The Graduate Council met at 3:00 p.m. on February 20, 2017, in McCain Library, Room 203 with Dr. Janie Butts, Chair of the Graduate Council, presiding.

The following voting members were present: Dr. Laurel Abreu, Dr. Wendy Atkins-Sayre, Dr. Bret Becton, Dr. Leisa Flynn, Dr. YanLin Guo, Dr. Susan Hrostowski, Dr. Jennifer Lemacks, Dr. Vanessa Murphree, Dr. Bonnie Nicholson, Dr. Ras Pandey, Dr. Kyna Shelley, Dr. Amy Slagle, Dr. Teresa Welsh and Dr. Chaoyang Zhang.

The following voting members were represented by proxies to constitute a quorum: Dr. Bonnie Nicholson for Dr. Jonathan Barron and Dr. Ras Pandey for Dr. Dr. Sarah Morgan.

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

The following guests were present: Dr. Anita Boykins, Ms. Desira Bailey, Ms. Jennifer Culley, Dr. Monika Gehlawat, Dr. Marjorie Giesz-Everson, Dr. Melanie Gilmore, Dr. Bonnie Harbaugh, Ms. Kathryn Lowery, Dr. Nina McClain, Dr. Elaine Molaison, Ms. Dawn Porter and Dr. Lachel Story.

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

2.0 Adoption of Agenda
Dr. Butts presented the agenda for approval. Dr. Welsh moved and Dr. Pandey seconded a motion to approve the agenda. The motion passed.

3.0 Approval of Minutes
Dr. Butts presented the January 23, 2017 minutes for approval. Dr. Abreu moved and Dr. Slagle seconded a motion to approve the January 23, 2017 minutes for approval. The motion passed.

4.0 Course and Program Proposals
4.1 College of Arts & Letters
   Department of English
Dr. Butts presented the request to add the Accelerated BA-MA, (4+1) degree program in English. Dr. Zhang moved and Dr. Nicholson seconded a motion to approve the addition of the Accelerated BA-MA, (4+1) degree program in English. The motion passed 17-0.
4.2 College of Education and Psychology  
School of Library and Information Science  
Dr. Butts presented the request to modify LIS 506, LIS 631, LIS 645, LIS 646, LIS 652 and LIS 647. Dr. Hrostowski moved and Dr. Atkins-Sayre seconded a motion to approve these modifications as a group. The motion passed. Dr. Atkins-Sayre moved and Dr. Shelley seconded a motion to approve the modifications of LIS 506, LIS 631, LIS 645, LIS 646, LIS 652 and LIS 647. The motion passed 17-0.

4.3 College of Health  
Department of Nutrition and Food Systems  
Dr. Butts presented the request to modify the Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area. Dr. Becton moved and Dr. Abreu seconded a motion to approve the modification of the Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area. The motion passed 17-0.

Dr. Butts presented the request to modify the Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area. Dr. Becton moved and Dr. Abreu seconded a motion to approve the modification of the Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area. The motion passed 17-0.

Dr. Butts presented the request to modify the Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area. Dr. Slagle moved and Dr. Shelley seconded a motion to approve the modification of the Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area. The motion passed 17-0.

4.4 College of Nursing  
Department of Advanced Practice  
Dr. Butts presented the request to delete NSG 834 and NSG 836. Dr. Flynn moved and Dr. Shelley seconded a motion to approve these modifications as a group. The motion passed. Dr. Hrostowski moved and Dr. Becton seconded a motion to approve the deletions of NSG 834 and NSG 836. The motion passed 17-0.

Dr. Butts presented the request to inactivate NSG 609. Dr. Atkins-Sayre moved and Dr. Slagle seconded a motion to approve the inactivation of NSG 609. The motion passed 17-0.

Dr. Butts presented the request to add NSG 670. Dr. Atkins-Sayre moved and Dr. Hrostowski seconded a motion to approve the addition of NSG 670. The motion passed 17-0.

Dr. Butts presented the request to add NSG 671. Dr. Slagle moved and Dr. Becton seconded a motion to approve the addition of NSG 671. The motion passed 17-0.
Dr. Butts presented the request to modify the Nursing (Nurse Anesthesia) D.N.P. program of study. Dr. Slagle moved and Dr. Lemacks seconded a motion to approve the modification of the Nursing (Nurse Anesthesia) D.N.P. plan of study. The motion passed 17-0.

Dr. Butts presented the request to add the Nursing (BSN to DNP Family Nurse Practitioner) D.N.P. program of study. Dr. Becton moved and Dr. Abreu seconded a motion to approve the addition of the Nursing (BSN to DNP Family Nurse Practitioner) D.N.P. program of study. The motion passed 17-0.

Dr. Butts presented the request to add the Nursing (BSN to DNP Psychiatric-Mental Health Nurse Practitioner) D.N.P. program of study. Dr. Becton moved and Dr. Abreu seconded a motion to approve the addition of the Nursing (BSN to DNP Psychiatric-Mental Health Nurse Practitioner) D.N.P. program of study. The motion passed 17-0.

