.

Emphasis Areas: Students may choose between two tracks of study. The thesis option requires a scholarly thesis and a defense of the thesis. The applied communication track requires a major project that culminates in a portfolio demonstration of the effects, application of theory, or concepts. Students are required to defend the portfolio.

Requirements

All students pursuing this program in Communication must complete the following requirements:

Substantive Core (6 hours)

- CMS 600 - ~~Speech~~ Communication Theory and Research 3 hrs.
- ~~CMS~~ *COM* 720 - Introduction to Graduate Research 3 hrs.

Research Methods (9 hours)

- ~~CMS 809~~ *COM 723 Qualitative Methods* ~~- Speech Communication Seminar 3~~ hrs.
- Electives 3 hours
- Electives 3 hours

→ Approved

~~CMS~~ Electives (9 hours)
e

Thesis (6 hours)

- CMS 698 - Thesis 3-6 hrs. for a total of 6 hours.

Note:

*The research methods electives will be chosen from ~~CMS 721~~, ~~CMS~~ 722, REF 602, REF 761.

[handwritten: COM   COM   COM 724]

A minimum of thirty (30) semester hours must be completed, including thesis credit. At least eighteen (18) of these hours must be numbered 600 and above. A 3.0 GPA is required for graduation.

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Academic Bulletin

2018-2019 Graduate Bulletin

Communication (Mass Communication), M.A.   📄 ⮳ 🖨 ❓

Thesis Option

All students pursuing this program in communication must complete the following requirements:

Substantive Core (6 hours)

- MC 607 - Mass Communication Theory 3 hrs.
- MC 608 - Critical & Cultural Theory of Mass Communication 3 hrs.

Research Methods

- ~~MC~~ *COM* 720 - Introduction to Graduate Research in Communication 3 hrs.

Research Electives (6 hours)

Thesis (6 hours)

Approved

∧ *e* Electives ~~in Mass Communication~~ (9 hours)

Note:

A minimum of thirty (30) semester hours must be completed, including thesis credit. At least eighteen (18) of these hours must be numbered 600 or above. All candidates must pass a comprehensive written examination, submit a scholarly thesis, and defend the thesis. A 3.0 GPA is required for graduation.

Continuous Enrollment Requirement. Students are expected to enroll continuously after they have taken required coursework until they complete their degree following guidelines published under the General Degree Requirements section of this Graduate Bulletin.

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Academic Bulletin

2018-2019 Graduate Bulletin

Communication (Mass Communication), M.S.   📄 ⟨ 🖶 ?

Non-Thesis Option

All students pursuing this program in Communication must complete the following requirements:

Substantive Core (6 hours)

- MC 607 - Mass Communication Theory 3 hrs.
- MC 608 - Critical & Cultural Theory of Mass Communication 3 hrs.

Research Methods

- ~~MC~~ *COM* 720 - Introduction to Graduate Research in Communication 3 hrs.

Research Electives (6 hours)

Approved

^ ~~Electives in Mass Communication~~ (18 hours)

Note:

A minimum of thirty-three (33) semester hours must be completed. At least eighteen (18) of these hours must be numbered 600 or above. All candidates must pass a comprehensive written examination. A 3.0 GPA is required for graduation.

Continuous Enrollment Requirement. Students are expected to enroll continuously after they have taken required coursework until they complete their degree following guidelines published under the General Degree Requirements section of this Graduate Bulletin.

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Academic Bulletin

2018-2019 Graduate Bulletin

Communication (Mass Communication), Ph.D.   📄 ◁ 🖨 ❓

The doctor of philosophy degree program is structured in consultation with each student's doctoral committee. The program involves study of advanced theory and research in mass communication.

A four-course sequence in research design and methodology is required of all doctoral students. The four courses are: MC 607 - Mass Communication Theory; MC 608 - Critical & Cultural Theory of Mass Communication; MC 720 - Introduction to Graduate Research in Communication; and MC 722 - Communication Research Methods. Equivalent courses taken at another institution will be accepted, pending approval of the director, the major professor, and the instructor of the course.

The minimum credit requirement for the doctoral degree is sixty-three (63) hours beyond the master's degree. The student takes rigorous written and oral examinations and submits and defends a scholarly dissertation. A 3.0 GPA is required for graduation.

Research Tool

Students in the doctor of philosophy degree program must satisfy 9 hours of research tool requirements by completing coursework and research approved by the student's advisory committee.

Research and Scholarly Integrity Education

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

Residency

Students must meet the residency requirements specified in this Bulletin.

Doctoral students may elect an outside minor consisting of twelve (12) hours approved by the major professor and academic committee members. Doctoral students must demonstrate proficiency in basic communication research design and methodology.

Continuous Enrollment Requirement. Students are expected to enroll continuously after they have taken required coursework until they complete their degree following guidelines published under the General Degree Requirements section of this Graduate Bulletin.

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Academic Bulletin

2018-2019 Graduate Bulletin

Public Relations, M.S.

🗎 ⧏ 🖶 ❓

Requirements

All students pursuing a major in public relations must complete the following requirements:

Substantive Core (12 hours)

- MC 608 - Critical & Cultural Theory of Mass Communication 3 hrs.
- MC 620 - Public Relations Theory 3 hrs.
- MC 621 - Public Relations Campaigns 3 hrs.
- MC 626 - Public Relations Strategies and Tactics 3 hrs.

Research Methods

- ~~MC~~ CoM 720 - Introduction to Graduate Research in Communication 3 hrs.
- MCJ 526 - Public Relations Research 3 hrs.

Thesis, major project, or internship* (3 hours)

Approved ~~Mass Communication~~ Electives (9 hours)

Note:

*Students seeking the master of science degree with a major in public relations may choose between a thesis and a nonthesis option. Six hours credit is given for a thesis and three hours for a major project or internship.

A minimum of thirty (30) semester hours must be completed, including thesis, major project, or internship. At least eighteen (18) of these hours must be numbered 600 or above. All candidates for the master of science degree with a major in public relations must pass comprehensive written examinations, and either submit and defend a scholarly thesis, or complete a major project, or serve an approved internship. A 3.0 GPA is required for graduation.

Candidates with undergraduate deficiencies must take undergraduate courses to correct the deficiency without receiving graduate credit for the additional coursework. Candidates with few undergraduate

deficiencies may be permitted by their academic committees to complete a graduate minor pertinent to their area of specialized practice, e.g., social work, public administration, business administration, or criminal justice.

Continuous Enrollment Requirement. Students are expected to enroll continuously after they have taken required coursework until they complete their degree following guidelines published under the General Degree Requirements section of this Graduate Bulletin.

University of Southern Mississippi

2018-2019 Graduate Bulletin

Chemistry, M.S.

Master of Science Degree

The School of Mathematics and Natural Sciences offers the master of science with specialization in analytical, inorganic, organic, physical, and biochemistry. The M.S. programs jointly emphasize area coursework and research/thesis.

Research and Scholarly Integrity Education

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

Program Requirements

The master's program requires a minimum of thirty (30) hours with a 3.0 GPA (18 hours must be at the 600 level or higher). Placement examinations that may identify deficiencies, suggested remedial studies applicable, and participation in the seminar program are required for the M.S. degrees, along with specific but flexible coursework programs. Completion of a comprehensive examination in the student's area of specialization and a 3.0 GPA are required to graduate.

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

There are 2 options to complete the MS degree.

- Thesis option: Students using this option must complete and defend a MS thesis in addition to the above coursework requirements.

- Non-thesis option: Students using this option must perform research and successfully complete the first annual research update in the Chemistry Ph.D. program.

Appendix 9c: Modifications to Existing Degree Program Proposal
☐Suspension or ☒Deletion
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution:		
Date of Implementation for Suspension/Deletion:	**Number of Students Presently Enrolled:**	**Number of Faculty Affected:**
Fall 2019	0	0

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:	**Six Digit CIP Code:**
Chemistry (Biochemistry) MS	

Degree(s) Awarded:	**Credit Hour Requirements:**
MS	30

List any institutions within the state offering similar programs:

None

Responsible Academic Unit(s):	
School of Mathematics and Natural Sciences (Chemistry and Biochemistry)	**Institutional Contact: Bernd Schroeder** **Phone: 601-266-4301** **Email: bernd.schroeder@usm.edu**

Reason for Request:

The graduate programs (Ph.D and MS) in Chemistry and Biochemistry were designed so that the curriculum requirements remain the same irrespective of the emphasis areas. We are removing duplicate emphasis areas within the MS and Ph.D degrees.

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):
This deletion has no impact on the institutional role or mission. This program is not accredited. There is no impact on academic programs as students will continue to receive the same curriculum offerings.

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

Appendix 9c: Modifications to Existing Degree Program Proposal
☐Suspension or ☒Deletion
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution:		
Date of Implementation for Suspension/Deletion: Fall 2019	**Number of Students Presently Enrolled:** 0	**Number of Faculty Affected:** 0

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Chemistry (Biochemistry) Ph.D	**Six Digit CIP Code:**

Degree(s) Awarded: PhD	**Credit Hour Requirements:** 84

List any institutions within the state offering similar programs:

None

Responsible Academic Unit(s): School of Mathematics and Natural Sciences (Chemistry and Biochemistry)	**Institutional Contact: Bernd Schroeder** **Phone: 601-266-4301** **Email: bernd.schroeder@usm.edu**

Reason for Request:

The graduate programs (Ph.D and MS) in Chemistry and Biochemistry were designed so that the curriculum requirements remain the same irrespective of the emphasis areas. We are removing duplicate emphasis areas within the MS and Ph.D degrees.

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):
This deletion has no impact on the institutional role or mission. This program is not accredited. There is no impact on academic programs as students will continue to receive the same curriculum offerings.

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

Student ID:_____	Bulletin: 2018-2019 Graduate Bulletin Student
Name:_____	Program: Political Science, M.A.
Adviser Name:_____	Minimum Credits Required:_____

Political Science, M.A.

Master's Degree Program

Requirements for Regular Admission to the Master's Program

The School of Social Science and Global Studies utilizes the following criteria for evaluating applicants to the master's program:

1. Students without an undergraduate degree in political science, if conditionally admitted, may be required to take up to nine hours of undergraduate political science coursework.
2. The cumulative undergraduate grade point average (GPA) from all institutions attended as well as the trend of grades over the course of the undergraduate degree program is considered. The school looks especially at the final two years of an applicant's undergraduate program. An overall GPA of at least 3.0 during the final two years of undergraduate study is preferred.
3. Applicants must take the Graduate Record Examination (GRE) and submit official scores to the Graduate School before they can be admitted to the master's program.
4. Applicants must submit at least two letters of recommendation. Letters of recommendation should be from persons qualified to assess the applicant's academic achievements and qualifications for graduate study and should be submitted to the graduate school, preferably from faculty members.
5. Applicants must submit a letter of interest.
6. Applicants are encouraged to submit a writing sample.
7. Members of underrepresented groups are encouraged to apply.
8. Applicants who do not meet the criteria for regular admission may, at the school's discretion, be given conditional admission to the program. The requirements for removing the conditional status will be stated at the time of admission.

Research and Scholarly Integrity Education

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

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

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 (comprising at least 9 hours, 3 of which must be 700 level) and two minors (comprising 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.

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.

Fields of Political Science

Research Methods Core

Course Name	Hours
~~PS 611~~ SSGS 500 Social Science Research Design	3 hrs.
~~PS 612~~ SSGS 501 Social Science Research Methods	3 hrs.
~~SOC 564 Qualitative Research Methods (with permission)~~	~~3 hrs.~~

Political Theory

Course Name	Hours
PS 520 - Political Theory Plato to Machiavelli	3 hrs.
PS 521 - Political Theory Hobbes to Nietzche	3 hrs.
PS 526 - 20th-Century Political Theory	3 hrs.
PS 721 - Seminar in Political Theory	3 hrs.

American Government

Course Name	Hours

Course Name	Hours
PS 501 - Political Socialization	3 hrs.
PS 502 - Urban Politics	3 hrs.
PS 503 - Politics and Environment	3 hrs.
PS 504 - The Legislative Process	3 hrs.
PS 505 - Women and Politics	3 hrs.
PS 506 - Political Parties	3 hrs.
PS 507 - Mississippi Government	3 hrs.
PS 508 - The American Presidency	3 hrs.
PS 509 - Southern Politics	3 hrs.
PS 560 - Internet Politics	3 hrs.
PS 700 - Seminar in United States Government	3 hrs.

International Relations

Course Name	Hours
PS 531 - International Law and Organization	3 hrs.
PS 535 - Comparative Foreign Policy	3 hrs.
PS 730 - Seminar in United States Foreign Relations	3 hrs.
PS 731 - Seminar in International Relations	3 hrs.

Comparative Politics

Course Name	Hours
PS 550 - Comparative Studies in European Politics	3 hrs.
PS 552 - The Political Systems of Great Britain and the Commonwealth	3 hrs.
PS 553 - Politics and Protests	3 hrs.
PS 554 - African Politics and Culture	3 hrs.
PS 556 - Revolutions and Democracy in Latin America	3 hrs.
PS 557 - Political Development	3 hrs.
PS 558 - Latin American Political and Economic Development	3 hrs.
PS 559 - Human Rights	3 hrs.
PS 599 - Study Abroad in Political Science	3-6 hrs.
PS 750 - Seminar in Comparative Government and Politics	3 hrs.
PS 757 - Political Development	3 hrs.
PS 799 - British Studies: Advanced Seminar in British Politics	3-6 hrs.

Public Administration

Course Name	Hours
PS 570 - Science, Technology and Politics	3 hrs.
PS 572 - Organization and Management	3 hrs.
PS 574 - The Politics of Taxing and Spending	3 hrs.
PS 770 - Seminar in Public Administration	3 hrs.

Public Law

Course Name	Hours
PS 580 - United States Constitutional Law	3 hrs.
PS 584 - Administrative Law	3 hrs.
PS 585 - International Law	3 hrs.
PS 588 - Women and the Law	3 hrs.
PS 589 - United States Supreme Court and Civil Liberties	3 hrs.
PS 681 - Feminist Political Theory and Jurisprudence	3 hrs.

PS 781 - Seminar in Public Law	3 hrs.

Dual Master's Degree in Political Science and Library and Information Science

The School of Social Science and Global Studies and the School of Library and Information Science offer a dual master's program leading to the Master of Arts in Political Science and the Master of Library and Information Science degrees. Students must be admitted separately to each program. The total number of hours required for both programs is 60, including 3 hours of thesis in each program - 30 hours for the M.L.I.S. and 30 hours for the M.A. in Political Science. Students must satisfy the requirements of both degrees before the degrees will be awarded. Comprehensive exams in political science will match the procedure for the Political Science MA.

Students in the combined program must complete the following requirements:

Political Science: EDITS, replace methods courses with new SSGS methods sequence

Course Name	Hours
~~PS 611 - Research Methods~~ SSGS 500 Social Science Research Design	3 hrs.
PS 698 - Thesis (3 hrs. required)	1-6 hrs. for a total of 6 hours.

24 hours in political science, chosen in consultation with the graduate coordinator in three of the following areas:

Public Administration-

Course Name	Hours
PS 570 - Science, Technology and Politics	3 hrs.
PS 572 - Organization and Management	3 hrs.
PS 574 - The Politics of Taxing and Spending	3 hrs.
PS 770 - Seminar in Public Administration	3 hrs.

Public Law-

Course Name	Hours
PS 580 - United States Constitutional Law	3 hrs.
PS 584 - Administrative Law	3 hrs.
PS 585 - International Law	3 hrs.
PS 588 - Women and the Law	3 hrs.
PS 589 - United States Supreme Court and Civil Liberties	3 hrs.
PS 681 - Feminist Political Theory and Jurisprudence	3 hrs.
PS 781 - Seminar in Public Law	3 hrs.

Political Theory-

Course Name	Hours
PS 520 - Political Theory Plato to Machiavelli	3 hrs.
PS 521 - Political Theory Hobbes to Nietzche	3 hrs.
PS 526 - 20th-Century Political Theory	3 hrs.
PS 528 - Topics in Political Science	3 hrs.
PS 721 - Seminar in Political Theory	3 hrs.

American Government and Politics-

Course Name	Hours
PS 501 - Political Socialization	3 hrs.
PS 502 - Urban Politics	3 hrs.
PS 503 - Politics and Environment	3 hrs.
PS 504 - The Legislative Process	3 hrs.
PS 505 - Women and Politics	3 hrs.
PS 506 - Political Parties	3 hrs.
PS 507 - Mississippi Government	3 hrs.

PS 508 - The American Presidency	3 hrs.
PS 509 - Southern Politics	3 hrs.
PS 560 - Internet Politics	3 hrs.
PS 700 - Seminar in United States Government	3 hrs.

International Relations-

Course Name	Hours
PS 531 - International Law and Organization	3 hrs.
PS 535 - Comparative Foreign Policy	3 hrs.
PS 730 - Seminar in United States Foreign Relations	3 hrs.
PS 731 - Seminar in International Relations	3 hrs.

Comparative Government and Politics-

Course Name	Hours
PS 550 - Comparative Studies in European Politics	3 hrs.
PS 552 - The Political Systems of Great Britain and the Commonwealth	3 hrs.

PS 553 - Politics and Protests	3 hrs.
PS 554 - African Politics and Culture	3 hrs.
PS 556 - Revolutions and Democracy in Latin America	3 hrs.
PS 557 - Political Development	3 hrs.
PS 558 - Latin American Political and Economic Development	3 hrs.
PS 559 - Human Rights	3 hrs.
PS 750 - Seminar in Comparative Government and Politics	3 hrs.
PS 757 - Political Development	3 hrs.

Research Methods-

Course Name	Hours
~~PS 611 - Research Methods~~ SSGS 500 Social Science Research Design	3 hrs.
~~PS 612 - Political Analysis~~ SSGS 501 Social Science Research Methods	3 hrs.

Library and Information Science

Required:

Course Name	Hours
LIS 501 - Reference and Information Sources	3 hrs.
LIS 505 - Cataloging and Classification	3 hrs.
LIS 511 - Collection Development and Management	3 hrs.
LIS 540 - Information Ethics	3 hrs.
LIS 605 - Library Management	3 hrs.
LIS 636 - Foundations of Librarianship	3 hrs.
LIS 651 - Fundamentals of Information Science	3 hrs.
LIS 691 - Research in Library Science (3 hrs. required)	1-16 hrs.

Electives:

Two courses in LIS, 3 hours each, chosen in consultation with an academic adviser. Strongly recommended is at least one practicum

Course Name	Hours
LIS 689 - Library Practicum (3 hrs. required)	2-4 hrs.

Notes:

Appendix 9a: Modifications to Existing Degree Program Proposal
(Renaming)
(Submit Appendix 9a in both PDF and Word Document Formats)

Institution: The University of Southern Mississippi		
Date of Implementation: **Fall, 2019**	**Present 6-Digit CIP Code(s) & 4-Digit Sequence Code(s): 19.0704**	**New 6-Digit CIP Code: 19.0704**
		CIP & Sequence codes: IHL Active Program Inventory
Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript: **MS in Child and Family Studies**		**New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:** **MS in Child and Family Sciences**
Degree(s) to be Awarded: MS		**Credit Hour Requirements: 37**
List any institutions within the state offering similar programs: **MSU**		
Responsible Academic Unit(s): School of Child and Family Sciences		**Institutional Contact:** **Dr. Pat Sims, Phone:** **601.266.6990, Email:** **pat.sims@usm.edu**

Number of Students Enrolled in Last Six Years:

Year One	41
Year Two	51
Year Three	53
Year Four	43
Year Five	27
Year Six	25
Total	240

Number of Graduates Expected in Next Six Years:

Year One	20
Year Two	25
Year Three	26
Year Four	21
Year Five	13
Year Six	12
Total	117

Program Summary: The Master of Science degree in Child and Family Studies is a thirty-seven (37) hour, fully online program designed for students interested in the integration of theory, research and experiential learning. It builds on a foundation in family systems theory and emphasizes leadership, critical thinking skills, and the connection between research and practice. Students learn the knowledge and skills necessary to promote quality of life and to serve as effective advocates for children and families.

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

Institution: The University of Southern Mississippi

1. Describe how the proposed modification fits within the mission of the institution.

   The University of Southern Mississippi has undergone an extensive reorganization, moving from six colleges to four. This reorganization resulted in the change from a department structure to a school structure. To better align with our new title, School of Child and Family Sciences, we propose to change the title of our MS degree program from Child and Family Studies to Child and Family Sciences.

2. Is this modification unnecessarily duplicative of other programs within the System?

   No, this modification is not unnecessarily duplicative of other programs within the System.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

   The title change from 'studies' to 'sciences' is more reflective of the research mission of the university, college, and school.

4. Are there any anticipated budget savings associated with the proposed modification?

   No.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

   No, there are no changes to the educational objectives of the degree program.

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

   No, there are no changes to the curriculum of the degree program associated with the proposed modification.

7. Describe how the proposed modification will affect program faculty.

   There are no anticipated effects on program faculty related to the proposed modification.

8. Describe the evaluation process which led to the request for the proposed modification.

   The proposed degree plan name change is a result of the reorganization process, which prompted our academic unit to reflect on our goals and mission as part of a college with a new academic identity. The faculty feel the modification from "Studies" to "Sciences" better reflects the research goals of the university, college, and school. The title change also reflects the national trend.

Education (Educational Studies and Research) M.S.

M.S. Core (21 hours)

- REF 600 – Foundations of Educational Studies and Research 3 hrs.
- REF 601 – Educational Research: Interpretation and Applications 3 hrs.
- REF 602 – Introduction to Educational Statistics 3 hrs.
- REF 709 – Social Foundations of Education 3 hrs.
- REF 770 – Program Evaluation 3 hrs.
- REF 724 – Assessment of Learning in Higher Education
- REF 736 – Survey Research 3 hrs.