Department of Systems Leadership and Health Outcomes
Dr. Butts presented the request to delete NSG 814. Dr. Becton moved and Dr. Nicholson seconded a motion to approve the deletion of NSG 814. The motion passed 17-0.

Dr. Butts presented the request to modify NSG 809, NSG 810, NSG 811, NSG 812, NSG 813, NSG 816, NSG 817, NSG 819, NSG 854 and NSG 854L. Dr. Slagle moved and Dr. Zhang seconded a motion to approve these modifications as a group. The motion passed. Dr. Welsh moved and Dr. Abreu seconded a motion to approve the modifications of NSG 809, NSG 810, NSG 811, NSG 812, NSG 813, NSG 816, NSG 817, NSG 819, NSG 854 and NSG 854L. The motion passed 17-0.

Dr. Butts presented the request to modify the Nursing (Clinical) D.N.P. program of study. Dr. Slagle moved and Dr. Becton seconded a motion to approve the modification of the Nursing (Clinical) D.N.P. plan of study. The motion passed 17-0.

Dr. Butts presented the request to modify the Nursing (BSN to DNP Leadership in Nursing) D.N.P. program of study. Dr. Slagle moved and Dr. Flynn seconded a motion to approve the modification of the Nursing (BSN to DNP Leadership in Nursing) D.N.P. plan of study. The motion passed 17-0.

5.0 Officers Report
5.1 Chair – Dr. Janie Butts
   No report.

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

6.0 Standing Committee Reports
6.1 Bylaws Committee – Dr. Leisa Flynn
   No report.

6.2 Credentials Committee – Dr. Teresa Welsh
Dr. Welsh presented Faculty Status approval forms for Council approval. The forms were approved. (see attached).

Dr. Welsh submitted the Credentials report for February 2017 for approval. The report was approved. (see attached)

6.3 Election Committee – Dr. Chaoyang Zhang
No report.

6.4 Policies and Procedures Committee – Dr. Bonnie Nicholson
6.4.1 Accelerated Mater’s Options
Dr. Nicholson’s report is attached.

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

7.0 Liaisons to University Committees
7.1 Assessment Committee- Dr. Leisa Flynn
No report.

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

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

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

8.0 New Business
8.1 Graduate Student Senate Report
No report

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

9.0 Announcements

10.0 Adjournment

The meeting was adjourned. The next meeting is scheduled for March 20, 2017 at 3:00. The deadline for submitting materials to the Graduate School for the Agenda is Friday, March 3, 2017.

___________________________  __________________________
Greg Pierce, Recording Secretary  Dr. Janie Butts, Chair
College of Arts and Letter  
*Department of English*

Add: Accelerated BA/MA (4+1) Degree plan. (see attached)  
Effective fall 2017.

College of Education and Psychology  
*School of Library and Information Science*

Modify: LIS 506 Advanced Cataloging and Classification.
To: LIS 506 Cataloging Multimedia Objects.  
Course description. Effective fall 2017.

Modify: LIS 631 History of Libraries.
To: LIS 631 History of Libraries and Librarianship.  
Course description. Effective fall 2017.

To: LIS 645 Digital Preservation.  
Course description. Effective fall 2017.

Modify: LIS 646 Special Collections and Archives.
To: LIS 646 Introduction to Archival Theory and Practice.  
Course description. Effective fall 2017.

Modify: LIS 652 Metadata.
To: LIS 652 Metadata for Digital Collections.  
Course description. Effective fall 2017.

Modify: LIS 647 Introduction to Archival Organizational.
To: LIS 647 Introduction to Archival Organizational.  
Course description. Effective fall 2017.
**College of Health**  
*Department of Nutrition and Food Systems*

**Modify:**  
Nutrition and Food Systems (Applied Nutrition and Food Systems) M.S. emphasis area.  
Reduce the hours from 36 to 33; Remove NFS 715.  
Effective fall 2017.

Modify:  
Nutrition and Food Systems (Dietetic Practice) M.S. emphasis area.  
Reduce the hours from 36 to 33; Reduction of hours for NFS 664 from 2 to 1 (the course is approved for 1-3 hrs); Deletion of NFS 694 (3 hrs); Deletion of a free NFS elective (3 hrs); Deletion of open Directed electives (3-6 hours); Specification of five courses from which the student would enroll in 4 or 5, depending on whether the student pursues the thesis or non-thesis option.  
Effective fall 2017.

Modify:  
Nutrition and Food Systems (Management of Child Nutrition Programs) M.S. emphasis area.  
Reduce the hours from 36 to 33; Deletion of NFS 690; Modification of Directed electives.  
Effective fall 2017.

**College of Nursing**  
*Department of Advanced Practice*

Delete:  
NSG 834 Chemistry and Physics for Anesthesia.  
Effective summer 2017.

Delete:  
NSG 836 Advanced Health Assessment for Anesthesia.  
Effective summer 2017.

Inactivate:  
NSG 609 PRN Role II.  
Effective fall 2019.

Add:  
NSG 670 FNP Diagnostics and Procedures.  
1 hr. Effective fall 2017.