Research Capstone (6 hours)

- REF 791-1 Field Problems in Educational Research 3 hrs.
- REF 791-2 Field Problems in Educational Research 3 hrs.

Electives (9 hours)

- Select 9 hours. Must be approved by advisor

University of Southern Mississippi

2018-2019 Graduate Bulletin

Kinesiology (Physical Education), M.S.

Master of Science: Kinesiology

Course requirements for the Master of Science degree in Kinesiology include a minimum of thirty (30) semester hours of graduate work plus any undergraduate courses deemed necessary to correct deficiencies in the student's background. This degree program is designed to prepare professionals for leadership roles as physical educators or exercise specialists. This degree program prepares students for advanced graduate work or careers in the following emphasis areas: exercise science or physical education. A 3.0 GPA is required for graduation.

These degree program emphases provide concentrations of graduate level courses which are designed to facilitate preparation for attainment of professional certifications in kinesiology fields. These include: American College of Sports Medicine certifications (certified clinical exercise physiologist and certified exercise physiologist); National Strength and Conditioning Association certifications (certified strength and conditioning specialists), and state of Mississippi AA teacher licensure for physical education.

Requirements for Kinesiology: Physical Education Emphasis

Career Opportunities

Students wishing to pursue careers in the instruction of movement and fitness activities in school and nonschool settings should pursue this emphasis within the degree program.

Special Program Requirements

Students seeking Mississippi AA teacher licensure must presently have an A Mississippi standard teacher licensure and must select this emphasis within the kinesiology degree. This master's degree program is available fully online via Internet.

Comprehensive Exam

A comprehensive exam is required for all master's students and must be passed before proceeding to graduation. A 3.0 GPA is required for graduation.

Course Requirements (3̶6̶-hour minimum) [33]

- KIN 603 - Adapted Physical Education, Sport, and Activity 3 hrs.
- KIN 604 - Advanced Motor Development 3 hrs.
- KIN 606 - Motor Learning 3 hrs.
- KIN 623 - Advanced Methods of Teaching Physical Education 3 hrs
- KIN 625 - Program Design in Physical Education 3 hrs.
- KIN 644 - Foundations and Trends in Kinesiology 3 hrs.
- KIN 645 - Analysis of Teaching and Supervision in Physical Education 3 hrs.
- KIN 677 - Legal Aspects of Sport 3 hrs.
- KIN 680 - Research Techniques I 3 hrs.
- KIN 681 - Research Techniques II 3 hrs.
- KIN 684 - Sport Skill Analysis 3 hrs.

Core requirements total: 3̶0̶ [33] hours

~~The student must select either the thesis or non-thesis option.~~

~~Thesis Option:~~
- ~~KIN 698 - Thesis 1-6 hrs. For a total of 6 hrs.~~
  or
- ~~KIN 692 - Special Problems 3 hrs.~~

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Participant Name
Participant Program
Presentation Title

	Score
Comprehension Was the topic and its significance communicated in language appropriate to an intelligent but non-specialist audience? Did the presentation follow a clear/logical sequence? **(Score 1-10)**	
Content Did the presentation help the audience understand the research? Did the presentation clearly describe key elements of the research? Did the presenter spend adequate time on each element of the presentation? (**Score 1-10)**	
Communication Did the oration make the audience want to know more? Did the presenter convey enthusiasm and capture the audience's attention? **(Score 1-10)**	
Engagement Did the PowerPoint slide enhance the presentation (was it clear, legible, concise?); Did the presenter have sufficient stage presence, including eye contact, vocal range, steady pace, appropriate gestures? **(Score 1-10)**	
Total Score	

Karen S. Coats, Ph.D., Dean of the Graduate School

Scoring Rubric for Individual Development Plan (IDP)   Name _____

Criterion	0-1 (Poor)	2-3 (Average)	4-5 (Good)	Score
Self-assessment				
Initial self-assessment: Identify skills, interests, values, strengths, weaknesses	Fails to identify or briefly lists skills, interests, values, strengths, and weaknesses. Provides brief explanation of each characteristic.	Identifies skills, interests, values, strengths, and weaknesses. Provides brief explanation of values. Clearly articulates and explains strengths and weaknesses.	Well-thought-out and well-developed evaluation of skills, interests, personal values. Clearly articulates and explains strengths and weaknesses.	
Career Exploration				
Job fit: Determine jobs that fit skills, interests, values, strengths	Makes little effort to understand the job market and skills required.	Examination of job market and skill requirements is present, but perfunctory.	Uses varied resources to research career options; understands and identifies future job market in the field; evaluates numerous job ads to learn skills needed.	
Self-awareness: Compare and contrast current skills with career goals	Inadequately compares self-assessment to career goals. Little effort noted.	Meets minimum requirement for comparing and contrasting self-assessment with career goals. Critical evaluation lacking.	Critically compares self-assessment to career goals, identifies deficiencies that may hinder acquiring those jobs, also identifies areas of strength.	
Goals				
Short-term career goals and plans to accomplish: 1-5 years	Fails to identify or minimally identifies short-term goals; improvement plan not done or lacks thought.	Identifies short-term goals; creates undetailed plan for improvement of skills.	Clearly identifies short-term goals; creates detailed plan to develop discipline-specific skills; creates plan to improve professional (transferable) skills.	
Long-term career goals and plans to accomplish: next 5-10 years	Long-term goals poorly considered; no improvement plan provided.	Long-term goals identified; outlines undetailed improvement plan.	Identifies long term career goals. Thoughtfully plans steps to improve so goals may be achievable.	
Implementation				
Milestones for short-term progress.	Fails to include milestones or deadlines for progress.	Milestones and deadlines for progress marginally developed.	Identifies milestones and deadlines for progress; begins mapping accomplishments.	
			Total Score	

<div align="center">

New Program Proposal
Professional Development (Professionals in Preparation) Foundational-Level Digital Badge
Submitted by Karen S. Coats, Ph.D., Dean of the Graduate School

</div>

1. The official name of the program with no abbreviations. Please note the naming convention:

   Professional Development (Professionals in Preparation) Foundational-Level Digital Badge

2. The effective date: Spring 2018-19

3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu) (See attached "Assessment Plan")

4. A data-informed rationale for the new program to include an evaluation of the program demand

   Professionals in Preparation was conceived in response to a publication by the Council of Graduate Schools (Wendler et al, 2012) which reported that executives in the academy, government, and industry (our students' future employers) believe that new Ph.D.'s lack "transferable skills" which "transcend disciplines" such as communicating research relevance to the general public, leadership, project management, and professionalism, among others. This article noted "Graduate leaders from sixteen countries agreed that while research and the advancement of knowledge form the core of the doctorate, it is essential to integrate education in transferable skills into doctoral education." Graduate schools across the country have prioritized professional development opportunities for their graduate students to help their students overcome this shortcoming. The purpose of Professionals in Preparation is to introduce students to these and other skills to help them develop professionally. Earning the digital badge by completing the program will provide participants with a digital record of program content and skills learned at the foundational level. These data will enhance the students' digital portfolio, including social media and LinkedIn accounts and digital resumés/CV's.

   The 2018-19 PIP cohort is the fourth group of students to participate voluntarily in the program since its origin. Applicants submit a statement explaining why they are interested in the program and a letter of support from their major professor. Each year participants have represented a broad array of disciplines from all across campus, including many international students. The following number of students participated each year since the program began, showing a healthy interest in the program by our graduate student population:

Fall – spring 2014-15	21 students
Fall – spring 2016-17	19 students
Fall – spring 2017-18	20 students
Fall – spring 2018-19	20 students

Reference:

Wendler, C., Bridgeman, B., Markle, R., Cline, F., Bell, N., McAllister, P., and Kent, J. (2012) Pathways Through Graduate School and Into Careers. Princeton, NJ: Educational Testing Service.

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.

    This program includes workshops, seminars, and applications designed to foster professional development and promote "soft" skills. The attached document "Professionals in Preparation Expectations for Participation" describes the activities ongoing in the 2018-19 program. Incorporating literature and research in a particular discipline is not applicable.

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)

    The Professionals in Preparation Foundational-level Digital Badge program is designed to assist graduate students in developing "transferable" skills that transcend disciplinary boundaries. These skills include effective communication, leadership, ethics and integrity, interviewing and interpersonal skills, effective teaching and mentorship, and others important in developing a professional presence and helping students gain a competitive edge that sets them apart in today's highly-competitive job market. Students completing the program receive a digital badge that can be affixed to electronic signatures, resumés, CV's, or employment-oriented social networking accounts. Badges are visible and searchable to prospective and current employers, thereby enhancing the perceived value or marketability of the credentialed individual.

    The "plan of study" is included in the attached document "Professionals in Preparation Expectations for Participation".

7. For undergraduate emphasis areas, the Semester Guide. (See Guidelines for Semester Guides) NA

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

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 Coast Research Laboratory, Stennis Space Center, and Magnolia Speech School. SACSCOC notification may be required (see USM Substantive Change policy http://www.usm.edu/provost/usm-substantive-change-policy).

    The program activities will be held on the Hattiesburg campus. Regular workshops and seminars will be available to students located at Gulf Park, Stennis, and GCRL via IVN.

10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships.

    The Graduate School provides all financial support for the PIP program, excluding partnerships with some other university offices (i.e. Center for Faculty Development). Expenses include 3-4 lunch and learn workshops, facilities rentals, etc. Graduate School staff assist with administration of the program; faculty and administrators participate in seminars and panel discussions on a voluntary basis. No faculty lines or assistantships are required.

11. 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
       NA
    b. The IHL form Declaration of Intent to Offer an Existing Degree Program by Distance Learning NA
    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. (Links to online forms to initiative the correspondence are found in Info Center.) NA
    d. Acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy. NA
    e. Acknowledgement that all online instruction is to be delivered exclusively using the Blackboard learning management system. NA
    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.** All NA
        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

ASSESSMENT PLAN
PROFESSIONALS IN PREPARATION FOUNDATIONAL-LEVEL DIGITAL BADGE

1) Program Mission/Purpose

Professionals in Preparation (PIP) is a professional development program designed to assist graduate students in developing "transferable" skills that transcend disciplinary boundaries. These skills include effective communication, leadership, ethics and integrity, interviewing and interpersonal skills, effective teaching and mentorship, and others important in developing a professional presence that will set them apart in the competitive job market and help them advance in their careers.

2) Goals

The goals of this program align with President Bennett's vision for USM and aim to equip graduate students with essential transferable skills that will prepare them for a successful future. They include:
   1. Ensuring student success: to be achieved by helping students understand and develop important non-discipline-specific skillsets that will help them succeed in the job market and workforce. The program will focus on: expectations of interviews for academic and non-academic jobs; integrity in scholarship; oral communication; leadership qualities and responsibilities; publishing and peer review; effective mentorship; individual development planning.
   2. Maximizing human potential: to be achieved by laying a foundation for professional development that will improve the professional and personal well-being of students and enrich their lives.
   3. Cultivating a culture of inclusiveness: to be achieved by including a diverse population of students in the program, including a variety of majors, ethnicities, and nationalities who will have many opportunities to network with each other throughout the year-long program.

3) Assessment Objectives and Student Learning Outcomes

Students earning PIP digital badges will be introduced to professional development skills necessary to compete in the job market and workforce. From among those skills, learning outcomes will include:
   1. Developing oral communication skills
   2. Preparing Individual Development Plans (IDPs)

4) Measures and Targets

Measure 1 (Developing Oral Communication Skills): Students will compete in the Three Minute Thesis competition

Three Minute Thesis is a communication skill development competition that originated at the University of Queensland in 2008. The competition requires a graduate student to articulate the importance of their research project in less than three minutes in a manner understandable and engaging to a general audience. They may use only a single, static PowerPoint slide as a visual aid. Each fall the Graduate School hosts a local Three Minute Thesis competition, inviting competitors at the master's, specialist, and doctoral levels in one of four categories: arts and humanities; physical sciences and mathematics; life, health, and environmental sciences; and social/educational sciences and business. PIP students are required to participate in 3MT. Their presentations will be judged by a panel of faculty, staff, administrators, and/or community leaders who will use a standard rubric to evaluate four criteria (comprehension, content, communication, and engagement) to select finalists who will then advance to the finals competition to compete for Grand Champion. Each criterion will be scored (1-10) using detailed expectations for poor (1) through superior (10). According to rules of Three Minute Thesis, those students whose presentation exceeds three minutes will be disqualified and will not be scored.

Target: 90% of PIP participants will receive a score of 30 out of 40 (75%) for their Three Minute Thesis presentation.

Measure 2 (Preparing an Individual Development Plan): Students will use a standard rubric to create personal IDPs

An individual development plan (IDP) is a document produced from reflection and self-assessment, career exploration, and strategic planning that assists an individual in identifying and developing the professional and transferable skills necessary to attain their long-term career goals. The seminars, workshops, and applied activities that are components of PIP will provide a foundation upon which the student will build transferable skills, recognize personal strengths that may inform career paths, and identify weaknesses that may hinder career progress if not improved. Therefore, students will submit the IDP near the end of the program, and it will be used to assess individual learning outcomes and program effectiveness. Students will use an approved IDP template to complete the project, and a scoring rubric will be used as the assessment instrument. The rubric will be divided into four major criteria including self-assessment, career exploration (with subcategories job fit and self-awareness), goals (with subcategories short-term career goals and long-term career goals), and implementation. Each criterion will be scored using detailed expectations for poor (0-1), average (2-3), and good (4-5).

Target: 90% of PIP participants will achieve at least high average on the total score (18 out of 30 possible points).

Professionals in Preparation
Expectations for Participation
Fall 2018- Spring 2019

Professionals in Preparation (PIP) is a professional development program designed to assist graduate students in developing "transferable" skills that transcend disciplinary boundaries. These skills include effective communication, leadership, ethics and integrity, interviewing and interpersonal skills, effective teaching and mentorship, and others important in developing a professional presence. A goal of this program is to help students gain a competitive edge that sets them apart in today's highly-competitive job market. The activities included in the 2018-19 program will engage Southern Miss faculty and administrators and invited guests, all of whom are eager to share their experiences and expertise. Participants will be asked to complete brief surveys after each session to help us assess the value of each activity and improve the program.

To gain maximum benefit from the program, students are encouraged to participate fully. Participants should sign in at the beginning each session. Those PIP students who achieve the required participation points will be recognized with a certificate of completion at the closing luncheon next April. In addition, there are opportunities for significant financial rewards for successful participation in competitions described in the following section. We understand that occasional conflicts will arise, such as travel to professional conferences or unexpected academic or personal events. Therefore, PIP participants should plan cautiously so that excessive absences will not prevent recognition of completion of the program. Please see Dr. Coats or Lindsey Garrity to confirm whether absences can be excused (for instance, you are unable to present at the Graduate Research Symposium because you are presenting at a national conference).

Program Activities and Expectations:

A.   Workshops, Discussions, Seminars

1.   Regular hour-long sessions **(Up to 10 points/session; maximum 140 points)**
     Description: During each of the fall 2018 and spring 2019 semesters 7 regular meetings will be held approximately twice per month. The sessions will feature workshops, panel or group discussions, and seminars. All sessions will be held from noon to 1:00 PM on Fridays, unless otherwise announced. Participants must earn at least 112 points total (80%), based on the criteria below.

     Scoring criteria:
             Attendance (3 points)
             Participation (is engaged; asks relevant questions) (4 points)
             Completed survey (3 points)
             Total: 10 points

B.   Applied Activities

1. Three Minute Thesis **(50 points)**
    Description: Students will articulate the significance of their research in less than 3 minutes using only a single, static PowerPoint slide as a visual aid. An announcement and registration form will be released to the campus in September. PIP students must sign up to compete. Participation is **required.** Presentation must be finalized, presented, and judged during preliminary competitions. Selection as a finalist will earn 10 bonus points which may be added to workshop score.

    When: Preliminary competitions will be held on Wednesday and Thursday, November 7 and 8, from 2:00 to 5:00 PM. The final competition will be held Friday, November 9 from 2:00 to 3:30 PM.

2. Susan A. Siltanen Graduate Student Research Symposium **(50 points)**
    Description: Students will present their research in **poster** format at the Susan A. Siltanen Graduate Student Research Symposium. A call for abstracts will be issued in November, and PIP students must register to participate. Participation is **required.** If a student cannot present due to an excused professional conflict, giving a presentation at a regional or national level conference can be substituted with documentation (accepted abstract and conference registration).
    When: April 11, 2019

3. Individual Development Plan **(10 points)**
    Each student should work on their own to complete an IDP and submit no later than April 5, 2019. The submission will be scored as **poor – average – good** based on thoughtfulness, completeness, and organization using a standard rubric (At least average must be achieved to receive credit)

    Resources:
    http://myidp.sciencecareers.org/
    http://govleaders.org/idp.htm
    http://www.apa.org/education/grad/individual-development-plan.aspx

C.   University or Community Service

1. University or community service **(10 points each; up to 20 points)**
    Description: Participants will engage in service activities on campus or in the Hattiesburg or Gulf Coast community once per semester. Documentation of activities will be required. (Ten points is required; if 20 points are earned, 10 points may be applied to workshop score).

    Possible Service Opportunities
    - Judging/moderating Undergraduate Research Symposium (Spring 2019)
    - Moderating Graduate Research Symposium (in addition to presenting) (April 11, 2019)
    - Success Strategies for Graduate School Roundtable (February 2019)
    - Other community/university engagement (must be approved)

Event Points

Event	Points		Total points possible	Points required for certificate
	Fall	**Spring**		
Regular Meetings (14)	7 x 10 = 70	7 x 10 = 70	140	112 (80%)
Three Minute Thesis (mandatory)	50		50	50
Research Symposium (mandatory)		50	50	50
Individual Development Plan (mandatory)	10		10	10
Community or University Service (one required)	10	10	20	10
			270	**232**

Completion of the program requires student to achieve at least 80% on the workshop component and complete all additional required activities (total required 232 points)

Contact Information: Lindsey Garrity, Admissions Specialist
Lindsey.garrity@usm.edu
(601) 266-6567

Students on the Gulf Coast should attend in person when appropriate. IVN will be available when needed. Please confirm your need for IVN with Lindsey prior to each session.

Proposed Graduate School Standardized Exam Policy

The requirement for a standardized test score (i.e. GRE, GMAT) as a component of graduate school admission applications is established by each graduate program based on accepted practices for the discipline. If a standardized exam score is required, programs may accept scores from reputable professional school admission exams or professional certification exams in lieu of the GRE or GMAT. If a standardized exam is not required, programs must substitute other rigorous assessment criteria. A holistic review of all applications must be the normal practice, with consideration given to a variety of parameters that provide both qualitative and quantitative assessment of the applicant's readiness for graduate-level study. Admissions criteria can be more rigorous for doctoral programs than lower-level graduate programs.

Other information (not part of the policy) that will be distributed to programs regarding graduate admission evaluations:

Modifications to the standardized exam policy are intended to provide more options for applicants to document readiness for graduate-level study and more flexibility to programs for application review; modifications are not intended to lower admission standards.

Examples of other acceptable standardized exams: Medical College Admission Test (MCAT), Law School Admission Test (LSAT), Praxis, Fundamentals of Engineering (FE), etc.

Examples of other rigorous assessment criteria which may be used, as appropriate: applicant holds an advanced degree from an accredited U.S. institution; applicant has 5 or more years of relevant, progressively-responsible work experience; applicant holds multiple, relevant graduate-level certificates; applicant documents extensive undergraduate research experience.

Each program must develop and use an application review rubric to score applicants according to standard criteria. The purpose is to ensure a fair and holistic evaluation that includes both quantitative and qualitative assessment parameters and to provide documentation of the evaluation score.

Any proposed changes to a program's graduate admission requirements must be approved through the school director, academic dean, graduate council, and provost prior to implementation.

Programs will be responsible for posting their admission requirements on their webpages. The Graduate School will not maintain this information for programs. Changes to application requirements will be reflected in Radius.

DATE: January 28, 2019		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**School**	**Recommendation Status**
Associate Level 1		
Burrus, Gary	Interdisciplinary Studies & Professional Dev.	A1
Castro, Nicholas	Kinesiology & Nutrition	A1
Landry, Alicia S.	Kinesiology & Nutrition	A1
Pollitte, Wesley A.	Marketing	A1
Stanford, Corwin A.	Mathematics	A1
Syrdal, Holly A.	Marketing	A1
Woods, Shamekia L.	Education	A1
Associate Level 2		
Associate Level 3		
McMillan, Janet P.	Leadership & Advanced Nursing Practice	A3
Rodgers, Maria L.	Coastal Sciences	A3
Associate Level 4		
Regular Level 1		
Regular Level 2		
Regular Level 3		
Alberti-Strait, Laurance P.	Communication	R3
Greene, Kevin D.	Humanities & History	R3
Haynes, Joshua S.	Humanities & History	R3
Tuuri, Rebecca A.	Humanities & History	R3

Credentials Committee
Dr. Brad Dufrene, Chair

Graduate Council Minutes
The University of Southern Mississippi
March 18, 2019

The Graduate Council met at 3:00 p.m. on March 18, 2019, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Patrick Biber, Dr. Jeremy Deans, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. Hollie Filce, Dr. YanLin Guo, Dr. Jennifer Lemacks, Dr. Marietta Paterson, Dr. Kyna Shelley, Dr. Alan Thompson and Dr. Zhaoxian Zhou.

The following voting members were represented by proxies to constitute a quorum: Dr. Nell Adkins for Dr. Kimberly Goodwin and Dr. Marietta Paterson for Dr. Kimberly Ward.

The following non-voting members were present: Dr. Diane Fisher for Dr. Trenton Gould, Dr. Doug Masterson and Dr. Karen Coats.

The following guests were present: Ms. Desira Bailey, Ms. Tracy Barnhill, Ms. Linda Bass, Dr. Marv Bouillon, Ms. Elizabeth Cranford, Ms. Jennifer Culley, Dr. Kimberley Davis, Ms. Kathryn Lowery, Ms. Dawn Porter, and Dr. Doug Rust.

1.0   Call to Order
        Dr. Stur called the meeting to order at 3:00 p.m.

2.0   Approval of Minutes
        Dr. Stur presented the February 18, 2019 minutes for approval. Dr. Dufrene moved and Dr. Deans seconded a motion to approve the February 18, 2019 minutes for approval. The motion passed.

3.0   Adoption of Regular Agenda
        Dr. Stur presented the agenda with for approval. Dr. Shelley moved and Dr. Lemacks seconded a motion to approve the agenda. The motion passed.

        3.1   College of Arts and Sciences
                School of Mathematics and Natural Science
                Dr. Stur presented the request to modify MAT 518. Dr. Sayre moved and Dr. Adkins seconded a motion to table the modification of MAT 518. The motion passed 16-0. The School requested the proposal be table until the April meeting so representation will be available.

                School of Music
                Dr. Stur presented the request to modify the Music (Theory and Composition) M.M. program. Dr. Lemacks moved and Dr. Sayre seconded a motion to untable the modification of the Music (Theory and Composition) M.M. program. The motion passed. Dr. Shelley moved and Dr. Sayre seconded a motion to approve the modification of the Music (Theory and Composition) M.M. program. The motion passed 16-0.

School of Social Science and Global Studies
Dr. Stur presented the request to add ANT 517. Dr. Fennel moved and Dr. Dufrene seconded a motion to approve the addition of ANT 517. The motion passed 16-0.

3.2   College of Business and Economic Development
School of Accountancy
Dr. Stur presented the request to modify the admission requirement for the Master of Public Accountancy MPA degree program. Dr. Lemacks moved and Dr. Deans seconded a motion to approve the modification of the admission requirement for the Master of Public Accountancy MPA degree program.
The motion passed 16-0.

3.3   College of Education and Human Sciences
School of Psychology
Dr. Stur presented the request to modify the Psychology (Counseling) PhD degree program. Dr. Filce moved and Dr. Deans seconded a motion to approve the modification of the Psychology (Counseling) PhD degree program. The motion passed 16-0.

5.0   Officers Report
    5.1   Chair – Dr. Heather Stur
        No report.

    5.2   Chair-Elect – Dr. Ward Sayre
        No report.

6.0   Standing Committee Reports
    6.1   Bylaws Committee – Dr. Ward Sayre
        Dr. Sayre presented a proposal to Council to allow the The Article IV, Section 1 of the Bylaws regarding the College representation for Graduate Council be voted on to allow the elections for the 2019-2020 academic year to proceed. Dr. Adkins moved and Dr. Deans seconded a motion to approve the new structure for College representation for the 2019-2020 elections. The motion passed. (see attached)

    6.2   Credentials Committee – Dr. Brad Dufrene
        Dr. Dufrene submitted the Credentials report for March 2019 for approval. The report was approved. (see attached)

    6.3   Election Committee – Dr. Zhaoxian Zhou
        No report.

    6.4   Policies and Procedures Committee – Dr. YanLin Guo
        No report.

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

7.0   Liaisons to University Committees
    7.1   Assessment Committee- Dr. Ward Sayre
        No report.

8.0   New Business
    9.1   Dean's Report
        Dr. Coats presented her report to Council. (see attached)

9.0   Announcements
    The meeting was adjourned. The next meeting is scheduled for April 15, 2019 at 3:00.
    The deadline for submitting materials to the Graduate School for the Agenda is Friday,
    March 29, 2019.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

GRADUATE MINUTES COURSE/PROGRAM/POLICY SUMMARY
March 18, 2019

College of Arts and Sciences
School of Mathematics and Natural Sciences

Tabled:	**MAT 518**	**Linear Programming.**

School of Music

Modify: Music (Theory and Composition) M.M. degree program.
Add a non-thesis option. Effective fall 2019. (see attached)

School of Social Science and Global Studies

Add: ANT 517   Primate Field Methods.
6 hours. Effective summer 2019.

College of Business and Economic Development
School of Accountancy

Modify: Master of Public Accountancy MPA degree program admission
requirements.
Removing the GRE/GMAT requirement for admissions.
Effective spring 2020. (see attached)

College of Education and Human Sciences
School of Psychology

Modify: Psychology (Counseling) Ph.D. degree program.
Effective fall 2019. (see attached)

Name	School	Recommendation Status
DATE: March 18, 2019		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**School**	**Recommendation Status**
Associate Level 1		
Associate Level 2		
Associate Level 3		
Hendry, Sheila R.	Center for Science & Mathematics Education	A3
Williams, Amanda L.	Child & Family Sciences	A3
Associate Level 4		
Jordan, Marti	Leadership & Advanced Nursing Practice	A4
Regular Level 1		
Regular Level 2		
Regular Level 3		
Parr, Jeffrey J.	Health Professions	R3
Credentials Committee		
Dr. Brad Dufrene, Chair		

Section 1. Voting Members

The voting membership of the Graduate Council is composed of the elected representatives from the regular graduate faculty of the colleges, from regular graduate faculty on the Gulf Coast, and one graduate student from the Graduate Student Senate. The number of voting members will be no less than 2 and no more than 6 within a College, with an additional representative from the Gulf Coast campus. Regular members of the graduate faculty who have been promoted to Associate Professor or Associate Teaching Professor are eligible to serve. No more than one representative from any school may serve at any time. Eligible faculty cannot serve on more than one major governing body (Graduate Council, Academic Council, Council of Directors, and Faculty Senate).

Graduate Council Minutes
The University of Southern Mississippi
May 21, 2018

The Graduate Council met at 3:00 p.m. on May 21, 2018, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Brad Dufrene, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Stacey Hall, Dr. Jennifer Lemacks, Dr. Sarah Morgan, Dr. Rebecca Newton, Dr. Edward Sayre, Dr. Kyna Shelley, and Dr. Alan Thompson.

The following voting members were represented by proxies to constitute a quorum: Dr. Kyna Shelley for Dr. Dana Fennell, Dr. Kyna Shelley for Dr. Hollie Filce, and Dr. Lee Terrio for Dr. Kimberly Ward.

The following non-voting members were present: Dr. Karen Coats, Dr. Doug Masterson, Dr. Eric Tribunella for Dr. Maureen Ryan, Mr. Greg Pierce, Dr. Kathleen Masters and Dr. Kathy Yadrick for Dr. Trent Gould.

The following guests were present: Ms. Desira Bailey, Dr. Bret Calhoun, Dr. David Cochran, Dr. Janet Donaldson, Dr. Marjorie Geisz-Everson, Dr. Nicolle Jordan, Ms. Kathryn Lowery, Ms. Dawn Porter and Dr. Jennifer Walker.

1.0   Call to Order
        Dr. Stur called the meeting to order at 3:00 p.m.

2.0   Approval of Minutes
        Dr. Stur presented the April 16, 2018 minutes for approval. Dr. Thompson moved and Dr. Abreu seconded a motion to approve the April 16, 2018 minutes for approval. The motion passed 15-0.

3.0   Adoption of May 2018 Agenda
        Dr. Stur presented the agenda for approval. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the agenda. The motion passed.

        3.1   College of Arts and Letters
                Department of Interdisciplinary Studies
                Dr. Stur presented the request to add WGS 555. Dr. Abreu moved and Dr. Shelley seconded a motion to approve the addition of WGS 555. The motion passed 15-0.

                Dr. Stur presented the request to modify the Women's and Gender Studies minor. Dr. Flynn moved and Dr. Adkins seconded a motion to approve the modification of the Women's and Gender Studies minor. The motion passed 15-0.

        3.2   College of Nursing
                School of Leadership and Advanced Nursing Practice
                Dr. Stur presented the request to modify NSG 846. Dr. Newton moved and Dr. Adkins seconded a motion to approve the modification of NSG 846. The motion passed 15-0.

Dr. Stur presented the request to modify NSG 848. Dr. Shelley moved and Dr. Abreu seconded a motion to approve the modification of NSG 848. The motion passed 15-0.

Dr. Stur presented the request to modify the Nurse Anesthetia program. Dr. Flynn moved and Dr. Adkins seconded a motion to approve the modification of the Nurse Anesthetia program. The motion passed 15-0.

Dr. Stur presented the request to add the Medicine M.S. program. Dr. Newton moved and Dr. Dufrene seconded a motion to approve the addition of the Medicine M.S. program. The motion passed 15-0.

3.3 College of Science and Technology
Department of Biological Sciences
Dr. Stur presented the request to delete the Biological Sciences (Marine) Ph.D. program. Dr. Adkins moved and Dr. Flynn seconded a motion to approve the deletion of the Biological Sciences (Marine) Ph.D. program. The motion passed 15-0.

Department of Geography and Geology
Dr. Stur presented the request to delete the Geography Ph.D. program. Dr. Thompson moved and Dr. Adkins seconded a motion to approve the deletion of the Geography Ph.D. program. The motion passed 15-0.

School of Polymers and High Performance Materials
Dr. Stur presented the request to modify the Polymer Science and Engineering M.S. program. Dr. Thompson moved and Dr. Adkins seconded a motion to approve the modification of the Polymer Science and Engineering M.S. program. The motion passed 15-0.

4.0 Officers Report
4.1 Chair – Dr. Heather Stur
No report.

4.2 Chair-Elect – Dr. Heather Stur
No report.

5.0 Standing Committee Reports
5.1 Bylaws Committee – Dr. Heather Stur
No report.

5.2 Credentials Committee – Dr. Ward Sayre
Dr. Sayre submitted the Credentials report for May 2018 for approval. The report was approved. (see attached)

5.3 Election Committee – Dr. Zhaoxian Zhou
No report.

5.4 Policies and Procedures Committee – Dr. Sarah Morgan
Dr. Morgan's report is attached.

5.5   Program Review Committee – Dr. Kyna Shelley

The Program Review Committee continued to meet and review program documents. Summaries for those programs currently on IHL stipulation were submitted the first week of May to Dr. Masterson's office. Flagged program (for IHL stipulation) will be submitted mid-May. The committee is now working on reports for all other programs, beginning with those who have at least one year of graduation data falling below the IHL requirement (3-year requirement/3)

6.0   Liaisons to University Committees

6.1   Assessment Committee- Dr. Heather Stur

No report.

6.2   Online Learning Steering Committee – Dr. Jennifer Lemacks

In May 2018, the Faculty Senate passed a resolution calling for the dissolution of the Online Learning Steering Committee (OLSC) and recommending it be reconstituted with a different membership and charge. The OLSC had endorsed this resolution. The Office of the Provost has accepted this recommendation and the OLSC is currently dissolved.

7.0   Announcements

The meeting was adjourned. The next meeting is scheduled for September 17, 2018 at 3:00, if needed. The deadline for submitting materials to the Graduate School for the Agenda is Friday, September 7, 2018.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

College of Arts and Letters
Department of Interdisciplinary Studies

Add:	WGS 555	<u>Women and Human Rights.</u> 3 hours. Effective fall 2018.
Modify:		Women's and Gender Studies graduate minor. Effective spring 2019. (see attached)

College of Nursing
School of Leadership and Advanced Nursing Practice

Modify:	NSG 846	<u>Seminars in Anesthesia I.</u> 1 hour.
To:	NSG 846	<u>Seminars in Anesthesia I.</u> 3 hours. Effective summer 2018.
Modify:	NSG 848	<u>Seminars in Anesthesia II.</u> 2 hours.
To:	NSG 848	<u>Seminars in Anesthesia II.</u> 3 hours. Effective fall 2018.
Modify:		Nurse Anesthesia Program. Increase hours from 111 to 114. Effective fall 2018. (see attached)
Add:		Master of Science in Medicine M.S.M. program. Effective fall 2020. (see attached) **Pending IHL approval.**

College of Science and Technology
Department of Biological Sciences

Delete:		Biological Sciences (Marine) Ph.D. program. Effective fall 2018. (see attached).

Department of Geography and Geology

Delete:		Geography Ph.D. program. Effective fall 2018. (see attached). **Pending IHL approval.**

Modify: Policy allowing a M.S. en route to the Ph.D. for the Polymer Science and Engineering program. Effective fall 2018. (see attached)

DATE: May 21, 2018		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**Department**	**Recommendation Status**
Associate Level 1		
Bubrig, Dennis L. II "Denny"	Educational Research & Administration	A1
Gallardo, Roberto	Economic Development, Tourism & Sport Mngt.	A1
Jeffries, Richard A.	Human Capital Development	A1
Luter, Jane W.	Speech & Hearing Sciences	A1
Associate Level 2		
Taylor, Mariann B.	Child & Family Studies	A2
Associate Level 3		
Andres, Michael J.	Coastal Sciences	A3
Regular Level 1		
Regular Level 2		
Bouillon, Marvin L.	Accountancy	R2
Regular Level 3		
Kravchak, Richard L.	Music	R3
Mohn, Richard S.	Educational Research & Administration	R3
O'Brien, Thomas V.	Educational Research & Administration	R3
Stanback, Emily B.	English	R3
Credentials Committee		
Dr. Edward Sayre, Chair		

Proposed New Description for the WGS Graduate Minor in the Graduate Bulletin:

1. a minimum nine (9) hours for the master's-level minor, or a minimum of 12 hours for the doctoral minor

2. WGS 601 - Theories and Methods in Women's and Gender Studies OR, by the director of Women's and Gender Studies, approval of previous coursework in Women's and Gender Studies as equivalent to WGS 601

3. The remaining hours fulfilled by electives numbered 500 or above from any of the following:

(a) any WGS prefix course

(b) or courses from other disciplines that have been formally approved for the WGS graduate minor, which include:

- ANT 552: Language, Gender, and Culture
- CMS 609: Speech Communication Seminar
- ENG 578: American Women Writers

(c) or special topics courses in various disciplines that are approved on a case-by-case basis for that semester only by the Director of Women's and Gender Studies.

4. Electives must be distributed across at least two disciplines in addition to the discipline of Women's and Gender Studies.

Since new courses may become available for Women's and Gender Studies credit in any given semester, the candidate should be advised by the director of Women's and Gender Studies as well as by the candidate's major professor.

Please see:

https://www.usm.edu/interdisciplinary-studies/womens-and-gender-studies-graduate-minor

Nurse Anesthesia Program Plan of Study – 2016 Changes in RED

THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

BSN - DNP   NAP   Semester Schema (36 months)

	Year 1			Year 2			Year 3	
Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Epidemiology / Population Health NSG 811 4 Credits	Chemistry and Physics for Anes NSG 834 3 Credits	DNP Roles NSG 805 3 Credits	Methods for Evidence-Based Practice NSG 809 3 Credits	Policy & Politics in Healthcare NSG 813 3 Credits	Theory NSG 807 3 Credits			Leadership & Quality NSG 817 4 Credits
A & P for Anesthesia I NSG 830 3 Credits	A & P for Anesthesia II NSG 831 3 Credits	Biostatistics CHS 723 3 Credits	Practice Inquiry I NSG 810 1 Credit	Practice Inquiry II NSG 812 1 Credit	Practice Inquiry III NSG 814 1 Credit	Advanced Principles II NSG 844 3 Credits	Seminars in Anesthesia I NSG 846 ~~1 Credit~~ 3 Credits	Seminars in Anesthesia II NSG 848 ~~2 Credits~~ 3 Credits
Advanced Pharmacology I NSG 832 3 Credits	Advanced Pharmacology II NSG 833 3 credits	Basic Principles of Anes Practice NSG 837 3 Credits *Sim	Principles I NSG 838 3 Credits *Sim	Principles II NSG 840 3 Credits *Sim	Advanced Principles of Anesthesia I NSG 842 3 Credits *Sim	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits
Professional Aspects of NA Practice NSG 850 3 Credits		Advanced Patho for Anesthesia NSG 835 3 Credits	Economics & Finance NSG 819 3 Credits					
		Advanced Health Assessment NSG 836 3 Credits	Anesthesia Practicum I NSG 839 4 Credits *Sim	Anesthesia Practicum II NSG 841 6 Credits *Sim	Anesthesia Practicum III NSG 843 6 Credits	Anesthesia Practicum IV NSG 845 6 Credits	Anesthesia Practicum V NSG 847 6 Credits	Anesthesia Practicum V NSG 849 6 Credits
13	**9**	**15**	**14**	**13**	**13**	**13**	~~11~~ 13	~~16~~ 17

Notes: 36 month program length, ~~117~~ 120 credit hours, Graduation June, *Sim = Simulation

Nurse Anesthesia Program Plan of Study 2017 Changes in RED

THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

BSN - DNP NAP Semester Schema (36 months)

Year 1			Year 2			Year 3		
Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Epidemiology / Population Health NSG 811 4 Credits	Leadership & Quality NSG 817 4 Credits	Professional Aspects of NA Practice NSG 850 3 Credits	Methods for Evidence-Based Practice NSG 809 3 Credits	Practice Inquiry II NSG 812 1 Credit	Policy & Politics in Healthcare NSG 813 3 Credits			
DNP Roles NSG 805 3 Credits	Advanced Pharmacology I NSG 832 3 Credits	Advanced Pharmacology II NSG 833 3 Credits	Practice Inquiry I NSG 810 1 Credit	Principles II NSG 840 3 Credits *Sim	Advanced Principles of Anesthesia I NSG 842 3 Credits *Sim	Advanced Principles II NSG 844 3 Credits *Sim	Seminars in Anesthesia I NSG 846 ~~1 Credit~~ 3 Credits	Seminars in Anesthesia I NSG 848 ~~2 Credit~~ 3 Credits
Economics & Finance NSG 819 3 Credits	A & P for Anesthesia II NSG 831 3 Credits	Basic Principles of Anes Practice NSG 837 3 Credits *Sim	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits		
A & P for Anesthesia I NSG 830 3 Credits *Sim/18		Advanced Patho for Anesthesia NSG 835 3 Credits *Sim	Principles I NSG 838 3 Credits *Sim					
		Advanced Health Assessment NSG 803 3 Credits *Sim	Anesthesia Practicum I NSG 839 4 Credits *Sim	Anesthesia Practicum II NSG 841 6 Credits *Sim	Anesthesia Practicum III NSG 843 6 Credits	Anesthesia Practicum IV NSG 845 6 Credits	Anesthesia Practicum V NSG 847 6 Credits	Anesthesia Practicum V NSG 849 6 Credits
13	**10**	**15**	**15**	**14**	**16**	**13**	**~~7~~ 9**	**~~8~~ 9**

Notes: 36 month program length, ~~111~~ 114 credit hours, Graduation June, *Sim = Simulation

Nurse Anesthesia Program Plan of Study
2018 Changes in Red

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

BSN - DNP NAP Semester Schema (36 months)

	Year 1			Year 2			Year 3	
Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Epidemiology / Population Health NSG 811 4 Credits	Leadership & Quality NSG 817 4 Credits	DNP Roles NSG 805 3 Credits	Methods for Evidence-Based Practice NSG 809 3 Credits	Practice Inquiry II NSG 812 1 Credit	Policy & Politics in Healthcare NSG 813 3 Credits			
	Advanced Pharmacology I NSG 832 3 Credits	Advanced Pharmacology II NSG 833 3 Credits	Practice Inquiry I NSG 810 1 Credit	Principles II NSG 840 3 Credits *Sim	Advanced Principles of Anesthesia I NSG 842 3 Credits *Sim	Advanced Principles II NSG 844 3 Credits	Seminars in Anesthesia I NSG 846 1 Credit **3 Credits**	Seminars in Anesthesia II NSG 848 2 Credits **3 Credits**
Economics & Finance NSG 819 3 Credits	A & P for Anesthesia II NSG 831 3 Credits	Basic Principles of Anes Practice NSG 837 3 Credits *Sim	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits	Capstone Inquiry NSG 816 4 Credits		
A & P for Anesthesia I NSG 830 3 Credits		Advanced Patho for Anesthesia NSG 835 3 Credits	Principles I NSG 838 3 Credits *Sim					
Professional Aspects of NA Practice NSG 850 3 Credits		Advanced Health Assessment NSG 803 3 Credits	Anesthesia Practicum I NSG 839 4 Credits ....*Sim	Anesthesia Practicum II NSG 841 6 Credits *Sim	Anesthesia Practicum III NSG 843 6 Credits	Anesthesia Practicum IV NSG 845 6 Credits	Anesthesia Practicum V NSG 847 6 Credits	Anesthesia Practicum V NSG 849 6 Credits
13	**10**	**15**	**15**	**14**	**16**	**13**	**7 9**	**8 9**

Notes: 36 month program length, ~~111~~ 114 credit hours, Graduation June, *Sim = Simulation

Appendix 7: Authorization to Plan a New Degree Program
(Submit Appendix 7 in both PDF and Word Document Formats)

Institution:		
Date of Implementation: Fall 2020 (AY 2020-2021)	**Incremental, Six Year Cost of Implementation:** Start-up: $600,000.00 Year #1: $650,000.00 Year #2: $650,000.00 Year #3: $800,000.00 Year #4: $950,000.00 Year #5: $950,000.00 Year #6: $950,000.00	**Incremental, Per Student Cost of Implementation:** *Year #1: $20,000.00 (30 students) *Year #2: $10,833.33 (60 students) *Year #3: $8,888.89 (90 students) *Year #4: $9,500.00 (100 students) *Year #5: $8,636.36 (110 students) *Year #6: $7,916.67 (120 students) *Does not include overhead costs

Will it attract new students to the university? ☒ Yes ☐ No	**Potential New Revenue:** $9,100,000 in tuition plus fees of $2,100,000 minus costs $ 5,400,000 (including start-up costs) equals $5,800,000 new revenue in years one through six

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Master of Science in Medicine (M.S.M.)	**Six Digit CIP Code:** 51.0921

Name of Degree(s) to be Awarded: M.S.M.	**Total Credit Hour Requirements to Earn the Degree:** 100

List any institutions within the state offering similar programs:
Mississippi College (Private) Master of Science in Medicine (M.S.M.)
Mississippi State planning program (public): Master of Physician Assistant Studies (M.P.A.S.)