Add:  
NSG 671 Transition To Practice Seminar.  
1 hr. Effective fall 2017.

Modify:  
Nursing (Nurse Anesthesia) DNP program.  
Reduce the hours from 117 to 107; changes made to admission criteria and academic progression. (see attached).  
Effective fall 2017.
Add: Nursing (BSN to DNP Family Nurse Practitioner) DNP program. 71 hours. (see attached). Effective fall 2017.

Add: Nursing (BSN to DNP Psychiatric-Mental Health Nurse Practitioner) DNP program. 73 hours. (see attached). Effective fall 2017.

Department of Systems Leadership and Health Outcomes


Modify: NSG 809 Methods for Evaluating Evidence Based Practice. Face to face and online correspondence format.


Modify: NSG 810 Practice Inquiry I: Inquiry in Clinical Practice. Face to face and online correspondence format.


Modify: NSG 811 Population Health & Epidemiology. Face to face and online correspondence format.


Modify: NSG 812 Practice Inquiry II: Appraisal of Evidence. Face to face and online correspondence format.


Modify: NSG 813 Policy & Politics in Healthcare. Face to face and online correspondence format.

Modify: NSG 816  Doctoral Capstone Inquiry.  
Face to face and online correspondence format.

To: NSG 816  Doctor of Nursing Practice Project.  
Hybrid format. Course description.  
Effective fall 2017.

Face to face and online correspondence format.

To: NSG 817  Quality & Organize Leadership in Healthcare Systems.  
Hybrid format. Effective fall 2017.

Face to face and online correspondence format.

Hybrid format. Effective fall 2017.

Modify: NSG 854  Healthcare Law & Human Resources.  
Face to face and online correspondence format.

To: NSG 854  Healthcare Law & Human Resources.  
Hybrid format. Effective fall 2017.

Modify: NSG 854L  Leadership in Nursing Practicum.  
Face to face and online correspondence format.

To: NSG 854L  Leadership in Nursing Practicum.  
Hybrid format. Effective fall 2017.

Modify: Nursing (Clinical) DNP program.  
Reduce the hours from 42-45 to 34; Face to face and online delivery method. (see attached).  
Effective fall 2017.

Modify: Nursing (BSN to DNP Leadership in Nursing) DNP program.  
Reduce the hours from 64-65 to 53; Face to face and online delivery method. (see attached).  
Effective fall 2017.
**DATE:** February 20, 2017  
**TO:** Graduate Council  
**FM:** Graduate Credentials Committee  
**RE:** Graduate Faculty Recommendations

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Credentials Committee  
Dr. Teresa Welsh, Chair
Proposal for Accelerated BA/MA (4+1) Degree Plan

English Department

Contacts: Dr. Luis Iglesias, Chair (luis.iglesias@usm.edu)
          Dr. Monika Gehlawat, DGS (monika.gehlawat@usm.edu)

Rationale
To recruit strong undergraduate majors for graduate studies, the English department proposes an accelerated BA/MA degree that would enable exceptional students to earn the BA and MA in 5 years. This degree plan would also boost undergraduate and graduate enrollment by drawing on a talented student population who would find USM an attractive option for both undergraduate and graduate study.

Admission Criteria
Applicants will be assessed by the Graduate Admissions Committee alongside all outside applicants to the MA program in the spring semester for fall admission. In the spring of the junior year, the student will apply using the standard MA application form. All admissions requirements will be identical except that the GRE will not be required. The English Department voted to waive the GRE as an assessment tool for admissions since the applicants for the accelerated plan would be majors from our own department whose letters of recommendation come from our own faculty.

Brief Description of the Degree Plan
• No changes will be made to the BA and MA degree plans. They are combined for accelerated progress.
• Senior year of the BA, admits take two 500 level courses which count toward undergraduate degree hours. They will be enrolled at the 400 level but will do 500 level work in the class.
• Upon graduation from the BA, the Registrar’s Office will grant transfer credit for those 6 hours toward the MA degree. (See supporting email attached from Greg Pierce).
• The student will be admitted to the MA program in the summer semester so he/she may take graduate coursework offered that term.
• The remaining required hours for the MA will be fulfilled during the first year in the graduate program.
• The following summer, the student will defend their thesis and take the comprehensive exam.
• The student need not complete the BA/MA degree in five years if they need extra time to complete coursework, exams or the thesis.
• The English Department has worked with the Registrar’s Office and the Graduate School to ensure that students’ transcripts for the BA and the MA will separately reflect required degree credit hours.
• Total degree hours = 150. Breakdown: 120 (BA) + 36 (MA) = 156. Subtracting 6 hours that represent dual enrollment during the senior year leaves 150 total hours for the accelerated degree plan.
Detailed Timeline for the Accelerated BA/MA (4+1) Degree Plan

**Fall – Junior Year**
Announcement/Information session to introduce all English majors to the degree plan.

**Late Spring – Junior Year**
Interested majors apply using an internal departmental application form that includes writing sample, statement of purpose, three letters of recommendation, 3.5 min. GPA.

Deadline for applications: June 1 (this late deadline enables students to have the entire junior year to take upper-level English classes and be assessed/recommended on the basis of their work). The admissions committee will notify students of their status by late June.