Responsible Academic Unit(s): School of Health Professions in the College of Nursing and Health Professions	**Institutional Contact: Dr. Kathleen Masters, Dean** **Phone: 601.266.6485** **Email: Kathleen.Masters@usm.edu**

Number of Students Expected to Enroll in First Six Years:		**Number of Graduates Expected in First Six Years:**	
Year One	30	**Year One**	0
Year Two	30	**Year Two**	0
Year Three	30	**Year Three**	29
Year Four	40	**Year Four**	29
Year Five	40	**Year Five**	29
Year Six	40	**Year Six**	38
Total	210	**Total**	125

Program Summary:
The proposed program will be an accredited Master of Science in Medicine (Physician Assistant) and the program length will be 8 semesters. The Master of Science in Medicine (Physician Assistant) builds on the foundation of the undergraduate degree and prerequisites required for admission to the Physician Assistant (PA) Program. Other admission considerations will include GRE, GPA, clinical experience, and interview evaluation.

The PA program curriculum will prepare the student with a broad foundation in medicine that will include clinical medicine, professional practice issues, procedural and diagnostic skills, and the ability to communicate effectively with patients. The core curriculum will include both theory and clinical practicum courses.

The program curriculum requirements for the Physician Assistant Program will include several courses already offered within the College of Nursing and Health Professions curricula in the Nurse Practitioner program and Nurse Anesthesia Program. These include courses such as advanced pathophysiology**,** advanced pharmacology, advanced physical assessment, and diagnostic reasoning.

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

Institution:

1. Describe the proposed program and explain how it fits within the mission of the institution.

The course of study in the PA curriculum builds on student knowledge of the basic sciences, introduces clinical medicine and fosters the development of the critical thinking process. Since USM has strong science programs and health care programs in place, the PA program will be established with a strong foundation in place that supports its fit in the institution.

The establishment of a Physician Assistant Program has been under consideration for some time as the institution seeks opportunities to enlarge its footprint related to the health of Mississippians, as well as to impact the economy in the Pine Belt and the state.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data.

Governor Bryant's "Blueprint Mississippi Health Care: An Economic Driver" indicates the need for more midlevel health care practitioners in the future. Mississippi ranks near the bottom in the location quotient of Physician Assistants according to the Bureau of Labor Statistics (2017); however, this is clearly related to the historical lack of Physician Assistant (PA) Programs in the state of Mississippi.

According to Mississippi Occupational Employment Projections (2010-2020) the projected increase in PA positions MS is 22.7%. The projected increase in nurse practitioner (NP) positions in MS is 28.3% (current N=2190; projected N=2810). States surrounding MS that have established PA Programs and therefore a history of PA utilization in healthcare settings have both higher numbers in practice and higher projected growth. Those state with a high elderly population, similar to the population of MS, have the highest utilization and growth projection. The growth projection for PA mirrors the growth projection for NPs in all of these neighboring states. For example, in Alabama the projected increase in PA positions is 34.4% (current N= 520; projected N=700) and NP projections are for 32.8% growth. In Louisiana, the projected growth in PA positions 26.6% (current N= 760; projected N=960) and the NP projections are for 24.6% growth. In Georgia, the projected increase in PA positions is 50.5% (current N= 2,560; projected N=3,850) and the projected NP growth is 52.7%. In Florida, the projected increase in PA positions is 44.9% (current N=5,060; projected N=7,330) and the projected increase for NP is 46.8%. If the trends in surrounding states indicate the growth potential for PAs in the state of MS, then there could be several hundred new PA positions in the state by 2024.

We anticipate that with the establishment of PA programs in the state of MS, the utilization of PAs in the healthcare systems in the state will grow and therefore demand for PA graduates will grow as the demand has grown in neighboring states throughout the southeast region. The numbers from our neighboring states suggest that the demand for PAs could exceed our ability to produce adequate numbers of Physician Assistants in MS unless we develop additional educational capacity in our state. The current PA program in the state of MS only admits 30 students per year with applications for the program that exceed capacity.

3. Provide information on employment (supporting data must include state and national employment statistics or career opportunities (include potential earnings range).

Nationally the growth rate from 2014 to 2024 is projected to be 37%; much higher than the average for other health occupations which is currently 15% (U.S. Department of Labor: /Bureau of Labor Statistics, 2018) which makes Physician Assistant (PA) one of the top three fastest growing careers in the nation. The projected increase in PA positions Mississippi is 22.7%. The national mean annual salary for a PA is $102,000. The mean annual salary for a PA in Mississippi is $96,000 (mean adjusted by cost of living is $117,000) compared to the average Mississippi annual wage of 23,040-55,000. Thus, the growth of educational opportunities for students to enroll in and graduate from PA programs in the state of Mississippi promises to make a positive impact on the economy in the state.

4. Describe any other benefits to the institution, state, region, or nation including research, service, and teaching efforts that might result from offering this program.

The College of Nursing and Health Professions has a simulation center, faculty with expertise of the implementation of simulation throughout the curriculum, and a simulation and instructional technology specialist. The new College of Nursing and Health Professions facility has faculty and staff offices, a student advisement center, office space, state of the art classrooms, and simulation lab that could easily accommodate students in the proposed program. The addition of students in the proposed PA program alongside students in existing programs will create an environment of interprofessional learning in the classroom and interprofessional training in the simulation lab which is consistent with the Institutes of Medicine recommendations. In addition, the faculty teaching in the proposed program will be well suited to collaborate in interprofessional research, teaching, and service with faculty across colleges at Southern Miss in the health-related disciplines such as nursing, public health, and nutrition as well as with faculty in the science disciplines. Benefits to the institution also include revenue generated from tuition from the program.

Additionally, the proposed PA program will allow students from the southern part of the state to enroll in a PA graduate program at Southern Miss and thus, increase the likelihood of remaining in their community and state to practice after graduation. It is important to the health of the citizens of the state of Mississippi that we educate an adequate supply of primary care support practitioners since there is a projected primary care physician shortage coinciding with an aging population. According to the U.S. Department of Health and Human Services (2016), more primary care could potentially be provided by PAs to offset the projected physician shortage but projections for Mississippi include a projected 78.8% demand beyond the supply of PAs by 2025. https://bhw.hrsa.gov/sites/default/files/bhw/health-workforce-analysis/research/projections/primary-care-state-projections2013-2025.pdf

5. Using expected enrollment, provide the total anticipated budget for the program including implementation and 5 subsequent years (total of 6 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Tuition Revenue	C Non-Tuition Revenue (fees)	A – (B+C) Differential
2019-2020			600,000				
2020-2021	30	30		650,000	585,000	135,000	70,000
2021-2022	30	60		650,000	1,170,000	270,000	790,000
2022-2023	30	90		800,000	1,560,000	360,000	1,120,000
2023-2024	40	100		800,000	1,755,000	405,000	1,360,000
2024-2025	40	110		950,000	1,950,000	450,000	1,450,000
2025-2026	40	120		950,000	2,080,000	480,000	1,610,000
TOTAL	210						

The plan for this program is to use a differential tuition model due to high cost of program delivery. Profit from the program will return to the program and a tax will be paid to the college and university to cover overhead costs. This tax will increase incrementally, but by year number six, based on a 40% tax to the university and a 10% tax to the college, the program should make a surplus of $930,000 that can be used for program improvement and growth. By year six, the university should realize $744,000 and the college $186,000 in tax to cover overhead costs.

Although incremental cost of the program is low due to the existing infrastructure including a state of the art classroom and simulation center; fees will for the program will be needed for things such as lab equipment and lab supplies, costs associated with simulation, costs associated with standardized patients, and standardized testing.

6. Indicate where the proposed program is offered within the state and explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers settlement.

The only PA program currently enrolling students in the state of MS is offered at a private institution (Mississippi College). The other PA program that has been approved for the state of MS is in the central/northern part of the state. While the proposed program at Southern Miss will serve residents of the state, the program will target and be located in the southern part of Mississippi. It is not anticipated that there will be consequences on enrollment in other institutions since applications for the only program in the state currently far exceed to number of students admitted. The current PA program in the state of MS only admits 30 students per year. Admission to the proposed PA program will occur after the limitations form the Ayers settlement have expired.

7. What is the specific basis for determining the number of graduates expected in the first six years?

PA program retention rates are generally 95%-98% (38/40 and 29/30); thus, the calculation of graduates included very little attrition.

http://paeaonline.org/wp-content/uploads/2017/10/ProgramReport32_2017_2.pdf

Appendix 9c: Modifications to Existing Degree Program Proposal
☐Suspension or ☒Deletion
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution:		
Date of Implementation for Suspension/Deletion: Fall 2018	**Number of Students Presently Enrolled:** 0	**Number of Faculty Affected:** 0

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Biological Sciences PhD (Marine Biology)	**Six Digit CIP Code:** 26.1302

Degree(s) Awarded: PhD	**Credit Hour Requirements:** 84

List any institutions within the state offering similar programs:

None

Responsible Academic Unit(s): Biological Sciences	**Institutional Contact: Janet Donaldson** **Phone: 601-266-4748** **Email: janet.donaldson@usm.edu**

Reason for Request:

The marine biology emphasis area within the PhD degree has not had any students enrolled. We had recently removed all emphasis areas with the PhD degree, but this one was omitted accidentally. This is an attempt to reduce the number of emphasis areas offered within the department.

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):
There is no impact for this deletion on the institutional role or mission. This program is not accredited. There is no impact on the academic program as no students are enrolled.

_____   _____

Chief Academic Officer Signature   **Date**

_____   _____

Institutional Executive Officer Signature   **Date**

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: 5/10/18   **Department Name:** Geography and Geology

Contact Person: Dr. David Cochran   **Email:** david.cochran@usm.edu

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

__X__Program (Emphasis)   ____Minor   ____Certificate

Title AND Degree: Doctor of Philosophy in Geography   CIP Code (6 digits):__45.0701_____

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 <u>ALL</u> the locations where the program/emphasis/minor/certificate listed above will NOW be offered):

_X__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 _X__No

If Online 100% is checked, are all courses available online at this time? ___Yes _X__No

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

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

Additional Instructions/Comments: Enrollment was suspended as of Spring 2018 and will not be reopened. A teach out plan will be provided to current students. Graduation time for current students will extend through the end of academic year 2020-2021.

Signatures for Approval

Chair/Director: Date: 10 MAY 2018

Dean: Date: 5/10/18

4/10/2015

School of Polymer Science and Engineering

Sarah E. Morgan, Ph.D., Professor and Associate Director
118 College Dr., #5050 | Hattiesburg, MS 39406-0001
Phone: 601-266-5296 | Fax: 601-266-5635 | sarah.morgan@usm.edu | www.usm.edu

May 17, 2018

To: The Graduate Council of the University of Southern Mississippi

Re: Polymer Science and Engineering MS en route to the PhD

The School of Polymer Science and Engineering graduate program recruits and accepts only those qualified students who declare an interest in pursuing the PhD. In the field of Polymer Science and Engineering the PhD is generally preferred for optimal employment. The current Master's degree in Polymer Science & Engineering is offered only for students who are not able to complete the PhD requirements or who choose not to pursue the PhD and perform a thesis-based MS instead. The number of students who are not able to meet the PhD requirements or who choose to fall back to the MS is small, and thus the graduation numbers do not meet the IHL minimum productivity standards of four graduates per year on average.

The Graduate Council has proposed and the Provost approved a new policy allowing conferral of the MS en route to the PhD (Graduate Council Minutes February 19, 2018). The faculty of the School of Polymer Science and Engineering has voted to confer the MS degree upon the successful completion of all requirements for the PhD (SPSE Faculty Meeting Minutes March 2, 2018). This action will not change the current stand-alone thesis-based MS; it will allow the fall back option of the thesis-based MS for students requiring this option; and it will provide increased MS graduate numbers to meet the IHL requirement. This proposal was submitted to and approved by the Program Inventory Review Committee (message from Associate Provost, May 10, 2018).

Implementation of this action does not require a program change, but only requires additional language in the graduate bulletin. We propose the following language be incorporated in the bulletin:

> The School of Polymer Science and Engineering does not support a non-thesis terminal MS degree. Doctoral students may receive the M.S. in Polymer Science and Engineering en route to the Ph.D. on completion of all requirements for the Ph.D.

This language has been reviewed with the Associate Provost for Institutional Effectiveness and the Dean of the Graduate Council. The proposal has been approved by the Dean of the

College of Science and Technology. We request approval by the Graduate Council for implementation in Fall of 2018.

Sincerely,

Sarah E. Morgan, PhD
Executive Associate Director
School of Polymer Science and Engineering

Implementation of Digital Credentialing Badges at USM

Institutions and businesses across the United States have developed systems to credential mastery of specialized skillsets or professional development accomplishments achieved through completion of limited coursework or training programs. These "microcredentials" are awarded in the form of electronic "badges" that can be transcripted and affixed to electronic signatures, resumés, CV's, or employment-oriented social networking accounts. Badges are visible and searchable to prospective and current employers, thereby enhancing the perceived value or marketability of the credentialed individual. According to WBT Systems (1), "In comparison to a paper certificate, which can be hung on the wall of an office and is not easily verified as part of a learner's resume, the metadata embedded in digital badges enables easy verification of authenticity and the portability of digital badges means that learners can display them in a number of places."

Due to their brevity, accessibility, and industry-informed foci, digital badge programs at USM will have the potential to meet the needs of working professionals, active military personnel, and other non-traditional students seeking to earn credentials needed for career advancement, along with traditional students. Thus, these programs will engage a broader student population and generate a new source of revenue through tuition and fees.

The "searchable tags" embedded in digital badges provide information to whomever clicks on the badge. Therefore, badging at USM will require collaboration with University Communications, iTech, Online Learning, the Registrar, etc., in addition to the academic colleges offering courses.

Structure:

Foundational Badges (Level 1): Indicates successful completion of non-discipline-specific professional development activities designed to strengthen transferable skills through non-credit activities
- Targeted students: currently-enrolled graduate students
- Requires an application with application fee (to offset expense of credentialing) ($50)
- Badges earned through participation in multiple workshops, seminars, and training sessions.
- Requires badge credentialing application and fee when completed. ($50)

Ideas for foundational badges (professional development): (Student must complete a certain number of activities to earn the badge)
- PIP badge (earned through completion of PIP program)
- Communication (Choose from 3MT, research symposium presentation, 2 or more library communication workshops, proposal writing workshops from Office of Research, etc.)
- Leadership?
- Research ethics (partner with Sam Bruton to develop online workshops/training opportunities)
- Teaching in the Academy (TA workshops, etc.) Some departments have well-developed TA training programs (i.e. Chemistry and Biochemistry, English, Speech & Hearing) which may be acceptable for badging)
- Technology Development (partner with Chase Kasper for workshop, seminar series)
- Financial literacy (multiple workshops, etc.)
- Proposal development and writing (workshops through Office of Research, etc.)

1

Foundational badges will not be transcripted, but earned digital badges can be accumulated on CVs or resumés, LinkedIn or social media accounts, etc.

Proficiency Badges (Level 2): Indicates mastery of a specialized or discipline-specific skill through coursework.

- A standard graduate application with a $60 application fee to the badge program will be required. Admission parameters TBD (consultation with departments necessary).
  - Admission to a badge program does not imply admission to a certificate or degree program; those will require additional applications.
- Requires completion of prescribed 6-9 hour curriculum in specialized courses earning a "B" or better in each course.
- Badges will be "stackable," meaning coursework used to earn a badge can be applied to a full certificate program or degree if appropriate.
- It is highly desirable for proficiency badge programs to be available as fully online programs.
- Normal tuition and fee rates for online coursework will apply.
- Requires badge credentialing application and fee when completed. Same as certificate program fee ($50).

Ideas for proficiency (earned coursework credit) badges (colleges/schools to develop programs):

- Business or systems data analytics
- Entrepreneurship
- Internet of things
- Organizational management
- Healthcare data management
- National security/Defense (Hacking 4 Defense; Computer security, etc.)

Requirements:

1) SACSCOC will require a "substantive change" process for at least the first Proficiency badge. Foundational badges (non-credit) do not require substantive change. Doug Masterson will prepare this proposal.

2) I-Tech will propose an on-line management tool for the badges such as Credly, which is integrated with Canvas. https://credly.com/pricing. UC will propose the badge design.

3) Proficiency badges will be transcripted by The Registrar in the same manner as certificates; Foundational badges will not be transcripted.

4) Badge programs must be reviewed and approved through Graduate Council
   - Proposals must be submitted by the proposing unit
   - Proficiency (course credit) badge proposals should follow the existing proposal guideline for emphases, minors, and certificates
   - Foundational (non-credit) badge proposals require a limited proposal, describing the name of the badge, requirements, assessment plan, target students, data-informed rational for the program

5) Tracking, assessment, and program review are important.
- Foundational (non-credit) badges require tracking of enrollment, completion of required tasks, successful attainment of badge, and a survey of student outcomes. This tracking and assessment process will be similar to the QEP pathways and scholarship processes.
- Proficiency (graduate credit) badges will follow the current assessment process for certificates. If the badge has a parent certificate or minor, it can be included in that assessment.
- A program manager must be identified with responsibility for tracking student progress (Could be graduate coordinator).
- Student must apply for badge completion by a deadline. A badge award fee will be assessed = $50

6) Application
- Foundational (non-credit) application will be managed by the unit. Must track number of applications, acceptances, and badges awarded.
- Proficiency (course credit) applications will be managed by the graduate school as non-degree students. Offering unit may choose to review applications or accept applicants without review.

7) Tuition
- Normal tuition and fee schedule for Proficiency badges (credit-bearing)

Reference:

1. https://www.wbtsystems.com/non-dues-revenue-potential-of-digital-badges/

Graduate Council Minutes
The University of Southern Mississippi
November 19, 2018

The Graduate Council met at 3:00 p.m. on November 19, 2018, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Patrick Biber, Dr. Jeremy Deans, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. YanLin Guo, Dr. Jennifer Lemacks, Dr. Kyna Shelley, Dr. Alan Thompson, Dr. Kimberly Ward, and Dr. Zhaoxian Zhou.

The following voting members were represented by proxies to constitute a quorum: Dr. Kyna Shelley for Dr. Stacey Hall, Dr. Kyna Shelley for Dr. Hollie Filce, Dr. Dana Fennell for Dr. Edward Sayre, and Dr. Alan Thompson for Dr. Vanessa Murphree.

The following non-voting members were present: Dr. Mohamed Elasri for Dr. Chris Winstead, Dr. Diane Fisher for Dr. Trenton Gould, Dr. Doug Masterson and Dr. Karen Coats.

The following guests were present: Ms. Desira Bailey, Ms. Tracy Barnhill, Ms. Linda Bass, Dr. Marv Bouillon, Dr. Cyndi Gaudet, Ms. Amber Hatten, Ms. Kathryn Lowery, Dr. Lisa Nored, Dr. Scott Piland, Ms. Dawn Porter, and Dr. Melissa Thompson.

1.0　Call to Order
　　　Dr. Stur called the meeting to order at 3:00 p.m.

2.0　Adoption of Agenda
　　　Dr. Stur presented the agenda with for approval. Dr. Lemacks moved and Dr. Ward seconded a motion to approve the agenda. The motion passed.

3.0　Approval of Minutes
　　　Dr. Stur presented the October 15, 2018 minutes for approval. Dr. Abreu moved and Dr. Shelley seconded a motion to approve the October 15, 2018 minutes for approval. The motion passed.

4.0　Course and Program Proposals
　　　4.1　College of Arts and Sciences
　　　　　　School of Biological, Environmental, and Earth Sciences
　　　　　　Dr. Stur presented the request to inactivate the Geology (Professional Geology) M.S. program. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the inactivation of the Geology (Professional Geology) M.S. program. The motion passed 17-0.

　　　　　　Dr. Stur presented the request to modify the Geology M.S. program. Dr. Lemacks moved and Dr. Adkins seconded a motion to approve the modification of the Geology M.S. program. The motion passed 17-0.

　　　　　　Dr. Stur presented the request to add BSC 522. Dr. Abreu moved and Dr. Deans seconded a motion to approve the addition of BSC 522. The motion passed 17-0.

Dr. Stur presented the request to modify BSC 520. Dr. Thompson moved and Dr. Lemacks seconded a motion to table the modification of BSC 520. The motion passed 17-0. Council is requesting the department send a representative to the January 2019 Council meeting to answer any questions or concerns.

School of Criminal Justice, Forensic Science, and Security
Dr. Stur presented the request to inactivate the Forensics M.S. program. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the inactivation of the Forensics M.S. program. The motion passed 17-0.

Dr. Stur presented the request to inactivate the Criminal Justice Ph.D. program. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the inactivation of the Criminal Justice Ph.D. program. The motion passed 16-1.

School of Interdisciplinary Studies and Professional Development
Dr. Stur presented the request to add the ITD course prefix. Dr. Ward moved and Dr. Dufrene seconded a motion to approve the addition of the ITD course prefix. The motion passed 17-0.

Dr. Stur presented the request to modify IT 709, IT 720, IT 740, IT 791, IT 792, IT 797, IT 832, IT 852, IT 860, and IT 898. Dr. Fennell moved and Dr. Shelley seconded a motion to approve these modifications as a group. The motion passed. Dr. Shelley moved and Dr. Lemacks seconded a motion to approve the modifications of IT 709, IT 720, IT 740, IT 791, IT 792, IT 797, IT 832, IT 852, IT 860, and IT 898. The motion passed 17-0.

Dr. Stur presented the request to add the Human Capital Development (Instructional Technology and Design) Ph.D. program. Dr. Shelley moved and Dr. Adkins seconded a motion to approve the addition of the Human Capital Development (Instructional Technology and Design) Ph.D. program. The motion passed 17-0.

School of Mathematics and Natural Sciences
Dr. Stur presented the request to add a Chemistry M.S. non-thesis track. Dr. Adkins moved and Dr. Thompson seconded a motion to table the addition of a Chemistry M.S. non-thesis track. The motion passed 17-0. Council is requesting the department send a representative to the January 2019 Council meeting to answer any questions or concerns.

Dr. Stur presented the request to delete the Chemistry (Biochemistry) M.S. program. Dr. Shelley moved and Dr. Deans seconded a motion to table the deletion of the Chemistry (Biochemistry) M.S. program. The motion passed 17-0. Council is requesting the department send a representative to the January 2019 Council meeting to answer any questions or concerns.

Dr. Stur presented the request to delete the Chemistry (Biochemistry) Ph.D. program. Dr. Thompson moved and Dr. Deans seconded a motion to table the deletion of the Chemistry (Biochemistry) Ph.D. program. The motion passed 17-0. Council is requesting the department send a representative to the January 2019 Council meeting to answer any questions or concerns.

School of Ocean Science and Engineering
Dr. Stur presented the request to add COA 620. Dr. Abreu moved and Dr. Adkins seconded a motion to approve the addition of COA 620. The motion passed 17-0.

Dr. Stur presented the request to modify COA 522L. Dr. Ward moved and Dr. Thompson seconded a motion to approve the modification of COA 522L. The motion passed 17-0.

4.2   College of Business and Economic Development
School of Accountancy
Dr. Stur presented the request to modify ACC, 598, ACC 605, ACC 610, ACC 615, ACC 630, ACC 692, ACC 699, ACC 608, ACC 620, ACC 660, ACC 631, and ACC 640. Dr. Ward moved and Dr. Deans seconded a motion to approve the modifications of ACC, 598, ACC 605, ACC 610, ACC 615, ACC 630, ACC 692, ACC 699, ACC 608, ACC 620, ACC 660, ACC 631, and ACC 640. The motion passed 17-0.

Dr. Stur presented the request to add ACC 690. Dr. Abreu moved and Dr. Deans seconded a motion to approve the addition of ACC 690. The motion passed 17-0.

Dr. Stur presented the request to modify the Master of Professional Accountancy M.P.A. program. Dr. Adkins moved and Dr. Deans seconded a motion to approve the modification of the Master of Professional Accountancy M.P.A. program. The motion passed 17-0.

4.3   College of Education and Human Sciences
School of Kinesiology and Nutrition
Dr. Stur presented the request to delete the Kinesiology Ph.D. program. Dr. Ward moved and Dr. Deans seconded a motion to untable the deletion of the Kinesiology Ph.D. program. The motion passed. Dr. Adkins moved and Dr. Dufrene seconded a motion to approve the deletion of the Kinesiology Ph.D. program. The motion passed 17-0.

School of Psychology
Dr. Stur presented the request to modify the Psychology M.A. program. Dr. Abreu moved and Dr. Deans seconded a motion to approve the modification of the Psychology M.A. program. The motion passed 17-0.

4.4   College of Nursing and Health Professions
School of Health Professions
Dr. Stur presented the request to modify DPH 723. Dr. Adkins moved and Dr. Deans seconded a motion to approve the modification of DPH 723. The motion passed 17-0.

5.0   Officers Report
5.1   Chair – Dr. Heather Stur
No report.

5.2   Chair-Elect – Dr. Ward Sayre
No report.

6.0   Standing Committee Reports
6.1   Bylaws Committee – Dr. Ward Sayre
Dr. Kimberly Ward presented Council with a draft copy of the Bylaws Committee Recommendations. These changes will be voted on at the January 2019 meeting. (see attached)

6.2   Credentials Committee – Dr. Brad Dufrene
Dr. Sayre submitted the Credentials report for November 2018 for approval. The report was approved. (see attached)

6.3   Election Committee – Dr. Zhaoxian Zhou
No report.

6.4   Policies and Procedures Committee – Dr. YanLin Guo
Dr. Guo presented Council with recommendations to the graduate transfer credits policy. Dr. Adkins moved and Dr. Ward seconded a motion to approve the recommendations to the graduate transfer credits policy. The motion passed 17-0. (see attached)

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

7.0   Liaisons to University Committees
7.1   Assessment Committee- Dr. Ward Sayre
No report.

8.0   New Business
8.1   Proposal Guideline Edits for 2018-2019
Dr. Stur presented Council with a copy of the edits for the 2018-2019 Guideline for Proposals. Dr. Lemacks moved and Dr. Dufrene seconded a motion to approve the edits for the 2018-2019 Guideline for Proposals. The motion passed 17-0. (see attached)

9.0   New Business
9.1   Dean's Report
Dr. Coats presented her report to Council. (see attached)

9.2   Evaluating the GRE as an Admissions Requirement
Dr. Coats discussed with Council the idea of not using the GRE/GMAT as an admissions requirement for Graduate School. Council will review and vote at the January 2019 meeting.

10.0   Announcements
The meeting was adjourned. The next meeting is scheduled for January 28, 2019 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, January 11, 2019.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

College of Arts and Sciences

School of Biological, Environmental, and Earth Sciences

Add:	BSC 522	Coastal and Marine Management. 3 hours. Effective fall 2019.

Tabled:	**BSC 520**	**Specification.**

Inactivate: Geology (Professional Geology) M.S. degree program. Effective spring 2019. (see attached)

Modify: Geology M.S. degree program. Effective spring 2019. (see attached).

School of Criminal Justice, Forensic Science, and Security

Inactivate: Forensics M.S. degree program. Effective spring 2020. (see attached)

Inactivate: Criminal Justice Ph.D. degree program. Effective spring 2022. (see attached)

School of Interdisciplinary Studies and Professional Development

Add: ITD (Instructional Technology and Design) course prefix. Effective spring 2019.

Modify:	IT 709	Leadership in Instructional Technology.
To:	ITD 709	Leadership in Instructional Technology. Effective spring 2019.

Modify:	IT 720	Instructional Design Principles and Theories.
To:	ITD 720	Instructional Design Principles and Theories. Effective spring 2019.

Modify:	IT 740	Interactive Instructional Media.
To:	ITD 740	Interactive Instructional Media. Effective spring 2019.

Modify:	IT 791	Research in Instructional Technology.
To:	ITD 791	Research in Instructional Technology. Effective spring 2019.

Modify:	IT 792	Special Problems in Instructional Technology.
To:	ITD 792	Special Problems in Instructional Technology. Effective spring 2019.
Modify:	IT 797	Independent Study.
To:	ITD 797	Independent Study. Effective spring 2019.
Modify:	IT 832	Evaluation and Assessment of Instructional Design.
To:	ITD 832	Evaluation and Assessment of Instructional Design. Effective spring 2019.
Modify:	IT 852	Diffusion and Adoption of Technology Innovation.
To:	ITD 852	Diffusion and Adoption of Technology Innovation. Effective spring 2019.
Modify:	IT 860	Emerging Technology in Instructional Technology.
To:	ITD 860	Emerging Technology in Instructional Technology. Effective spring 2019.
Modify:	IT 898	Dissertation.
To:	ITD 898	Dissertation. Effective spring 2019.
Modify:		Human Capital Development (Instructional Technology and Design) Ph.D. degree program. Effective spring 2019. (see attached).

School of Mathematics and Natural Sciences

Tabled: **Chemistry M.S. degree program.**

Tabled: **Chemistry (Biochemistry) M.S. degree program.**

Tabled: **Chemistry (Biochemistry) Ph.D. degree program.**

School of Ocean Science and Engineering

Add:	COA 620	Introduction to Bayesian Statistics in Ecology. 3 hours. Effective fall 2019.

Modify:		COA 522L	Elasmobranch Biology Lab.
			2 hours.
	To:	COA 522L	Elasmobranch Biology Lab.
			3 hours. Effective summer 2020.

College of Business and Economic Development

School of Accountancy

Modify:		ACC 598	International Accounting Seminar Abroad.
	To:	ACC 598	International Accounting Seminar Abroad.
			Course description. Effective summer 2019.
Modify:		ACC 605	Current Accounting Theory and Research.
	To:	ACC 605	Current Accounting Theory and Research.
			Hybrid delivery and Course description.
			Effective summer 2019.
Modify:		ACC 610	Advanced Auditing.
	To:	ACC 610	Advanced Auditing.
			Hybrid delivery and Course description.
			Effective summer 2019.
Modify:		ACC 615	Audit Analytics and IT Auditing.
	To:	ACC 615	Audit Analytics and IT Auditing.
			Hybrid delivery and Course description.
			Effective summer 2019.
Modify:		ACC 630	Tax Seminar I.
	To:	ACC 630	Tax Seminar I.
			Hybrid delivery and Course description.
			Effective summer 2019.
Modify:		ACC 692	Special Problems in Accounting.
	To:	ACC 692	Special Problems in Accounting.
			Course description. Effective summer 2019.
Modify:		ACC 699	International Accounting Research Abroad.
	To:	ACC 699	International Accounting Research Abroad.
			Course description. Effective summer 2019.

| Modify: | ACC 608 | Financial Statement Analysis & Business Valuation. |
| To: | ACC 608 | Financial Statement Analysis & Business Valuation. Hybrid delivery and Course description. Effective summer 2019. |

| Modify: | ACC 620 | Advanced Cost/Managerial Accounting. |
| To: | ACC 620 | Advanced Cost Accounting Analytics. Hybrid and online delivery and Course description. Effective summer 2019. |

| Modify: | ACC 660 | Fraud Accounting and Valuation. |
| To: | ACC 660 | Fraud Accounting. Hybrid and online delivery and Course description. Effective summer 2019. |

| Modify: | ACC 631 | Tax Seminar II. |
| To: | ACC 631 | Tax Seminar II. Hybrid and online delivery and Course description. Effective summer 2019. |

| Modify: | ACC 640 | International Accounting. |
| To: | ACC 640 | International Accounting. Hybrid and online delivery. Effective fall 2019. |

| Add: | ACC 690 | Current Issues in Professional Accountancy. 3 hours. Effective summer 2019. |

| Modify: | | Master of Professional Accountancy M.P.A. degree program. Effective summer 2019. (see attached). |

College of Education and Human Sciences

School of Kinesiology and Nutrition

Delete: Kinesiology Ph.D. degree program.
                    Effective fall 2019. (see attached)

School of Psychology

Modify: Psychology M.A. degree program.
                    Effective fall 2019. (see attached).

College of Nursing and Health Professions

School of Health Professions

Modify:	DPH 723	<u>Biostatistics II.</u> Face to face format.
To:	DPH 723	<u>Biostatistics II.</u> Face to face and online correspondence format. Effective spring 2019.

DATE: November 19, 2018

TO: Graduate Council

FM: Graduate Credentials Committee

RE: Graduate Faculty Recommendations

Name	School	Recommendation Status
Associate Level 1		
Herrington, Brittany G.	School of Education	A1
LeBert, Amy R.	Speech & Hearing Sciences	A1
Oberst, Christy L.	Psychology	A1
Robertson, Carolyn "Lyn" S.	Speech & Hearing Sciences	A1
Associate Level 2		
Taylor, Mariann B.	Child & Family Sci.	A2
Associate Level 3		
Clark, James L.	Computer Sci. & Computer Engineering	A3
Holloway, Carolyn J.	Leadership & Advanced Nursing Practice	A3
Humfeld, Keith D.	Polymer Science & Engineering	A3
Lyn, Heidi	Psychology	A3
Malone, Mark H.	Music	A3
Rushing, Todd S.	Polymer Science & Engineering	A3
Wang, Verena H.	Coastal Sciences	A3
Associate Level 4		
Regular Level 1		
Wolf, Marco	Marketing	R1
Regular Level 2		
Esplin, Jacob A.	Child & Family Science	R2
Regular Level 3		
Cambazoglu, Mustafa K.	Ocean Science & Engineering	R3
Nootz, Gero A.	Marine Science	R3
Credentials Committee		
Dr. Brad Dufrene, Chair		

Graduate Council
Proposal to increase allowable amount of transfer credits
November 2018

Current Transfer Credit Policy

As many as six (6) semester hours or nine (9) quarter hours of graduate credit from other accredited institutions may be transferred to a student's program based on review and approval of the graduate committee chair and/or the graduate committee, school director, and graduate school dean. The coursework to be transferred must have been taken within the time period allowed for the particular graduate degree/certificate program. Such coursework must carry a letter or numeric grade of "B" or better and cannot be a pass/fail or satisfactory/unsatisfactory course. Incomplete "I" grades are not transferable. The coursework may not have counted toward another degree. Final evaluation and acceptance of transfer credit will not be made until the student has been in academic residence for one semester (doctoral only). Transfer grades will not calculate in the USM GPA. Transfer credit is not automatic and will be awarded only after evaluation of the content of the courses requested to be transferred. Students will supply syllabi, course descriptions, and other requested materials for review. A total sum of no more than twelve (12) credit hours of combined transfer coursework and non-degree coursework may be applied toward a graduate degree.

Proposed Transfer Credit Policy

At the discretion of the academic program, up to one-third (33%) of the credit hours required to complete a graduate degree program may be transferred from other accredited institutions. Programs may accept fewer transfer hours. Any requested transfer credits must meet the following restrictions. The coursework to be transferred is time limited; it must have been taken within the time period allowed for the graduate degree program. The credit must carry a letter or numeric grade of "B" or better; courses assigned the grade pass/fail, satisfactory/unsatisfactory, incomplete "I", or other ungraded designation cannot be transferred. Course credit applied toward another earned degree cannot be transferred. Non-content courses, such as thesis or dissertation research, cannot be transferred. Transfer grades will not be calculated in the USM GPA. Transfer credit is not automatic and will be awarded only after course content is evaluated and approved by the graduate committee chair and/or graduate committee, school director, and graduate dean. Students will supply syllabi, course descriptions, and other requested materials for review. For doctoral programs, final evaluation and acceptance of transfer credit will be made after the student has been enrolled for one semester. A total sum of no more than one-third (33%) of combined transfer and non-degree coursework may be applied toward a graduate degree.

The University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program, Emphasis Area, Certificate, or Minor

Please note this form must be completed regardless of current enrollment.

College:	Arts and Sciences
School:	Biological, Environmental, and Earth Sciences
Degree/Emphasis/Certificate/Minor:	Geology (Professional Geology) MS

1. Date for suspension of admission: December 31, 2018

2. Estimated date current students will complete teach-out plan: There are no students enrolled in the degree.

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.

Given that there are no students enrolled in this degree, there is no need to inform or advise any students about the closure of this degree. All Geology faculty members are already aware of this closure and they have played an active role in its implementation. Finally, we have notified staff in the School of Biological, Environmental, and Earth Sciences, as well as in the College of Arts and Sciences of the closure. Given that the degree program has no active majors and has only graduated one student in the past six years, we anticipate the closure of this program to have no impact on students, faculty, or administrative staff.

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.

In light of the fact that there are no students enrolled in this degree, there is no need to accommodate students with regard to course offerings or degree completion.

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:

In light of the fact that there are no students enrolled in this degree, we anticipate the cost of the teach-out plan to be zero.

6. Explain how faculty and staff will be redeployed or helped to find new employment, if pertinent.

The courses offered for the Geology (Professional Geology) M.S. degree are identical to those offered by the general Geology M.S. degree. Likewise, no staff members focus solely on this degree. Given this degree has no students, its closure will result in no redeployments or changes in job responsibilities for any faculty member or staff at the university.

Prepared by David M. Cochran, Jr., Ph.D.

Signature: _____ **Date:** September 27 2018

College Dean Signature: _____ **Date:** 9/27/18

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. Doug Masterson (6- 4714) or Ms. Kathryn Lowery (6-6775) with any questions.

Proposed Revisions to the "Degree Requirements" section of the M.S. Geology Degree in the Graduate Bulletin (Revisions or Additions in Red)
Bulletin Year 2018/2019

Students pursuing an MS degree in Geology will be required to choose either a thesis or a non-thesis degree option. A minimum of thirty (30) graduate hours (18 hours at the 600 level), with a 3.0 GPA, is required to graduate. With the approval of the student's committee, the student has an option of taking up to twelve (12) semester hours of cognate courses outside of the discipline within the minimum hourly requirements.

Students who choose the thesis option should identify a general area of thesis research and establish a thesis director and graduate committee during their first semester in the program. A thesis prospectus should be approved by the graduate committee no later than the end of the second semester. The student must complete an original research project and submit and defend a thesis to receive the M.S. degree in geology. Students must also pass a comprehensive exam. Students who have not already passed the Association of State Boards of Geology (ASBOG) exam are required to take it before completion of the degree program. Six (6) hours of thesis credit (698) may be used towards the minimum of 30 graduate hours. The remaining twenty-four (24) hours must include at least 12 hours at the 600 level.

Students who choose the non-thesis option are required to complete the minimum of thirty (30) graduate hours (18 hours at the 600 level). Thesis hours (698) will not count towards the minimum of 30 graduate hours. Non-thesis students will be required to produce a professional portfolio, technical report, or other similar product agreed upon in coordination with a student's committee that demonstrates their ability to conduct applied geological research. These products can include documents created as part of their employment responsibilities or course work. Students who have not already passed the Association of State Boards of Geology (ASBOG) exam are required to take it before completion of the degree program.

Continuous Enrollment Requirement: Students must meet the requirement specified in the front section of this *Bulletin*.

Appendix 9c: Modifications to Existing Degree Program Proposal
⊠ Suspension or ☐ Deletion
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution: The University of Southern Mississippi		
Date of Implementation for Suspension/Deletion: Spring 2019 – Suspend Admissions Delete program from IHL Inventory when teach out plan is complete.	**Number of Students Presently Enrolled:** 4	**Number of Faculty Affected:** 3 - Faculty associated with the master's program also provide support to undergraduate forensic science programs. We utilize 3 faculty to serve undergraduate and master's programs.
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Forensics		**Six Digit CIP Code:** 43.0106 **IHL Sequence Number:** 4516
Degree(s) Awarded: MS	**Credit Hour Requirements:** 30	

List any institutions within the state offering similar programs:

USM offers the only Forensics graduate program in the IHL System.

Responsible Academic Unit(s): School of Criminal Justice, Forensic Science and Security	**Institutional Contact:** Lisa Nored, J.D., Ph.D. **Phone:** 601.266.4509 **Email:** Lisa.Nored@usm.edu

Reason for Request:
All graduate programs in the School of Criminal Justice, Forensic Science, and Security have been evaluated through the Program Inventory Review process. With the deletion of Criminal Justice PhD, Forensics MS, and Criminal Justice MA program, all resources and attention will be given to rebranding and strengthening the Criminal Justice MS program.

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):
There is no accreditation agency for Forensics.

Chief Academic Officer Signature	**Date**
Institutional Executive Officer Signature	**Date**

Institution: The University of Southern Mississippi		
Date of Implementation for Suspension/Deletion: Fall 2018 – Suspend Admissions Delete program from IHL Inventory when teach out plan is complete.	**Number of Students Presently Enrolled:** 3	**Number of Faculty Affected:** 4 - All Criminal Justice faculty teach, or are eligible to teach in the Criminal Justice undergraduate, graduate, and doctoral program.
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Criminal Justice		**Six Digit CIP Code:** 430104 **IHL Sequence Number:** 1179
Degree(s) Awarded: PhD	**Credit Hour Requirements:** eighty-four credit hours beyond the bachelor's degree or fifty-four credit hours beyond the master's degree	
List any institutions within the state offering similar programs: USM is the only IHL Institution with a doctoral program in Criminal Justice. Also, there are no other doctoral programs in the state.		
Responsible Academic Unit(s): School of Criminal Justice, Forensic Science and Security	**Institutional Contact:** Lisa Nored, J.D., Ph.D. **Phone:** 601.266.4509 **Email:** Lisa.Nored@usm.edu	
Reason for Request: The Criminal Justice Ph.D. program has had low enrollment and graduation numbers for several years. Given current enrollments, it is not possible to address the IHL stipulation numbers in short order. If allowed to continue, a minimum of 5-6 years will most likely be required to bring the numbers up above IHL stipulation metrics. That length of time for improvement falls outside of our allowance for exceptions to the Academic Program Review policy. The Criminal Justice Ph.D. enrollment will be suspended, and the program will be inactivated following an approved teach-out plan.		
Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?): There is no accreditation agency for Criminal Justice.		