**Fall – Senior Year**
Admitted students take 1 500 level class – registered at the 500 level and counted toward the undergraduate degree – Students are expected to do graduate-level work. Advisement for classes takes place in collaboration with undergraduate advisor and DGS.

**Spring – Senior Year**
Admitted students take 1 500 level class (see above)
- Admitted students formally apply to the MA Graduate degree program through the Graduate School’s online application system. Deadline to apply May 1.
- If the student plans to take summer classes, Graduate Admissions sets their start date for summer rather than fall semester.
- The DGS requests an “Early Clear” status from the Registrar’s Office to expedite awarding of BA degree in May.

**Summer b/w Senior Year and Fall MA**
Students may take 3-6 hours of graduate course credit.

**Fall 1st year MA**
Students take 9 credit hours
After fall advising, DGS sends a memo to Registrar’s office requesting that transfer credit be granted toward the MA for 6 hours at the 500 level from coursework taken in the senior year.

**Spring 1st year MA**
Student takes 9 credit hours

**Summer 1st year MA**
Student takes 3-6 credit hours. Defends Masters thesis. Total credit hours must equal 36. In early August, student must take and pass the MA comprehensive exam. Student applies to graduate. Technical graduation date will be December of fall semester though the student will be done with all degree requirements by the end of the summer term.
BA/MA Accelerated Degree Plan in English Literature

36 credit hours (27-30 coursework + 6-9 thesis hours)

- ENG 640: Critical Readings and Methods
- ENG 641: Advanced Research and Methods
- One course in literary theory (ENG 642, 644, 744)
- Four courses in four different distribution areas (American Lit to 1890, British Lit to 1660, British Lit 1660-1890, British and American Lit 1890-1960, Literatures in English after 1960, Non-traditional Literatures in English)
- Two electives
- ENG 698: Thesis (6-9 hours)

Additional requirements and guidelines:

- Students must demonstrate proficiency in one foreign language. For further information on how to satisfy the foreign language requirement, go to: [https://www.usm.edu/english/foreign-language-requirements](https://www.usm.edu/english/foreign-language-requirements)
- At least 6 hours of coursework must be at the 700-level.
- Students must take ENG 690: Teaching Freshman Composition if they hold an assistantship which includes teaching as one of their duties. ENG 690 hours count as part of the required hours for degree completion (one elective).
- Students must pass the Master’s Comprehensive Exam in August, after their first year in the MA degree plan. The exam may be retaken once.
- Students must complete a Master’s thesis. The Master’s thesis is an article-length essay that emerges from a paper produced during the first year of study and that will be revised and developed during the course of ENG 641.
University of Southern Mississippi

Copy 2017-2018 Graduate Bulletin

Nursing (Nursing Anesthesia), D.N.P.

Nurse Anesthesia Program

The College of Nursing offers the nurse anesthesia program which is 36 months of full time study to prepare advanced practice nurses in leadership positions in health related organizations. The purpose of the nurse anesthesia program is to prepare doctoral prepared graduates with the advanced knowledge in the area of clinical specialization of nurse anesthesia.

Admission Criteria:

Admission to the DNP program depends upon sufficient enrollment, university resources, and qualifications of applicants. A select number of applicants will be admitted to the program based on the following criteria:

1. Bachelor of Science or Master of Science in Nursing from a fully accredited, National League for Nursing Accreditation Commission or the Commission on Collegiate Nursing Education, college or university in the United States. 
2. Cumulative undergraduate grade point average of 3.0 or better (where A = 4.0).
3. Completion of the Graduate Record Examination (GRE) (verbal, quantitative, and analytical writing sections) within the past five years. An analytical score of at least 3.0 on the GRE is required.
4. Minimum of one year of experience (at the time of application) in an area of intensive care nursing after successful completion of National Council Licensure Examination for Registered Nurses. ICU is preferred.
5. Completion of an approved graduate statistics course achieving a grade of B or better. (The course must have been completed within the past 5 years.)
6. A current, unencumbered license to practice nursing in any state with eligibility for licensure in Mississippi.
7. Proof of current certification of advanced cardiac life support (ACLS) and pediatric advanced life support (PALS).
8. Completion of the official application materials and payment of application fees by the stated deadline.
9. Personal interview with Admissions Committee (if invited).
11. Proof of criminal background check and drug screening.

Advanced standing is not granted to students even if they have attended another nurse anesthesia program. The BSN-DNP program is a uniquely integrated curriculum that builds on past education and experiences and progresses from basic to complex. All students must complete the program in its entirety in the sequence listed.

Academic Progression

In addition to the USM graduation criteria, to be eligible for graduation from the Nurse Anesthesia Program, the following criteria must be met:

1. Satisfactory completion of all academic courses with a minimum GPA of 3.0. A grade of "B" or higher must be attained in all anesthesia specific courses.
2. Satisfactory completion of clinical experiences as required by the Nurse Anesthesia Program AND the COA/NBCRNA
3. Satisfactory achievement of program terminal objectives.
4. Satisfactory completion of all academic and clinical assignments including, but not limited to, care plans, evaluations, seminar project etc.
5. All clinical records must be completed and submitted to the Nurse Anesthesia Program (e.g. Medatraxx records). 
7. Satisfactory completion of the Capstone Project in Anesthesia with a minimum grade of "B" given in the last semester of the program.
8. Successful completion of the comprehensive exam.
**Plan of Study:**

**DNP in Nursing (Nurse Anesthesia)**

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Total Hours: 107

**Capstone:** 12 Hours

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<td>NSG 810</td>
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</tbody>
</table>

**Signatures:**

Student: X
Advisor: X
Chair/Dean: X

08/2013 01/27/17
Admission Requirements
Nursing (Family Nurse Practitioner), BSN to DNP
Nursing (Psychiatric Mental Health Nurse Practitioner), BSN to DNP

1. Baccalaureate in Nursing from an institution accredited by the National League for Nursing Commission for Nursing Education Accreditation (formerly NLNAC) or the Commission on Collegiate Nursing Education.

2. Submitted official scores from the Graduate Record Examination (GRE) including score of 3.0 or higher on the analytical section.

3. Applicants to the nurse practitioner program must have at least one year of clinical experience as an RN before beginning nurse practitioner emphasis/clinical courses.

4. Exceptions to the above criteria must be approved by the department Chair, the dean of the College of Nursing, and the dean of the Graduate School.

5. 3.0 or higher grade point average (GPA) in undergraduate nursing courses

6. Completed of an approved advanced graduate statistics course, achieving a grade of B or higher within the past 5 years.

7. Evidence of current unrestricted registered nurse (RN) Mississippi license.


9. Proof of a recent health examination to include:
   a. Proof of immunization against Hepatitis B virus
   b. Current tuberculosis (TB) skin test or quantiFERON G test
   c. Current Tdap immunization
   d. Evidence of immunity to varicella
   e. Current MMR immunization

10. Criminal background check and drug screening.

11. Curriculum vitae or professional resume.

12. Submission of three (3) letters of reference from individuals (doctoral-level nursing individuals preferred) familiar with the applicant’s academic/professional background and experience in nursing practice, specifying in detail the applicant’s capacity for doctoral study and clinical expertise.

Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning
(Submit Appendix 10 in both PDF and Word Document Formats)

<table>
<thead>
<tr>
<th>Institution: The University of Southern Mississippi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial Program Approval: 2008</td>
</tr>
<tr>
<td>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Nursing (Clinical) DNP</td>
</tr>
<tr>
<td>Degree(s) to be Awarded: Doctor of Nursing Practice</td>
</tr>
<tr>
<td>Percentage of Program Completed by Distance Learning: 90%</td>
</tr>
<tr>
<td>Will students be allowed to mix on-campus and distance learning courses within this program? No</td>
</tr>
<tr>
<td>Will this program require separate admission from those offered on-campus? No</td>
</tr>
<tr>
<td>Will this program have different fees or tuition rates from those offered on-campus? No</td>
</tr>
<tr>
<td>Responsible Academic Unit(s): College of Nursing</td>
</tr>
<tr>
<td>Institutional Contact: Katherine Nugent, Dean College of Nursing, William Powell, Associate Provost for Assessment and Accreditation</td>
</tr>
<tr>
<td>Number of Students Expected to Enroll in First Six Years:</td>
</tr>
<tr>
<td>Year One</td>
</tr>
<tr>
<td>Year Two</td>
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<tr>
<td>Year Three</td>
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<td>Year One</td>
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<td>Year Two</td>
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<td>Year Three</td>
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<td>Year Four</td>
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<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
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<tr>
<td>Total</td>
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</table>

Program Summary: The Doctor of Nursing Practice (DNP) degree program has been offered in a hybrid format (49% online and 51% face-to-face) since the first cohort of students enrolled in Fall semester 2009. After benchmarking excellent DNP programs nationally, we have decided to offer an online Nursing (Clinical) DNP degree program. These changes originated in student, alumni, faculty, and expert consultant’s feedback to reduce the credit hours in the program to make it comparable to others in the market, to follow the trend to place DNP programs online, and to better meet students’ needs. We are hoping that offering an online program will increase enrollment.
<table>
<thead>
<tr>
<th>Exit Survey</th>
<th>Comprehensive Exam</th>
<th>Application for Degree Form filed in Graduate School</th>
<th>3.0 GPA Required for Graduation</th>
<th>No Incomplete Grades</th>
<th>18 hrs of coursework at 600 level of higher</th>
<th>Research &amp; Scholarship Internship Education (RCE)</th>
<th>Plan of Study form submitted to Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NSG 671</td>
<td>NSG 666</td>
<td>NSG 664</td>
<td>NSG 690</td>
<td>NSG 667</td>
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<td>NSG 689</td>
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<td>NSG 664</td>
<td>NSG 690</td>
<td>NSG 667</td>
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<td>NSG 664</td>
<td>NSG 690</td>
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Minimum coursework: 71 hours