Chief Academic Officer Signature	**Date**
Institutional Executive Officer Signature	**Date**

Plan of Study: Ph.D. in Human Capital Development (Emphasis: Instructional Technology and Design)   54 Hours Minimum   9/20/2018

Name	Email and Telephone	Student ID	Admit Term / Type	Required Course Completion Term	Required Dissertation Completion Term	Intended Graduation Term	Diploma Name: First, Middle, (Maiden), Last & Diploma Address	Advisor & telephone

Coursework: 54 hours above Master's degree	List Class	Term Will Take	Grade	Hours	Substitute	Transfer	Milestones (in order of completion) Check	N/A or Date Completed
General Core (12 hrs)								
HCD 640							Plan of Study Form Submitted to Graduate School	
HCD 715							Research & Choloarly Integrity Education (RCR)	
HCD 725							18 hrs of Coursework at 600 Level of Higher	
HCD 660 or ITD 709							No Incomplete Grades	
ITD Core (15 hrs):							3.0 GPA Required for Graduation	
ITD 720							Application for Degree Forms filled to Graduate School	
ITD 740							Comprehensive Exam	
ITD 832							Exit Survey	
ITD 852								
ITD 860								
Research Core (27 hrs):								
HCD 635								
HCD 745								
HCD 750								
HCD 755								
HCD 760								
HCD 891								
ITD 898 (9 hrs)								
Total Ph.D.	**54 Hours**							
**Prerequisite Courses (up to 9 hrs):								
Signatures:		Date						
Student*								
Advisor*								
Chair/Director*								

Plan of Study : Accountancy MPA   30 Hours Minimum

Name & e-mail & telephone	EMPLID	Admit Term	Intended Graduation Term	Admit Type (Regular or Conditional)	Intended Schedule (Full-time or Part-time)	Status (Regular or Probationary)	Advisor & telephone
MPA Student Example	XXXXXX	Spring 2019	Fall 2019	Regular	FT	Regular	Mary Iverson
601-XXX-XXXX							6-5162
student.email@usm.edu							

Coursework: 30 hours Minimum		Substitution (if relevant)	Courses-only 6 hrs* (if relevant)	Term Will Take	Grade (once completed)	Hours
Required Courses: 21 Hours						
Fall semester required courses (12 hours):						
Advanced Auditing	ACC 610			Fall 2019		3
Tax Seminar I	ACC 630			Fall 2019		3
Tax Seminar II	ACC 631			Fall 2019		3
Choice of either:						
Financial Statement Analysis, or	ACC 608 or			Fall 2019		3
Financial Management	FIN 611					
Spring semester required courses (9 hours):						
Current Accounting Theory & Research	ACC 605			Spring 2019		3
Audit Analytics and IT Auditing	ACC 615			Spring 2019		3
Advanced Cost/Managerial Accounting	ACC 620			Spring 2019		3
Elective Courses: 9 Hours						
Spring semester elective course (3 hours):						
To be determined				Spring 2019		3
Summer semester elective courses (6 hours):						
To be determined				Summer 2019		3
To be determined				Summer 2019		3
Total: 30 Hours						30
Signatures:					Date:	
Student						
Advisor						
Chair/Director						

** Students should also note Graduate School Deadlines, which are strictly enforced: https://www.usm.edu/graduate-school/graduate-school-deadlines

MPA Plan of Study spring 2019 ~ *Modified for ACC 608 Proposal*

Appendix 9c: Modifications to Existing Degree Program Proposal
⊠ **Suspension** or ☐ **Deletion**
(Submit Appendix 9c in both PDF and Word Document Formats)

Institution: The University of Southern Mississippi		
Date of Implementation for Suspension/Deletion: Fall 2017 – Suspend Admissions Delete program from IHL Inventory when teach out plan is complete.	**Number of Students Presently Enrolled:** 6	**Number of Faculty Affected:** 6 – Faculty are assigned courses which serve multiple programs.
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Kinesiology		**Six Digit CIP Code:** 310505 **IHL Sequence Number:** 1071
Degree(s) Awarded: PhD	**Credit Hour Requirements:** 63-65 Hours	
List any institutions within the state offering similar programs: MSU offers a Kinesiology doctoral degree. UM offers a Health and Kinesiology doctoral degree.		
Responsible Academic Unit(s): School of Kinesiology & Nutrition	**Institutional Contact:** Scotty Piland, PhD **Phone:** 601.266.5364 **Email:** Scott.Piland@usm.edu	
Reason for Request: The Kinesiology Ph.D. program has had low enrollment and graduation numbers for several years. The program has three emphasis areas, and even combining those fail to meet board productivity measures. Given current enrollments, it is not possible to address the IHL stipulation numbers in short order. If allowed to continue, a minimum of 5-6 years will most likely be required to bring the numbers up above IHL stipulation metrics. That length of time for improvement falls outside of our allowance for exceptions to the Academic Program Review policy.		
Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?): This program does not have an external program accreditation.		
_____ _____ **Chief Academic Officer Signature** **Date** _____ _____ **Institutional Executive Officer Signature** **Date**		

Psychology, M.A.

Master's Degree Programs

Applicants are judged on the basis of prior academic record, GRE scores, three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study, and personal statement. Applicants are expected to have completed appropriate undergraduate foundation courses in psychology (e.g., statisitcs, experiemental, and history and systems). A student may be invited to come to campus for a personal interview as part of the application process. The school typically receives applications from a larger number of qualified applicants than it can enroll.

Prospective students should specify their intended emphasis area at the time of application. Descriptions of each of these areas are available online at www.usm.edu/psychology, New students are admitted only for fall semester. Applications received by March 1st will receive full review.

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

Research and Scholarly Integrity Education

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

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

Common Requirements for the Master of Arts and Master of Science Degrees with a Major in Psychology

School Courses:

Research Design & Analysis area (9 hours):

- PSY 661 - Research Evaluation in the Behavioral Sciences 3 hrs.
- PSY 662 - Quantitative Methods I 3 hrs. *or REF 762*
- PSY 663 - Quantitative Methods II 3 hrs. *or REF 830*

Psychological Foundations area (9 hours):

Completion of 3 of the following 4 content areas

Biological area:

- [PSY 624 - Advanced Behavioral Neuroscience](#) 3 hrs.

  or

- [PSY 726 - Perception](#) 3 hrs.

Cognitive area:

- [PSY 621 - Theories of Learning](#) 3 hrs.

  or

- [PSY 722 - Cognitive Processes](#) 3 hrs.

  or PSY 716: Cognition & Emotion

Social area:

- [PSY 750 - Advanced Social Psychology](#) 3 hrs.

  or

- ~~[PSY 655 - Survey of Industrial and Organizational Psychology](#) 3 hrs.~~ *(remove)*

Individual Differences and Life Span Development area:

- [PSY 635 - Personality](#) 3 hrs.

  or

- [PSY 679 - Advanced Developmental Psychology](#) 3 hrs.

Electives (~~14 hours~~) *14-17 hours*

Note:

All choices between core courses as well as selection of elective courses must be approved by the student's major adviser and emphasis area director.

Master's comprehensive examination requirements are described in the [General Academic Requirements](#) section of this *Bulletin*. A 3.0 GPA is required for graduation.

Additional Requirements for the Master of Arts

School Courses:

Master's Thesis (~~6 hours~~): *3-6*

- [PSY 698 - Thesis](#) 1-6 hrs. ~~for a total of 6 hrs.~~ *3-6*

Note:

A 3.0 GPA is required for graduation.

Students completing the Master of Science degree in preparation for doctoral study must complete a master's thesis in addition to the requirements listed under Common Requirements for Master of Arts and Master of Science degrees. Completion of the Master of Arts or Master of Science degree with thesis does not guarantee admission to the doctoral degree program.

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

*Approved April 2011
*Revised October 2015

BYLAWS
The University of Southern Mississippi Graduate Council
ARTICLE I
Name
The name of this organization is The University of Southern Mississippi Graduate Council.
ARTICLE II
Purpose
The purpose of the Graduate Council is to supervise the graduate academic affairs of the University.
ARTICLE III
Relationships and Responsibilities
Section 1. Relationships
As indicated in Table 1, the Graduate Council makes recommendations about graduate programs and policies to the University Provost. The Provost makes recommendations regarding graduate programs to the President, who in turn presents his/her recommendations to the Board when their approval is required. The Graduate Council is the final authority in matters of graduate faculty status and graduate curricula.

Table 1: Procession of Graduate Council Actions

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

*For matters dealing with professional education programs

Section 2. Responsibilities
Graduate Council responsibilities include but are not limited to the following:
1) Faculty Qualifications. The Graduate Council, via its credentials committee, determines the graduate faculty status of all USM faculty.
2) Curriculum and Program Approval. The Graduate Council reviews and recommends action to the Provost regarding new graduate programs and/or program changes. The Graduate Council makes the final decision on proposed new graduate courses, certain course modifications, and course deletions. Matters dealing with professional education programs must first go to the Professional Education Council.
3) Disseminating Information. The Graduate Council disseminates information relating to graduate policies and procedures to faculty and appropriate Councils within the University.
4) Policies and Procedures. The Graduate Council, via its policies and procedures committee, makes recommendations to the Provost on policies affecting graduate studies at T~~t~~he University of Southern Mississippi.
5) Program Review. The Graduate Council, via its program review committee, conducts periodic systematic reviews and evaluations of existing graduate programs.

ARTICLE IV
Members
Section 1. Voting Members
The voting membership of the Graduate Council is composed of the elected representatives from the regular graduate faculty of the colleges, from regular graduate faculty on the Gulf Coast, and one graduate student representative determined by the Graduate Student Senate. The number of voting members will be no less than 2 and no more than 6 within a College, with an additional representative from the Gulf Coast campus. Regular members of the graduate faculty who have been promoted are eligible to serve. No more than one representative from any school at any given time may serve. Eligible faculty cannot serve on more than one University faculty body. Eligible faculty cannot serve more than two consecutive terms.
The voting membership of the Graduate Council is composed of the elected representatives from the

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

1

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

Section 2. Non-Voting Ex-Officio Members

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

Section 3. Election and Terms

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

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

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

Section 4. Eligibility and Qualifications

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

Section 5. Responsibilities

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

Section 6. Proxies

A member may appoint a proxy for one meeting, or for a period of one semester ~~year or less~~or less, if the member will be unable to attend by submitting the proxy form (located on the Graduate School web page) via email at least 24 hours in advance of the meeting ~~on the Graduate School web page~~ to the Chair. **Members of the Council or a proxy may hold only one proxy at a meeting.**

ARTICLE V

Officers

Section 1. Officers

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

a. Chair

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

1. Chairing the meetings of the Graduate Council.

2. Setting the agenda for Graduate Council meetings.

3. Chairing the Graduate Council Executive Committee.

4. Appointing members and chairs of the various standing and ad hoc committees of the Graduate Council.

b. Chair-Elect

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

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

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

c. Corresponding Secretary

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

d. Recording Secretary

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

e. Parliamentarian

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

ARTICLE VI

Meetings

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Quorum

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

Section 4: Standard Agenda

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

Standard Agenda

1.0 Call to Order
2.0 Adoption of Agenda
3.0 Approval of Minutes
4.0 Course and Program Proposals
5.0 Officers' Reports
    5.1 Chair's Report
    5.2 Chair Elect's Report
    5.2 Corresponding Secretary's Report
    5.3 Parliamentarian's Report
6.0 Standing Committee Reports
    6.1 Bylaws Committee

6.2 Credentials Committee
6.3 Election Committee
6.4 Policies and Procedures Committee
6.5 Program Review Committee
7.0 Ad Hoc Committee Reports
8.0 Unfinished Business
9.0 New Business
10.0 Announcements
11.0 Adjournment

Section 5. Minutes

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

ARTICLE VII
Executive Committee

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

Section 1. Membership

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

Section 2. Meetings

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

Section 3. Duties and Responsibilities

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

ARTICLE VIII
Committees

Section 1. Standing Committees

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

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

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

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

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

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

Section 2. Ad Hoc Committees

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

ARTICLE IX
Parliamentary Authority

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

ARTICLE X
Amendment of Bylaws

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

ARTICLE XI
Dissolution

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

2018-2019

GUIDELINES FOR

PROPOSALS

ACADEMIC AND GRADUATE COUNCILS

TABLE OF CONTENTS

Click on link to go directly to page within guidelines or web link.

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MEETING DATES

The Academic Council meets at 3:00 p.m. on the first 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

PROPOSAL DEADLINES

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

A.   COURSE PROPOSALS

In general, course proposals approved in September (and do not effect a degree plan) can have a spring effective date. Course proposals approved in October, November, December, January, and February can have a summer or fall effective date. Course proposals approved in March, April, and May (and do not effect a degree plan) can have a following spring effective date. IE and the Registrar's Office should be contacted to determine if deviation to these windows can occur.

Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. **Mid-year changes to course descriptions cannot be accommodated.**

Course proposals that effect a degree plan must be approved by April for fall implementation.

B.   DEGREE PLAN/PLAN OF STUDY AND CERTIFICATE PROPOSALS

These proposals include Degree Plan/Plan of Study modifications, changes to policy or 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~~April 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. The Office of Institutional Effectiveness is also available to assist with IHL form questions.

DEFINITIONS

IHL Academic Program Inventory: IHL maintains our official inventory of degree programs. Official names of programs, CIP codes, IHL sequence codes, and dates of implementation are found in this inventory.

3

IR Active Program Inventory: IR maintains our official inventory of emphasis areas and certificates. Official names, location codes, CIP codes, and academic plan codes are found in this inventory.

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

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

Program Suspension of Admission: Suspension of Admission is a temporary circumstance. Suspension is used when a program/emphasis area needs time to regroup, hire faculty, and/or revise curriculum. Suspension of admission also includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission requires council review and provost approval. IHL notification/approval is not necessary. If admission is not restored within one year, the inactivation process begins.

Program, Emphasis Area, or Certificate Inactivation: 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.

Inactivation requires a teach-out plan, regardless of enrollment. This is required for SACSCOC documentation.

Emphasis area inactivation requires council review and provost approval, but does not require IHL approval.

Once an emphasis area is inactivated, a new emphasis proposal is required to reinstate.

Permanently removing a **degree program** requires IHL approval. The IHL form uses the phrase "suspension or deletion." If students are enrolled in the program, the form is completed with the date admission to the program was suspended and the anticipated date of deletion (date teach-out plan is to be complete).

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

Return to Table of Contents

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Deleted: 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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	SC/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, Suspension of Admission, 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	X**
Program Modification (Degree Plan/Plan of Study change, GPA requirements, admission restrictions, program policies)	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, inactivation/deletion) [SACSCOC notification or approval may be necessary]	X	❖	X	X	X	X***
Modification to existing degree program (suspension of admission)	X	❖	X	X		
Modification to existing degree program (relocation or expansion) [SACSCOC notification or approval may be necessary]	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 (SC/CC and AC/GC - for information and response)	X	❖	X	X	X	X***

SC/CC=school 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 include prerequisites, class standing, degree GPA, ACT score and other progression criteria will be reviewed by the Councils. Submitting schools 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 in SOAR and the Bulletin. 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)
    Return to Table of Contents

GENERAL INFORMATION FOR PREPARING PROPOSALS

1. Proposals affecting the undergraduate curriculum are sent to the Academic Council. Graduate curriculum proposals are sent to the Graduate Council.

2. Identify appropriate Checklist for Proposal (See Checklists available on Info Center)

3. Schools 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 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, and capstone courses. More information of GEC-related proposals is available below.

5. Proposals that open up options and reduce barriers for students may be retroactively implemented. This type of request must be properly vetted for any unforeseen consequences. The memo should clearly outline this request with a notation of appropriate bulletin years.

6. Contact IE prior to preparing proposals with a large number of course modifications (~10 or more). A bundling system may be appropriate.

7. IHL Board approval is required for new degree programs, modification of programs, and termination of programs. Emphasis area proposals do not require IHL approval. IHL approval is also required for modification, addition, or deletion of schools or colleges. Notification is required for distance education proposals, certificate proposals, and moving programs to different schools.

8. All Academic Policies are to be housed in the Bulletin. This includes program policies/requirements found in the narrative sections of the Bulletin (typically admission requirements or progression policies.) Any change to an academic policy/requirement must be presented to the councils and receive Provost approval.

9. b.   Schools should not recreate policies, degree plans, semester guides, or articulation plans for publication on Websites.

6

10. 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 school should work with the Office of the Provost to ensure all appropriate entities are notified of the implementation date.

11. **Transmittal of Proposals to the Councils**

   School → College → Dean → →Academic/Graduate Council → Provost → President → IHL

   (See Who Approves What Chart)

   | Council Committees & Professional Education Council |

   The **Professional Education Council (PEC)** reviews all proposals related to teacher education/licensure courses and programs. A PEC representative attends all council meetings.

   The **General Education Curriculum Committee** of Academic Council reviews all proposals related to the General Education Curriculum (GEC).

   The **Intercollegiate Curriculum Committee** of Academic Council reviews existing course and new course proposals in order to determine whether course duplication appears to exist. The Intercollegiate Curriculum Committee will also review any degree plan proposals that impact schools in another college and gather information about the expected impact.
   > *It is understood that college curriculum committees are reviewing likewise for course duplication and degree plan proposals that impact programs in schools within the college and are gathering information about the expected impact.*

   The **Academic Standards Committee** of Academic Council is responsible for initiating recommendations, or acting on recommendations already before the Council, which bear upon the academic excellence and integrity of the University. Academic excellence includes, but is not limited to, the integrity of the curriculum and the procedures, grades, policies, and academic environment affecting undergraduate education.

   The **Policies and Procedures Committee** of Graduate Council reviews and recommends changes when needed to the policies and procedures for graduate study at The University of Southern Mississippi.

   Proposals to initiate 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.

12. All proposals are to be submitted in electronic format to the appropriate Council Dropbox by the deadline. College deans must sign and submit one single memorandum summarizing and approving their college council's action and **are required to submit the completed 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. **Submission by the dean's office attests that the proposals have gone through the appropriate school and college approval processes and are completed correctly**. When submitting electronic materials, please submit each proposal as a separate file saved using a title that corresponds to that proposal as it appears on the memorandum (e.g., Add Form AGC 123: Proposal Development; Online Form AGC 123: Proposal Development; Syllabi AGC 123: Proposal Development; Checklist AGC 123: Proposal Development). Do not combine components of proposals into one PDF. Whenever possible, electronic proposal documents should be organized by file folders (e.g., one folder for each proposal that includes the memo, course/ program proposal forms, additional attachments, and syllabi.) The Academic and Graduate Councils **strongly** recommend that a spokesperson of the school be present at the council meeting when a school's proposals are being considered.

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<#>Offering an Existing Degree Program by Distance Learning (notification only)¶
<#>Changing the CIP Code of an Existing Degree Plan/Plan of Study (notification only) ¶
<#>Addition of a New Degree Program¶
<#>Modification to Existing Degree Program ¶
<#>Modifications to Existing Academic Units¶
<#>Addition of New Academic Unit¶

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INSTRUCTIONS FOR USING THE COURSE PROPOSAL FORMS

For proposals with a large number of course modifications (~10 or more), contact IE for assistance.

INSTRUCTIONS FOR SELECT COURSE FORM FIELDS

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).

Effective Semester for Implementation: The semester the proposal is to take effect.
- See Proposal Deadlines on page 3 of this guide.
- Departments should not modify, inactivate, or delete a course for an upcoming semester for which registration has already begun. IE and the Registrar's Office should be contacted to determine if a modification can occur after the registration window.
- Course descriptions are modified once a year with the published bulletin.

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 schools.

Course Prefix: A separate proposal is required for a new prefix.

Grading Method: Select the appropriate grading method.
- 1= grades A through F (the usual method)
- 2= pass/fail
- 3= grades A through F or pass/fail

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

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

Bulletin Description: The description of the course must take up no more than **264 spaces** and include all prerequisites or co-requisites.
- Pre-/co-requisites should be listed first
- Every course proposal should include the current Bulletin description, whether it is being modified or not.

Abbreviated Title:
- Course title abbreviations are strictly limited 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 the course title is to be modified, be sure to change the abbreviated title also.

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Can This Course be repeated for credit?: 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 completed 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 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**.

Review Information:

Explain how assessment results were used in the determination of this action. 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.
- Assessment results can include but are not limited to information generated from the following sources:
  - Program-level Assessment Reports (WEAVE)
  - 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 school
- 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.

Explain how credit weighting for the course meets the U.S. School of Education definition of a credit hour. Every course addition and modification proposal must address how the credit hour weighting for the course meets the U.S. School 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.

Does this modification effect a course in an active degree plan?
A teach-out plan is required if the school is significantly modifying or inactivating courses required in active degree plans.

Return to Table of Contents

NEW COURSE PROPOSALS

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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 Add a Course form includes the following review information requirements:

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 title and publication dates of suggested texts or required reading materials.

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

6. Course outline listing major topics to be included in the course.

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). Graduate programs are to be progressively more advanced in academic content than undergraduate programs. This should be apparent in the proposal. Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. Post-baccalaureate rigor and curriculum)

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.

If the instructional format is to be an online format, please complete the Online Course Approval Information form. This form directs schools 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 schools, 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 Academic Council 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.

It is understood that college curriculum committees are reviewing likewise for course duplication and degree plan proposals that impact programs in schools within the college and are gathering information about the expected impact.

- 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 inactivate or delete a course require the submission of a Course Inactivation or Deletion 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.

A Teach-Out Plan may be required if the course is listed as required in an active bulletin.

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.

The following fields are required, regardless of modification:

1. Current Course Information
2. Current Bulletin Description
3. Assessment Results information
4. Credit Weighting information

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 schools should include proposed changes in the appropriate section of the Modify a Course form.

The Registrar implements Course Modifications after Council approval. Modifications to course descriptions are implemented in each fall semester when they are published in the University Bulletin. Mid-year changes cannot be accommodated.

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.

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., school name change), attach a list of all courses.

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 school must indicate the appropriate Method of Instruction code(s) and use the Online Course Information Approval form. This form directs schools 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. Schools must also indicate acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.

Programs must provide the number of program credit hours that can be completed by Distance Education/Online delivery.

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.

ADDITIONAL COURSE MODIFICATIONS

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

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Deleted: 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 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.¶

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GENERAL EDUCATION CURRICULUM PROPOSALS (UNDERGRADUATE COURSES ONLY)

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

Schools should review both the rationale and the structure of the GEC (GEC narrative and GEC Handbook) before submitting a GEC course proposal.

GEC 01-06 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 01-06 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, mathematics, humanities, aesthetics, and social and behavioral sciences. In addition, courses in GEC 01-06 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 01-06, 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, or findings from the Periodic Assessment Review of the GEC Category) should be included in the proposal.

All proposals to add a course to GEC 01-06 should include a memo that states:

a. The proposed GEC 01-06 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 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 school 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 school wishing to add a course already in existence to the GEC should submit a memorandum and supporting documentation that addresses a-f above.

GEC 07-09 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 writing-intensive (GEC 07), speaking-intensive (GEC 08), and capstone (GEC 09).

The GEC committee annually accepts new course submission into GEC 07-09. (See Proposal Deadlines.)

All proposals to add a course to GEC 07-09 should include a memo which states:

a.   The proposed GEC 07-09 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,)

d.   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

e.   The equivalent Mississippi Junior College/Community College course for articulation agreements

f.   If this course is to replace an existing GEC 07-09 course, **the teach-out plan** for students following previous and current bulletins

New Courses

A school wishing to submit a new course for GEC 07-09 should complete the Add a Course form and submit a memorandum and supporting documentation that addresses a-f above.