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<tr>
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<th>Semester</th>
<th>Graduation Intended</th>
<th>Hours Required</th>
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Plan of Study: Family Nurse Practitioner BSN to DNP
Coursework

Total Hours: 44.48

1. NSG 670
2. NSG 561
3. NSG 662
4. NSG 569
5. NSG 660
6. NSG 562
7. NSG 560
8. NSG 569
9. NSG 569
10. NSG 569
11. NSG 569
12. NSG 569
13. NSG 569
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58. NSG 569
59. NSG 569
60. NSG 569

Program: Family Nurse Practitioner Emphasis
BSN to DNP for Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Assessment Plan with Comparisons for MSN

<table>
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<tr>
<th>MSN</th>
<th>BSN to DNP</th>
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<tr>
<td>SLO 1: Technology and Information Literacy Competency</td>
<td>SLO 1: Dissemination of Best Practices</td>
</tr>
<tr>
<td>The graduate will build on communication skills acquired at the BSN level to &quot;translate technical and scientific health information appropriate for various users' needs&quot; (NONPF Technology and Information Literacy Core Competency 2).</td>
<td>Doctor of Nursing Practice (DNP) in Nurse Practitioner students and graduates will be able to analyze and disseminate best practices to others in nursing and healthcare.</td>
</tr>
<tr>
<td>Target: 1. At least 90% of students in the Internship will receive &quot;met&quot; or &quot;exceeded&quot; on the preceptor evaluation in the section of Technology and Information Literacy Competency 2. 90% of students in the course NSG 669/NSG 635 will score satisfactory or exceeds expectations for Phase III of the evidence-based project. 3. At least 90% of students in Practicum will upload clinical documentation of clinical activities into Medatrax clinical tracking system including decision making, patient teaching, preceptor communication, procedures and medications prescribed thereby demonstrating technology and information literacy. Preceptors have the option of reviewing the student's electronic entries for any documentation of experiences while with that preceptor.</td>
<td>Target: 70% of nurse practitioner students and or nurse practitioner student graduates will provide a presentation on evidence based best practices at a professional nursing conference while enrolled in the nurse anesthesia program or within five years of graduation.</td>
</tr>
<tr>
<td>SLO 2: Scholarship into Practice Essential</td>
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</tr>
<tr>
<td>The graduate demonstrates ability to &quot;articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN 2011 MSN Essential IV.3).</td>
<td></td>
</tr>
<tr>
<td>Target: 1. The mean score will be at or above 5.0 on the exit EBI Learning Outcomes from Core Masters: Sciences and Humanities for item Theory into Practice of MSN graduate aggregates.</td>
<td></td>
</tr>
</tbody>
</table>
2. The mean score will be at or above 5.0 for aggregate MSN graduates on the exit EBI Learning Outcomes from Core Masters: Research scholarly abilities.
3. 90% of students will score exceeded or met expectations for "rationale" and "references" on the grading rubric in the clinical documentation demonstrating ability to "articulate decisions" and choose credible sources for clinical decision making.

**SLO 3: Acquire a foundation for doctoral study**
Students completing the MSN program will acquire a foundation of scholarship for doctoral study.
1. 90% of students will rate the item pursue doctorate item on the Exit Evaluation 5.0 or higher. The mean score will be 5.0 or higher on the item related to plans to pursue a doctorate education.

**SLO 2 Research**
Nurse practitioner students and graduates will assist with and disseminate research-based evidence in nursing and healthcare.
**Target**
70% of the enrolled nurse practitioner students will defend their DNP Capstone project by the end of the Fall semester of the third year in the program.

**SLO 4: Scientific Foundation Competency**
**Target:**
The MSN graduate "critically analyzes data and evidence for improving advanced nursing practice" (2012 NONPF Scientific Foundation Core Competency 1), and "develops new practice approaches based on the integration of research, theory, and practice knowledge" (2012 NONPF Scientific Foundation Core Competency 4).
1. 90% of students will score satisfactory or exceeds expectations for Phase I of the evidence-based project.
2. 90% of students will score "exceeded" or "met expectations" on diagnosis, differential diagnosis, and treatment plan based on subjective and objective findings as well as references supporting clinical decisions sections of the grading rubric for all SOAP notes submitted, thereby demonstrating competency of "scientific foundation."

**SLO 3 Analyze and Disseminate Research**
Doctor of Nursing Practice in Nurse Practitioner students and graduates will assist with and disseminate research-based evidence in nursing and healthcare.
**Target:**
70% of nurse Practitioner students and or nurse graduates will provide a presentation on evidence based best practices at a nursing conference while enrolled in the nurse anesthesia program or within five years of graduation.

**SLO 5: NP Independent Practice Competency**
The graduate demonstrates mastery in managing "common and chronic physical and mental illnesses, including acute exacerbation and injuries across the lifespan to minimize the development of complications, and promote function

**SLO 4 Professional Nursing Role and Independent Practice Competency**
Students and graduates will demonstrate mastery of the Doctor of Nursing Practice in nurse practitioner curricular content and independent practice competency.
**Target:**
and quality of living" (NONPF Independent Practice FNP Population-Focused Competency 11).