Existing Courses

A school wishing to add to GEC 07-09 a course already in existence should submit a memorandum and supporting documentation that addresses a-f above.

Return to Table of Contents

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. 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 six steps:

1. Contact the Office of Institutional Effectiveness to determine whether the new degree would require a SACSCOC Substantive Change proposal or notification.

2. Complete the IHL **Intent to Offer** a New Degree Program Form and submit to School and College Curriculum Committees for approval.

3. Once approved, the college dean submits the IHL **Intent to Offer** a New Degree Program Form to Academic or Graduate Council.

4. After receiving Provost, President and IHL approval to offer a new degree program, the supporting documentation listed below is submitted to Academic or Graduate Council. (Supporting documentation includes a second form, the New Degree Program Proposal Form.)

5. The proposal is sent to the Provost and President to be submitted to IHL for final approval.

6. If necessary, SACSCOC Notification submitted or Substantive Change Proposal submitted for approval.

Supporting documentation for new degree programs must include:

1. A copy of the IHL New Degree Program Proposal form. (Note the emphasis name should not be included as part of the program name on any IHL form.)

2. The official name of the program. Please note the naming convention: Program (Emphasis) Degree

3. The effective date (e.g., "Fall Semester 20xx-20xx"). (See Proposal Deadlines)

4. The program assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). The assessment plan should demonstrate differences in rigor across degree programs within the same major.

5. A data-informed rationale for the new degree program to include an evaluation of the program demand

6. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.

7. The Degree Plan/Plan of Study (Please use the Degree Plan Template for undergraduate courses and the Plan of Study Template for graduate courses.)

8. For undergraduate degrees, the Semester Guide.

9. A statement from the University Librarian regarding the impact such a program would have on library acquisitions.

10. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships

11. The teaching site(s) where the 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, , 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).

12. 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 schools. (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. (Links to online forms to initiative the correspondence are found in Info Center.)
    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 Canvas learning management system.
    f. **Campus Code(s).** The school will indicate all possible campus codes for the program. Please see Online at Southern Miss Policy for definitions. **Schools 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

Programs may be required to submit a Substantive Change Proposal to SACSCO after Provost and IHL approval,

New Certificate Programs

Undergraduate Certificate programs should allow a student to develop specialization in an area of interest and should enhance a student's academic and professional experience. They should follow the following guidelines:

- Certificates require a minimum of 12hours of academic course work.*

- A maximum of 3 hours of transfer credit may be used to satisfy certificate requirements.

- No grade below C will be acceptable for certificate courses.

- A Minimum GPA 2.50 is required for certificate course work.

- At least 50% of the hours required for a certificate should be outside the DEG01 requirements of the student's major.

- Certificates may be earned without earning a degree or may be earned as part of a degree program.

- Departments may limit the number of hours that count for both certificate and major requirements.

* Certificate programs requiring fewer than 12 credit hours may be approved with appropriate departmental justification. Existing certificate programs requiring fewer than 12 credit hours will not be required to increase the number of hours required for the certificate.

Graduate certificate programs require a minimum of 12 credit hours and the completion of discipline-specific requirements. No more than twelve (12) semester hours of work from the certificate program may be used toward a master's, specialist, or a doctoral degree, with the approval of the graduate committee chair and/or graduate committee.

Supporting documentation for new certificate programs must include:

1. A copy of the IHL Appendix 16: Intent to Offer, Modify, or Delete Certificate Program

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2. The official name of the certificate.

3. The effective date (e.g., "Fall Semester 20xx-20xx"). (See Proposal Deadlines)

4. The assessment plan, including proposed student learning outcomes and assessment measures (contact ie@usm.edu). Please see assessment requirements.

5. A data-informed rationale for the new certificate to include an evaluation of the program demand

6. The certificate course plan and other Bulletin narrative information

7. 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, 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).

8. If the new certificate 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. 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. (Links to online forms to initiative the correspondence are found in Info Center.)
   c. Acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.
   d. Acknowledgement that all online instruction is to be delivered exclusively using the Canvas learning management system.
   e. **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

Programs may be required to submit a Substantive Change Proposal to SACSCOC.

New Emphasis Areas or Minors

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

1. The official name of the program with no abbreviations. Please note the naming convention: Program (Emphasis) Degree

2. The effective date (e.g., "Fall Semester 2014-2015"). (See Proposal Deadlines)

3. The emphasis area or certificate assessment plan including proposed student learning outcomes and assessment measures. The assessment plan should demonstrate differences in rigor across degree programs within the same major. If the proposed minor is a stand-alone minor, meaning there is no "parent" degree program, an assessment plan is required. (Contact ie@usm.edu)

4. A data-informed rationale for the new program to include an evaluation of the program demand

5. Graduate programs should describe (1) how the literature of the discipline will be incorporated into the curriculum requirements and (2) how the students will be engaged in ongoing research or appropriate professional practice and training experiences.

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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)

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

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 Coast Research Laboratory, Stennis Space Center, and 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

13. 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 schools. (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. (Links to online forms to initiative the correspondence are found in Info Center.)
    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 Canvas learning management system.
    f. Campus Code(s). The school will indicate all possible campus codes for the program. Please see Online at Southern Miss Policy for definitions. **Schools 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

New En Route Master's Degree

Doctoral programs may elect to confer the master's degree en route to the doctorate on completion of the comprehensive examination, thirty hours of graduate courses in the discipline, approval of the graduate committee, and any other requirements specific to the program.

En Route degrees must adhere to all Master Program requirements found in the Graduate Bulletin. http://catalog.usm.edu/content.php?catoid=20&navoid=1152#Master_s_Degree_Requirements

Supporting documentation for the establishment of an en route degree 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). Contact the Dean of the Graduate School to determine if a retroactive date may be appropriate.

3. The Bulletin narrative edits which outline all the criteria for the en route degree. If the traditional degree route is to remain an option, a clear explanation of differences should be presented.

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

Suspension of Admission is a temporary circumstance. Suspension is used when a program/emphasis area needs time to regroup, hire faculty, and/or revise curriculum. Suspension of admission also includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission requires council review and provost approval. IHL notification/approval is not necessary. If admission is not restored within one year, the inactivation process begins. 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.

Note the Provost has the purview to suspend admission to a program when deemed necessary.

Inactivation requires a teach-out plan, regardless of enrollment. This is required for SACSCOC documentation.

Emphasis area inactivation requires council review and provost approval, but does not require IHL approval.

Once an emphasis area is inactivated, a new emphasis proposal is required to reinstate.

Permanently removing a degree program requires IHL approval. The IHL form uses the phrase "suspension or deletion." If students are enrolled in the program, the form is completed with the date admission to the program was suspended and the anticipated date of deletion (date teach-out plan is to be complete).

SACSCOC notification or approval may be necessary for inactivation/deletion (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. (If admission is not restored within one year, the inactivation process begins.)

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 schools should also contact the Office of the Provost.)

5. A rationale including use of assessment results.

6. A Teach-Out Form 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.

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 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, Stennis Space Center, and Magnolia Speech School. SACSCOC notification may be required (see USM Substantive Change policy http://www.usm.edu/provost/usm-substantive-change-policy).

Supporting documentation for relocating/expanding an existing program includes:

1. A data-informed rationale for the relocation/expansion to include an evaluation of the program demand and current assessment results
2. A statement related to personnel and resource requirements, including faculty lines and graduate assistantships
3. 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 schools. (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
    g. 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. (Links to online forms to initiative the correspondence are found in Info Center.)
    c. Acknowledgement that all faculty teaching online must complete training and adhere to the Online at Southern Miss policy.
    d. Acknowledgement that all online instruction is to be delivered exclusively using the Canvas learning management system.
    e. Campus Code(s). The school will indicate all possible campus codes for the program. Please see Online at Southern Miss Policy for definitions. **Schools 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

ACADEMIC POLICIES, PROGRAM REQUIREMENTS AND PROGRESSION POLICY MODIFICATIONS

All Academic Policies are to be housed in the Bulletin. This includes program policies/requirements found in the narrative sections of the Bulletin (typically admission requirements or progression policies.) Any change to policy/requirement must be brought forth through the councils.

RENAMING OR CONSOLIDATING

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

DEGREE PLAN MODIFICATIONS

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

Semester Guide modifications not attached to a degree plan proposal do not require council approval. These modifications should be submitted to the Academic Council Dropbox by the College Associate Dean for AC Executive Committee Review. The committee will forward the corrections to the Registrar's Office. The AC Executive Committee will also review semester guides for potential prerequisite or GEC issues.

Articulation Plan Edits not attached to a degree plan proposal should be submitted directly to IE.

1. Supporting documentation must include:

    a. A memo which states a rationale for the changes

        i. 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. Degree Plans are found in the current online Bulletin on the Registrar's website. Click the "Print Friendly Page" icon at the top of the degree plan.

    b. 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 http://matttransfertool.com/transfer/institute.aspx.

    c. Effective date. Degree Plan changes occur once a year to coincide with bulletin publication. For changes to be reflected in the next year's 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 change that affects another school 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.

Return to Table of Contents

22

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

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

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

Link to USM Substantive Change Policy

(Checklist to be developed)

ESTABLISHING 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)

Return to Table of Contents

ESTABLISHING OR MODIFYING ACADEMIC POLICIES

The institution publishes academic polices 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: schools, 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 school or college level must be approved by college council 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 review and Provost 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)

Proposals to move degree programs from one unit to another require council and provost approval. These proposals require IHL Notification in the form of a memo.

Proposals should include:

e. The official unit name

f. A rationale to include use of assessment results and discussion between colleges, schools, and campuses/teaching sites

g. The effective date (See Proposal Deadlines)

h. The drafted Memo to IHL

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 – school 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.

Academic Policies - All Academic Policies are to be housed in the Bulletin. This includes program policies/requirements found in the narrative sections of the Bulletin (typically admission requirements or progression policies.) Any change to policy/requirement must be brought forth through the councils.

Schools should not recreate policies for publication on Websites.

Major Revisions to Degree Plans – schools 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.

27

GRADUATE DEAN'S REPORT: INFORMATION AND UPDATES FROM THE GRADUATE SCHOOL

November 2018

RECENT DEVELOPMENTS

Three-Minute Thesis Showcases Student Communication Skills

Over thirty students competed in preliminary rounds of the 2018 Three Minute Thesis competition (3MT) held November 7-8 in the Trent Lott Center. Judges selected the top master's and doctoral student in each category (life, environmental and health sciences; arts and humanities; physical sciences and mathematics; and social/educational sciences and business). Seven students advanced to the November 9th finals competition where judges chose a grand champion and runner-up, while the audience selected the "people's choice" winner. Ashleigh Bristol was selected Grand Champion for her presentation "Polymers as Therapeutic Agents for Celiac Disease." Ashleigh, a doctoral student in polymer science and engineering mentored by Dr. Sarah Morgan, won the $1,000 prize for her efforts. She will compete in the regional Three-Minute Thesis competition, hosted by the Conference of Southern Graduate Schools during their annual meeting in Knoxville, Tennessee February 14-16.

Three Minute Thesis finalists with Dean Coats following the finals competition (L to R: Arien Faucett [Kinesiology], Raymond Jones [Kinesiology], Jonathan Snyder [English], Ashleigh Bristol [Polymer Science and Engineering], Dean Coats, Karen Boger [Communication Studies], Benjamin Wright [Counseling Psychology], and Riley Macgregor [Psychology]).

Raymond Jones was selected as Runner-Up for his thesis "Sitting to Death: Where Do We Stand?" and Arien Faucett was the People's Choice selection for her thesis "The Good, the Bad, and Their Coaches." Both doctoral students in Kinesiology, Jones (mentored by Dr. Stephanie McCoy) specializes in Exercise Physiology, and Faucett (mentored by Dr. Melissa Thompson) specializes in Sport Pedagogy.

Aside from providing opportunities to win significant prizes, the purpose of the competition is to help students improve communication skills. The only visual support allowed in the competition is a single PowerPoint slide. The competitors had three minutes to explain their research projects comprehensively. These challenges required them to practice their delivery and articulation extensively and taught them how to isolate significant information and summarize arguments. The competition was judged by members of the community and university, and prizes were funded by Provost Steven Moser and Vice President for Research Gordon Cannon. Congratulations to all students who participated in the 2018 Three Minute Thesis competition!

News from the McNair Scholars Program

McNair scholars from across Mississippi pose together on Delta State campus.

Scholars from USM's Ronald E. McNair Postbaccalaureate Achievement Program (McNair Scholars Program) participated in the inaugural Mississippi McNair Scholars Symposium, held November 1-3 at Delta State University in Cleveland, MS. This event marked the first time McNair programs from universities across Mississippi assembled together in one large symposium. In addition to the USM Scholars, the symposium welcomed Scholars from Delta State University, Jackson State University, The University of Mississippi, and Mississippi Valley State University. The incentive for this new conference format was to provide a more impactful experience for the Scholars that small, local conferences cannot achieve by expanding the number of presentations and audience size at oral sessions and enhancing networking opportunities with students and faculty from across the state. The keynote speaker for the symposium was Dr. Ernest L. Brothers, Associate Dean of the Graduate School at the University of Tennessee-Knoxville. Dr. Brothers is a native of Greenville, Mississippi who earned multiple degrees from Mississippi institutions. His inspiring remarks recalled his personal journey toward a successful academic career and challenged the Scholars to focus and persevere toward personal excellence.

In other news from the McNair Program, Scholars Sarah Jamison and Zyra Warfield were selected to participate in the 2019 Mississippi IDeA Network of Biomedical Research Excellence (INBRE) program. INBRE is "a network of colleges and universities, designed to build a biomedical

research infrastructure in Mississippi." Congratulations to senior Honors Scholar Tiara Watson for being chosen for two competitive psychology programs. She was selected to attend the 2018 Diverse Academic Opportunities Program at the University of Central Florida and the Visitation in Psychology Weekend at the University of Pittsburgh.

The McNair Scholars Program will see a budget increase of 4.25% as a result of federal appropriations that added $60 million to TRiO programs. The increase in funds will allow the program to increase the next cohort by one additional Scholar.

Geography Doctoral Student Wins Fulbright-Hays Fellowship

Chris Hair, Ph.D. student in Geography in the School of Biological, Environmental, and Earth Sciences, was awarded a Fulbright-Hays Doctoral Dissertation Research Abroad fellowship from the U.S. Department of Education. He will conduct research in Ecuador for about six months beginning in January, studying small-scale farming by indigenous people. He will survey the farmers and conduct workshops with them to learn about history, techniques, management, and productivity of their farms. Chris had this to say about the nature of the research funded by this award:

"The study area for my project is a province in northern Ecuador called Cotacachi. The city of Cotacachi sits at about 8,000 feet

Fulbright-Hays fellow Chris Hair will spend 6 months in Ecuador conducting dissertation research beginning in January. (Photo from Southern Miss Now)

and is surrounded by three volcanos that are each about 14,000 feet. Cotacachi has some of the highest concentrations of indigenous Kichwa people in all of Ecuador, as well as one of the widest ranges of diversity of cultivated agricultural species. (Example: Of the sixteen different species of corn grown in Ecuador, twelve of those are grown in Cotacachi.) There is a group of about 300 indigenous women who have been working hard to protect the diversity of crops. These women participate in a weekly food market where they sell organic, traditionally grown, agricultural products from their small farms. Their motto is 'Pacha Mama nos Alimenta,' which means 'Mother Earth will sustain us.' They have a very strong connection to nature, and are committed to continually providing healthy food for their children and the community. I am interested in the obstacles facing these contemporary female small-scale farmers and the techniques they are using to protect the diversity of crops. One of the things we are doing is using drones to survey and map about 300 farms to document agrobiodiversity, and better understand the spatial distribution of the various crops. Hopefully, the maps will provide data that can be used to further protect agrobiodiversity in the region. The Fulbright award will fund my research for six months in Ecuador. I was particularly excited about this award because they offer dependent support, which means my wife and two kids can come to Ecuador for those six months."

Graduate Competitive Travel Award Recipients Named

Graduate Competitive Travel Awards, totaling $10,000 for travel during the spring and summer of 2019, were recently announced. Students traveling to high impact professional conferences to share their research or creative work and participate in professional development activities organized by the conference will receive up to $500 for domestic travel or up to $1000 for international travel. The program is funded jointly by the Graduate School and the Vice President for Research. Recipients include the following graduate students:

Ahmad Alhaidar (Mass Communication/Journalism)   Courtney Bouchard (Marine Science)
Bohan Chen (Biology-Molecular Biology)   Jinhao Chi (Psychology-Brain & Behavior)
Riley Davis (Psychology-Counseling)   Hailong Huang (Coastal Sciences)
Ashley Jones (Psychology-Counseling)   Lauren Layman (Psychology-School)
Christine Miller (Psychology-Counseling)   Allison Savoie (Marine Science)
Kendal Smith (Psychology-Brain & Behavior)   Daphney Stanford (Kinesiology-Exercise Science)
Crystal Veronie (English-Literature)   Sarah Walkley (Psychology-Brain & Behavior)
Larry Webster (Human Capitol Development)   Benjamin Wright (Psychology-Counseling)

Graduate Recruitment Assistance Grants Funded

A total of nearly $16,000 was awarded to programs or schools to support graduate recruiting efforts through the Graduate School's Graduate Recruitment Assistance Grants program. Proposals describing innovative projects, a prospect outreach plan, and a detailed budget not to exceed $2000 were submitted. Proposals included such projects as strategic campus visits to in-state and out-of-state institutions and conferences to give presentations and make face-to-face contact with prospects; production of videos to showcase programs; full-day, on-campus "Graduate Welcome Day" or conferences to spotlight both programs and the institution to recruit new applicants or "seal the deal" with admitted applicants who have not yet enrolled; and small fellowships to support newly-admitted, diverse students during the first year. Recipients include:

School of Communication, Dr. Katie Anthony and Dr. Cheryl Jenkins, project directors
School of Social Science and Global Studies, Dr. Laurel Abreu, project director
School of Accountancy, Ms. Amber Hatten, project director
School of Education, Dr. Holly Foster, project director
School of Social Work, Dr. Jerome Kolbo, project director
School of Psychology, Dr. Bonnie Nicholson, project director
M.S. in Economic Development Program, Dr. Chad Miller, project director
School of Humanities, Dr. Alexandra Valint, Dr. Angela Ball, and Dr. Kyle Zelner, project directors

UPCOMING EVENTS

Graduate Student Research Symposium

The Susan A. Siltanen Graduate Student Research Symposium is hosted by the Graduate School and Graduate Student Senate every year. The symposium provides graduate students with an opportunity to present their research to faculty, staff and students in a friendly environment through oral and poster presentations. The symposium is designed to enhance the scholarly environment for graduate students and highlight the innovative scholarship being conducted by Southern Miss graduate students. The symposium will be immediately followed by the awards luncheon where best presentations will be announced, and the 2019 Graduate Mentor of the Year and Graduate Assistant of the Year will be named.

The symposium will be held on April 11, 2019 at the Thad Cochran Center from 9 a.m.-noon.

Registration is now open! For guidelines, information, and to submit an abstract, visit the website at https://www.usm.edu/graduate-school/susan-siltanen-graduate-student-research-symposium.

POLICY UPDATE

Change of Status Fee

Effective immediately, the Graduate School will allow one free "change of status" for students changing major, emphasis, or degree level. Any subsequent status changes will require the $40 change of status fee. All status changes require completion of the Change of Status Form by the graduate director/coordinator and submission of the form to the appropriate degree auditor.

For more information contact Desira Bailey at (601) 266-4262 or desira.l.bailey@usm.edu or visit the Graduate School website at https://www.usm.edu/graduate-school.

THE VALUE OF THE GRADUATE RECORD EXAMINATION IN GRADUATE SCHOOL APPLICATIONS: RECOMMENDATIONS FOR SOUTHERN MISS

Submitted by Dr. Karen S. Coats, Dean of the Graduate School
September 11, 2018

Used as an objective measure of an applicant's aptitude for graduate-level study, Graduate Record Examination (GRE) scores have been a basic element of graduate school admissions applications at universities across the U.S. for nearly 70 years. Yet, the value of the GRE score in graduate admissions decisions is regularly debated by many of these same institutions. Some graduate admissions committees decry the relevance of these scores to their disciplines while others consider such information to be vital to their admission decisions. The purpose of this document is to provide a brief overview of current thought on this topic; a comparison of standardized test score requirements of selected peer, peer-plus, and/or sister institutions; and recommendations for use of the GRE (or other standardized exams) at The University of Southern Mississippi moving forward.

Abbreviated Bibliography Addressing the Predictive Value of the GRE in Graduate Student Success:

Two independent studies of students in biomedical Ph.D. programs at the University of North Carolina (UNC) at Chapel Hill (1) and Vanderbilt (2) were conducted to determine the predictive value of the GRE and other graduate application components on student success. The UNC study included students who had entered the program over a two-year period (2008-10). It assessed the value of the following components of their graduate applications: GRE scores, undergraduate GPAs, letters of recommendation, and statements of purpose. Time-to-degree completion and first-author publications were used as measures of the students' productivity. The data revealed that the strength of letters of recommendation was most predictive of productivity. Students who first-authored publications during their degree program had submitted graduate applications which included letters that were significantly stronger than letters that had been written on behalf of students who did not publish while pursuing the degree. No other application component correlated with either high or low productivity, suggesting "over-reliance" on the GRE score or any other single component may be ineffectual. At Vanderbilt, the students were assessed for degree completion, a successful qualifying exam, shorter time to defend and productivity metrics including the number of conference presentations, first-author papers, or obtaining a grant or fellowship. The GRE score was not predictive of any of these productivity metrics. The report noted, "GRE scores were found to be moderate predictors of first-semester grades and weak to moderate predictors of graduate GPA and some elements of a faculty evaluation."

Applying the Triarchic Theory of Intelligence, which uses analytical, creative, and contextual subtheories in measuring intelligence (3), the predictive value of the GRE score for graduate student success among psychology majors was evaluated. Parameters examined included "first and second year grades; professor's ratings of students and dissertations; and professors' ratings of students' analytical and creative, practical, research, and teaching abilities." Graduate grades, but no other performance measures were predicted by the GRE score. An exception to this finding was GRE analytical scores, which were predictive, but for men only (4).

On the other hand, a meta-analytic study including 100 studies and 10,000 students (5) found the GRE to be a strong predictor of first year GPA, overall graduate GPA, and faculty ratings, which were based

on such parameters as performance evaluations, professionalism, research accomplishments, and dissertation or thesis quality. Likewise, the same research group (6), synthesizing data from numerous published meta-analytic studies, reported that the GRE, Law School Admission Test (LSAT), Pharmacy College Admission Test (PCAT), Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT), and Medical College Admission Test (MCAT), along with undergraduate grades, were "effective predictors of performance in graduate school." These investigators reported, "standardized admissions tests predict most measures of student success better than prior college academic records do. The combination of tests and grades yields the most accurate predictions of success."

The opposing conclusions illustrated by these reports prevent a consensus opinion on the value of the GRE and suggest the GRE (or other standardized tests) should not be over-valued when graduate applications are reviewed. Even the Educational Testing Service (ETS), the organization that develops, administers, and scores the GRE, Praxis, Test of English as a Foreign Language (TOEFL), and other standardized exams, recognizes the limitations of the GRE in predicting the potential for success in graduate studies. ETS recommends the GRE as one component of a multi-faceted application and the use of "multiple sources of information during the decision-making process to ensure fairness and balance (7)." Moreover, ETS advises against "arbitrary cut off scores," "adding scores together," and "comparing percentile ranks of different admissions tests (8)." A 2016 report, by the Council of Graduate Schools (9), champions holistic review of graduate applications with admissions decisions based on a broader array of criteria, including "non-cognitive or personal attributes," along with traditional metrics. Evaluation rubrics are recommended, "to prompt a reviewer to adopt a more self-conscious and objective approach to evaluation, one that uses a set of clear evaluation criteria."

Current Use of Standardized Test Scores at USM:

Requiring the GRE, GMAT, or MAT as a component of the application for admission to graduate school has been the policy of USM for decades. USM's Graduate Council affirmed the use of Praxis II scores in lieu of the GRE for some programs that now reside in the College of Education and Human Sciences in 2009. There are graduate programs at USM who lament the GRE requirement, noting it does not accurately predict success in their programs and that they lose applicants to competitor institutions who do not require a standardized test score. In recent years, several programs submitted proposals to Graduate Council and received approval to waive the GRE or GMAT requirement under defined conditions that include applicants who hold an advanced degree from an accredited U.S. institution or applicants with five or more years of relevant, progressively-responsible work experience. A waiver request based on the latter is thoroughly reviewed by the program's faculty to ensure work experience meets the program's expectations. Programs with approved GRE or GMAT waivers include the Master of Business Administration (MBA), Master of Science (MS) in Economic Development, MS in Sport Management, Master of Library and Information Science (MLIS), MS in Logistics, Trade, and Transportation, Master of Music (MM), and Doctor of Musical Arts (DMA). The School of Kinesiology received approval to waive the GRE requirement for applicants to the MS in Physical Education and MS in Sport Coaching programs. Kinesiology faculty developed a rubric which weights attributes such as professional certifications and/or completion of professional development activities and Praxis II scores, along with other traditionally-required elements. A GRE score is a rubric element, but its absence is not detrimental if other attributes are strong enough to compensate. The graduate dean also considers requests for test score waivers on a case-by-case basis for applicants with outstanding credentials when the request is submitted by the school director or program coordinator. A GRE waiver for students enrolled in the accelerated BA to MA program in English was approved by Graduate Council as a part of the proposal to establish that new program.

Comparison of USM's Requirements with Those of Other Institutions:

The graduate admissions requirements of 21 peer, peer-plus, and sister institutions were reviewed to determine GRE, GMAT, or other standardized test score requirements (Table 1). Sixteen institutions (76%) allowed programs to establish their own test score requirements, and among these universities, the requirements varied among programs. Thirteen institutions indicated that test scores could be waived, although conditions for waivers were rarely published. Where the conditions for waivers were available they included: 1) the applicant holds an advanced degree; 2) the applicant holds specific certifications; and 3) another exam may be substituted for the GRE. Ten institutions, including USM, listed the GRE requirement for online programs specifically. Among those, waivers were possible, and two universities noted that test score requirements were program specific.

Table 1. Standardized Test Score Requirements for Peer, Peer-plus, and Sister Institutions

University	Test score required?	Waiver possible?	online GRE/GMAT requirement
Arizona State University	GRE or GMAT if required by program		
Auburn University	GRE if required by department; GMAT required for business	Yes	
Bowling Green State University	GRE, GMAT, Praxis or other if required by program	Yes; some programs waive based on successful completion of specific exams or certifications	Yes (unless waived)
Florida State University	GRE, GMAT, MAT or other required		
Louisiana State University	GRE or GMAT if required by department		
Mississippi State University	GRE or GMAT if required by department		
Northern Illinois University	GRE or GMAT if required by program	Yes; with a terminal degree or may substitute GMAT or MCAT	Yes (unless waived)
Ohio State University	GRE or GMAT if required by program	Yes	Some online programs do not required GRE if GPA was 3.0 or higher
Old Dominion University	GRE, GMAT, MAT required, but department/program may waive	Yes	
Stephen F. Austin University	GRE or GMAT if required by program (most Master's programs do not require)	Yes	Yes (unless waived)
University of North Carolina Chapel Hill	GRE or GMAT if required by program	Yes; with research or professional doctoral degree; programs can petition to waive or substitute standardized test scores	
University of Alabama	GRE, GMAT, or MAT if required by department	Yes	Yes (unless waived)

University of Arkansas	GRE, GMAT, or MAT required		
University of Florida	GRE, GMAT, or FE usually required	Yes	
University of Memphis	GRE, GMAT, MAT, Praxis or other if required by program (except for MA in Liberal Studies	Yes; with a master's degree or equivalent or if program coordinator concurs	Yes (unless waived)
University of Milwaukee	GRE required for all programs except Computer Science MS	Yes; with a terminal degree or substitute GMAT or MCAT	Yes (unless waived)
University of Mississippi	GRE or GMAT if required by department		
University of Southern Mississippi	GRE, GMAT, other required	Yes, with GC approval or specific request to dean if applicant holds advanced degree or 5+ years relevant, progressive work experience	Yes (may be waived under same conditions)
University of Texas	GRE or GMAT required by all programs	No indication of waiver	Yes
University of Tennessee Knoxville	GRE or GMAT if required by program	Yes	Some online programs do not require GRE
Vanderbilt University	GRE or GMAT required by all programs	No indication of waiver; can substitute GMAT or MAT for GRE	
William Carey University	GRE or GMAT if required by program		

Recommendations for Use of GRE or Other Standardized Test Scores at USM:

- USM should decentralize the standardized test score requirement, allowing programs to make decisions to require or not require based on market data and standards for the discipline.
- If a standardized test score is required, programs who are not already doing so should consider allowing an exam other than GRE or GMAT if appropriate. For example, MCAT, LSAT, Praxis or other exams used by professional schools may be substituted.
- If a standardized test score is not required, programs should substitute other rigorous assessment metrics, such as holding an advanced degree from an accredited U.S. institution; relevant, progressively-responsible work experience; relevant earned certificates or documented professional skills; robust undergraduate research experience; etc. Admissions criteria can be more rigorous for doctoral programs than master's or specialist programs.
- Whether a standardized test score is required or not, a holistic review of all applications should be the norm, considering a variety of parameters that provide both qualitative and quantitative assessment of the applicant. A standardized rubric should be developed and utilized by each program to ensure a fair and complete evaluation and to provide documentation of the evaluation.
- Any changes to a program's graduate admissions requirements should be approved through the academic dean, Graduate Council, and the Provost prior to implementation.

Literature Cited:

1) Hall JD, O'Connell AB, Cook JG (2017) Predictors of Student Productivity in Biomedical Graduate School Applications. PLOS ONE 12(1): e0169121.https://doi.org/10.1371/journal.pone.0169121

2) Moneta-Koehler L, Brown AM, Petrie KA, Evans BJ, Chalkley R (2017) The Limitations of the GRE in Predicting Success in Biomedical GraduateSchool. PLoS ONE 12(1): e0166742. https:doi:10.1371/journal.pone.0166742

3) Sternberg RJ (1985) Beyond IQ: A Triarchic Theory of Human Intelligence. New York, NY, US: Cambridge University Press.

4) Sternberg RJ and Williams WM (1997) Does the Graduate Record Examination Predict Meaningful Success in the Graduate Training of Psychologists? A Case Study. American Psychologist 52(6):630-641.

5) Kuncel N, Wee S, Serafin L, and Hezlett S (2010) The Validity of the Graduate Record Examination for Master's and Doctoral Programs: A Meta-Analytic Investigation. Psychological Science in Public Interest 52(6):630-41.

6) Kuncel NR and Hezlett SA (2007) Standardized tests predict graduate students' success. Science 315(5815):1080-1081.

7) ETS (2018) GRE Guide to the Use of Scores. Retrieved from https://www.ets.org/s/gre/pdf/gre_guide.pdf

8) ETS (2015) Avoid These Five Common Mistakes when Using GRE Scores. Retrieved from https://www.ets.org/s/gre/pdf/infographic_5_mistakes.pdf

9) Kent JD and McCarthy MT (2016). Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools, Washington, DC: Council of Graduate Schools.

Graduate Council Minutes
The University of Southern Mississippi
October 15, 2018

The Graduate Council met at 3:00 p.m. on October 15, 2018, in McCain Library, Room 203 with Dr. Heather Stur, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Nell Adkins, Dr. Patrick Biber, Dr. Brad Dufrene, Dr. Dana Fennell, Dr. Hollie Filce, Dr. YanLin Guo, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Edward Sayre, Dr. Kyna Shelley, and Dr. Kimberly Ward.

The following voting members were represented by proxies to constitute a quorum: Dr. Nell Adkins for Dr. Stacey Hall and Dr. Vanessa Murphree for Dr. Alan Thompson.

The following non-voting members were present: Dr. Mohamed Elasri for Dr. Chris Winstead.

The following guests were present: Ms. Desira Bailey, Ms. Jennifer Culley, Ms. Kathryn Lowery, Ms. Dawn Porter and Dr. Wendy Atkins-Sayre.

1.0   Call to Order
       Dr. Stur called the meeting to order at 3:00 p.m.

2.0   Adoption of Agenda
       Dr. Stur presented the agenda with for approval. Dr. Abreu moved and Dr. Lemacks seconded a motion to approve the agenda. The motion passed.

3.0   Approval of Minutes
       Dr. Stur presented the September 17, 2018 minutes for approval. Dr. Filce moved and Dr. Shelley seconded a motion to approve the September 17, 2018 minutes for approval. The motion passed.

4.0   Course and Program Proposals
       4.1   College of Arts and Sciences
              School of Communication
              Dr. Stur presented the request to delete the Communication (Communication Studies) M.S. program. Dr. Shelley moved and Dr. Filce seconded a motion to approve the deletion of the Communication (Communication Studies) M.S. program. The motion passed 14-0.

       4.2   College of Education and Human Sciences
              School of Kinesiology and Nutrition
              Dr. Stur presented the request to delete the Kinesiology Ph.D. program. Dr. Ward moved and Dr. Dufrene seconded a motion to table the deletion of the Kinesiology Ph.D. program. The motion passed 14-0. Council requested a representative attend the November meeting to address any concerns of Council.

School of Psychology

Dr. Stur presented the request to modify the Psychology (Brain and Behavior) Ph.D. program. Dr. Filce moved and Dr. Adkins seconded a motion to approve the modification of the Psychology (Brain and Behavior) Ph.D. program. The motion passed 14-0.

5.0 Officers Report
   5.1 Chair – Dr. Heather Stur
        No report.

   5.2 Chair-Elect – Dr. Ward Sayre
        No report.

6.0 Standing Committee Reports
   6.1 Bylaws Committee – Dr. Ward Sayre
        No report.

   6.2 Credentials Committee – Dr. Ward Sayre
        Dr. Sayre submitted the Credentials report for October 2018 for approval. The report was approved. (see attached)

   6.3 Election Committee – Dr. Zhaoxian Zhou
        No report.

   6.4 Policies and Procedures Committee – Dr. YanLin Guo
        No report.

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

7.0 Liaisons to University Committees
   7.1 Assessment Committee- Dr. Ward Sayre
        No report.

8.0 New Business
   8.1 Proposal Guideline Edits for 2018-2019
        Kathryn Lowery presented a draft of the edits for the 2018-2019 Guideline for Proposals for Council to review and submit changes. Council will vote on changes at the November meeting.

9.0 Announcements

10.0 Adjournment
     The meeting was adjourned. The next meeting is scheduled for November 19, 2018 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, November 2, 2018.

_____   _____
Greg Pierce, Recording Secretary   Dr. Heather Stur, Chair

College of Arts and Sciences

School of Communication

Delete: Communication (Communication Studies) M.S. degree program. Effective spring 2019. (see attached).

College of Education and Human Sciences

School of Kinesiology and Nutrition

Tabled: **Kinesiology Ph.D. degree program.**

School of Psychology

Modify: Psychology (Brain and Behavior) Ph.D. degree program. Effective fall 2019. (see attached).

Name	School	Recommendation Status
DATE: October 15, 2018		
TO: Graduate Council		
FM: Graduate Credentials Committee		
RE: Graduate Faculty Recommendations		
Name	**School**	**Recommendation Status**
Associate Level 1		
Stacey, E. Craig	Marketing	A1
Zhou, Zikai	Interdisciplinary Studies & Prof. Development	A1
Associate Level 2		
Associate Level 3		
Cadrin, Steven X.	Coastal Sciences	A3
Hennen, Daniel R.	Coastal Sciences	A3
Kyle, Maryann	Music	A3
Overstreet, Robin M.	Coastal Sciences	A3
Platt, R. Eric	Education	A3
Parker, D. Webster	Music	A3
Radley, Keith C.	Psychology	A3
Robinson, Kelly L.	Coastal Sciences	A3
Schlegel, Amanda L.	Music	A3
Associate Level 4		
Regular Level 1		
Regular Level 2		
Regular Level 3		
Herzlinger, Caitlyn	Performing & Visual Arts	R3
Sherif, Ahmed B. T.	Computer Sci. & Computer Engineering	R3
Credentials Committee		
Dr. Edward Sayre, 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: 4/16/2018   **Department Name:** _Communication Studies_

Contact Person: Wendy Atkins-Sayre   **Email:** _wendy.atkinssayre@usm.edu_

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

___

__X__Program (Emphasis)   ____Minor   ____Certificate

Title AND Degree:_Communication (Communication Studies) MS/COMSCMMS_**CIP Code (6 digits):**_ 09.0101_____

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 <u>ALL</u> the locations where the program/emphasis/minor/certificate listed above will NOW be offered):

_X__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 _X__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 <u>ALL</u> locations:

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

___

Additional Instructions/Comments: We have operated under the assumption that this degree would be deleted, so we are not recruiting for this degree program.

Signatures for Approval

Chair/Director: _____   Date: __9.12.18__

Dean: _____   Date: _9/12/18_

4/10/2015

Psychology (Brain and Behavior), Ph.D.

Doctoral Degree Programs

Doctor of Philosophy in Psychology

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

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

Residency

Students must meet the residency requirements specified in this Bulletin.

Research and Scholarly Integrity Education

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

Comprehensive Exam

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

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

Common Requirements for the Doctor of Philosophy in Psychology

Research Tool(s)

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

PSY 661 - Research Evaluation in the Behavioral Sciences 3 hrs.
PSY 662 - Quantitative Methods I 3 hrs. or REF 762 - Quantitative Analysis II 3 hrs.
PSY 663 - Quantitative Methods II 3 hrs. or REF 830 - Multivariate Analysis 3 hrs.

Program: Psychology (Brain and Behavior), Ph.D.
http://catalog.usm.edu/preview_program.php?catoid=20&poid=9405

PSY 698 - Thesis 6 hrs.

School Courses:

Psychological Foundations:

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

Biological area (3 hours):

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

Cognitive area (3 hours):

PSY 621 - Theories of Learning 3 hrs.or
PSY 716 - The Psychology of Cognition and Emotion 3 hrs. or
PSY 722 - Cognitive Processes 3 hrs.

Social area:

PSY 750 - Advanced Social Psychology 3 hrs.

Individual Differences and Life Span Development area (3 hours):

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

Other School Requirements

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

Note:

All choices between core courses as well as selection of elective courses must be approved by the student's major advisor and the emphasis area director of training.

Requirements for an Emphasis in Brain and Behavior Psychology

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

School Courses:

PSY 701 - Seminar in Teaching of Psychology 1 hr.
PSY 702 - Practicum in Teaching Psychology 3-6 hrs. (3 hrs. required)

Program: Psychology (Brain and Behavior), Ph.D.
http://catalog.usm.edu/preview_program.php?catoid=20&poid=9405

PSY 728 - Advanced Experimental Psychology I, II, III 3-9 hrs. (9 hrs. required)
Electives 27 hrs.

Note:

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

Proposal Guidelines Edits for 2018-2019 – Graduate Council Summary

1. New Course Forms
   a. Credential Information added
      i. Name of Faculty
      ii. Qualification Form
2. New Program Procedure
   a. Procedure approved by AC and GC in fall 2017
   b. This procedure is now posted in the Proposal Guidelines
3. Modify a Course Form
   a. Current course information, current bulletin description, assessment results, and credit weighting fields are to be completed, regardless of the modification. This is used for SACSCOC documentation.
4. Proposals that open up options and reduce barriers for students may be retroactively implemented. This type of request must be properly vetted for any unforeseen consequences. The memo should clearly outline this request with a notation of appropriate bulletin years.
5. A bundling system may be appropriate for proposals with a large number of course modifications (~10 or more).
6. The Intercollegiate Committee reviews existing course and new course proposals submitted to the Academic Council in order to determine whether course duplication appears to exist. The Intercollegiate Curriculum Committee also reviews any degree plan proposals that impact programs in another college and information about the expected impact.
   a. It is understood that College Curriculum Committees are likewise reviewing any degree plan proposals that impact programs in schools within the college and are gathering information about the expected impact.
   b. The College Memo is altered to reflect this expectation.
7. Guidelines for Certificates and Minors
   a. Academic Council approved Guidelines for Certificates and Minors
   b. These Guidelines are now posted in the Proposal Guidelines
8. New Degree Programs
   a. AC & GC approved edits to the New Degree Programs guidelines in fall 2017.
   b. These Guidelines are now posted in the Proposal Guidelines
9. Academic Policies and Program Requirements
   a. All Academic Policies are to be housed in the Bulletin. This includes program policies/requirements found in the narrative sections of the Bulletin (typically admission requirements or progression policies.) Any change to policy/requirement must be brought forth through the councils.
   b. Schools should not recreate policies, degree plans, semester guides, or articulation plans for publication on Websites.

c. New emphasis to a & b is added to the Guidelines
10. Suspension of Admission vs Inactivation/Deletion
    a. Suspension of Admission is a temporary circumstance. Suspension is used when a program/emphasis area needs time to regroup, hire faculty, and/or revise curriculum. Suspension of admission also includes temporarily removing the offering at a teaching location or removing a mode of delivery. Suspension of Admission requires council and provost approval. IHL notification/approval is not necessary. If admission is not restored within one year, the inactivation process begins.
    b. Emphasis area inactivation/deletion requires council and provost approval, but does not require IHL approval. A teach-out plan is required, regardless of enrollment.
    c. Program inactivation/deletion requires council, provost, and IHL approval. The IHL form uses the terms "suspension or deletion." If students are enrolled in the program, the form is completed with the date admission to the program was suspended and the anticipated date of deletion (date teach-out plan is to be complete).
11. Teach Out Plan forms are required, regardless of enrollment. This is necessary for SACSCOC documentation.
12. En Route Master's Degree
    a. Doctoral programs may elect to confer the master's degree en route to the doctorate on completion of the comprehensive examination, thirty hours of graduate courses in the discipline, approval of the graduate committee, and any other requirements specific to the program.
    b. En Route degrees must adhere to all Master Program requirements found in the Graduate Bulletin.
    c. Guidelines for En Route proposals are added.

The following Guideline Edits will be presented to Graduate Council in November:

13. Productivity Expectations for Programs and Emphasis Areas
    a. The USM Academic Master plan, updated 7.1.18, states the USM target three year minimums for graduation by program and emphasis:
        • Baccalaureate Programs: 36
        • Baccalaureate Emphasis: 18
        • Master's Program: 30
        • Master's Emphasis: 12
        • Specialist Program: 5
        • Specialist Emphasis: 5
        • Doctorate Program: 10

- Doctorate Emphasis: 5

New degree programs and emphasis areas will be expected to meet these three year targets within a given time frame.

The timeframe established by IHL: *New baccalaureate degree programs shall have seven years to meet the graduation rates. Master's and specialist's degree programs shall have five years to meet the graduation rates. Doctorate programs shall have six years to meet graduation rates.*

14. Badges
    a. In May 2018, Graduate Council approved the establishment of Badges as system to credential mastery of specialized skillsets or professional development accomplishments achieved through completion of limited coursework or training programs. These microcredentials are awarded in the form of electronic badges that can be transcripted and affixed to electronic signatures, resumés, CV's, or employment-oriented social networking accounts. Badges are visible and searchable to prospective and current employers, thereby enhancing the perceived value or marketability of the credentialed individual.
    b. Guidelines for Badge proposals will be added.