Target:
1. The MSN aggregate mean score will be at or above 5.0 on the exit EBI Learning Outcomes from Core Masters:
Leadership skills items.
2. At least 90% of students in Internship will receive "met" or "exceeded" on the preceptor evaluation in the section of Independent Practice Competency.
3. At least 80% of first-time test-takers in the most current calendar year will pass either the ANCC or AANP Family Nurse Practitioner national certification exam.
4. 90% of NP Students will be successful on the MSN Comprehensive exam on first attempt.

<p>| 1. 90% or more of the nurse practitioner students will pass the comprehensive final examination prior to graduation. |
| 2. At least 80% of first-time test-takers in the most current calendar year will pass either the ANCC or AANP Family Nurse Practitioner national certification exam. |</p>
<table>
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<tr>
<th>Final DNP Project Defense</th>
<th>3.0 GPA Required for Graduation</th>
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<tbody>
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<td>Exit Survey</td>
<td>Required: 4.0 cr. (min) (online)</td>
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<td>Comprehensive Exam</td>
<td>NSG 819 (online)</td>
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<td>Application for Degree Forms Filed in Graduate School</td>
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Plan of Study: From Undergraduate to Graduate School

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<th>Milestones: Check Deadlines</th>
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<tr>
<td>Spring 2018</td>
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<tr>
<td>Fall 2017</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email &amp; Telephone</td>
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<tr>
<td>Student ID</td>
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<tr>
<td>Term</td>
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Plan of Study: NEW Nursing (Clinical) DNP Hours Required: 34 credit hours
University of Southern Mississippi
Teach-Out Plan for the Deletion/Inactivation of Degree Program, Emphasis Area, Certificate, or Minor

<table>
<thead>
<tr>
<th>College:</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or School:</td>
<td>Systems Leadership &amp; Health Outcomes</td>
</tr>
<tr>
<td>Degree/Emphasis/Certificate/Minor:</td>
<td>Nursing (Clinical) DNP; Nursing (Leadership in Nursing) DNP</td>
</tr>
</tbody>
</table>

1. Date for suspension of admission: Fall 2016

2. Estimated date current students will complete teach-out plan: Fall 2018

3. Provide an explanation of how affected parties (students, faculty, staff) will be informed of the impending closure of the degree/emphasis/certificate/minor. Provide as well an explanation of how students will be advised as to their options.

   Students presently in these programs will be taught out per their regular Plan of Study. The degree emphasis areas are not closing, just being modified and moving online. New students admitted in Fall 17 will take the new program of study online. There were no students enrolled in the Nursing (Leadership in Nursing) DNP in 2016.

4. Provide (here or as an attachment) an explanation of how all affected students will be helped to complete their programs of study with minimal disruption. Include a detailed schedule of course offerings that will allow students in the emphasis area and/or degree to complete their programs of study.

   There will not be disruption, and substitutions, etc. will not be needed. All students admitted in semesters before Fall 17 will be taught their regular POS/Program.

5. Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students (including additional travel requirements) and, if so, how the students will be notified:
<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>NSG 8600</td>
<td>Online BA 660</td>
<td>3</td>
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<tr>
<td>NSG 8611</td>
<td>Online BA 611</td>
<td>3</td>
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<td>NSG 8600</td>
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<td>Online NSG 641</td>
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</table>

**Required:** 55 credits minimum 623 credits

**Total Hours:** 623

**Plan of Study:**

**BSN to DNP Leadership in Nursing (DNP)**

**Program:**

**Transfer Hours:**

**Internship Hours:**

**Subtotal Hours:**

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

<table>
<thead>
<tr>
<th>College:</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or School:</td>
<td>Systems Leadership &amp; Health Outcomes</td>
</tr>
<tr>
<td>Degree/Emphasis/Certificate/Minor:</td>
<td>Nursing (Clinical) DNP; Nursing (Leadership in Nursing) DNP</td>
</tr>
</tbody>
</table>

1. Date for suspension of admission: Fall 2016

2. Estimated date current students will complete teach-out plan: Fall 2018

3. Provide an explanation of how affected parties (students, faculty, staff) will be informed of the impending closure of the degree/emphasis/certificate/minor. Provide as well an explanation of how students will be advised as to their options.

   Students presently in these programs will be taught out per their regular Plan of Study. The degree emphasis areas are not closing, just being modified and moving online. New students admitted in Fall 17 will take the new program of study online. There were no students enrolled in the Nursing (Leadership in Nursing) DNP in 2016.

4. Provide (here or as an attachment) an explanation of how all affected students will be helped to complete their programs of study with minimal disruption. Include a detailed schedule of course offerings that will allow students in the emphasis area and/or degree to complete their programs of study.

   There will not be disruption, and substitutions, etc. will not be needed. All students admitted in semesters before Fall 17 will be taught their regular POS/Program.

5. Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students (including additional travel requirements) and, if so, how the students will be notified:
No additional charges or expenses will be incurred.

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

N/A. Faculty who teach in the DNP programs will transition from teaching the DNP program courses 49% online to 90% online.

Prepared by Bonnie Lee Harbaugh, PhD, RN

Signature: Bonnie Lee Harbaugh Date: 1/29/17

College Dean Signature: Date: 2/3/17

Please submit this information (1) to the Academic or Graduate Council as part of a proposal after December 2016 or (2) to the Office of the Provost if proposal has already been reviewed by the appropriate council.

Contact Dr. Bill Powell (6-4487) or Ms. Kathryn Lowery (6-6775) with any questions.
Associate Graduate Faculty Recommendation Form

Name _______________________________ EMPLID ____________________

E-mail _______________________________ Date arrived USM ________________

Academic Rank _________________________ College ____________________ Campus ___________________

Dept. _________________________ Dept. Box _____________________ Phone _______________________

☐ Initial Appointment
Attach current vita (2 pages max) that documents your date of employment at USM. Plus, attach at least one:
☐ RCR training certificate attached
☐ Completed USM graduate mentorship

☐ Reappointment
Attach current vita (2 pages max) Plus, attach at least one:
☐ RCR training certificate attached
☐ Completed USM graduate mentorship training.

☐ Committee Only
Attach current vita (2 pages max) Check one:
☐ Will serve on multiple committees
☐ Will serve on a committee for a specific student (provide student name)

Graduate Teaching Credentials

Highest Degree ___________________ Year __________ Institution ________________________________

Has this applicant completed the terminal degree in their field? ○ Yes ○ No

(If you answered no to the previous question, attach a memorandum to this form explaining the applicant’s qualifications.)

Courses to be taught: ________________________________

Graduate Committee Credentials (Check One)

| Associate Status (A1-A3 for part-time, visiting, adjunct, and teaching faculty; A-4 only for full time USM non-tenure teaching track faculty with completed terminal degree). Associate status expires after three years. |
| Suites |
| ☐ A1 May not serve on graduate committees. |
| ☐ A2 May serve on Master’s or Specialist degree committees. CV must document research or clinical activity. |
| ☐ A3 May serve on Doctoral, Master’s or Specialist degree committees. CV must document research or clinical activity and include a completed terminal doctoral degree (or its equivalent). Applicants who are A.B.D. may not hold A3 status. |
| ☐ A4 May chair Doctoral, Master’s or Specialist degree projects (not dissertations). CV must document research or clinical activity; must include a completed terminal doctoral degree (or its equivalent); must be full-time USM non-tenure teaching track faculty. |

Signatures:

Chair/Director _______________________________ Date _______________________________

College Dean _______________________________ Date _______________________________

ASSOCIATE STATUS REQUESTS MUST INCLUDE A LETTER OF RATIONALE FROM THE DEPARTMENT CHAIR

Approved by Graduate Council _______________________________ Date: _______________________________

Approved by Dean of the Graduate School _______________________________ Date: _______________________________
Regular Graduate Faculty Recommendation Form

Name ___________________________ EMPLID ________________

E-mail ___________________________ Date arrived USM ____________

Academic Rank ____________________ College ________________ Campus ________________

Dept. _____________________________ Dept. Box ________________ Phone ________________

<table>
<thead>
<tr>
<th>□ Initial Appointment</th>
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<td>□ RCR training certificate attached</td>
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<tr>
<td>□ Completed USM graduate mentorship training.</td>
<td>□ Completed USM graduate mentorship training.</td>
</tr>
</tbody>
</table>

Graduate Teaching Credentials

Highest Degree ______________ Year __________ Institution __________________________

Has this applicant completed the terminal degree in their field? ○ Yes ○ No

(If you answered no to the previous question, attach a memorandum to this form explaining the applicant’s qualifications.)

Courses to be taught: ____________________________________________________________

Graduate Committee Credentials (Check One)

Regular Status (for tenured and tenure-track faculty) - Regular status expires after five years.

○ R1 May serve on Master’s or Specialist degree committees. CV must document research activity.

○ R2 May serve on Doctoral, Master’s or Specialist degree committees. May chair Master’s or Specialist degree committees. CV must document publications or presentations within the last 5 yrs.

○ R3 May serve on Doctoral, Master’s or Specialist degree committees. May chair Doctoral, Master’s or Specialist degree committees. CV must document publications or presentations within the last 5 years and show a consistent, active engagement in the professional field.

Signatures:

Chair/Director ___________________________ Date ________________

College Dean ___________________________ Date ________________

Approved by Graduate Council ___________________________ Approved by Dean of the Graduate School ___________________________

Date: ___________________________ Date: ___________________________
Accelerated Master’s Options at The University of Southern Mississippi (INITIAL PROPOSAL)

**Audience:** Highly qualified undergraduate students classified as seniors

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

**Graduate School Admission Requirements:** Individual programs should develop internal acceptance forms and policies that may establish additional requirements, such as standardized test scores, the completion of specific undergraduate courses, a higher undergraduate GPA, a statement of educational goals, etc. Students will meet the following criteria:

The student must:

1. have completed or be nearing interested students should contact the specific department offering an accelerated master’s option.
2. completion of general education curriculum requirements (GEC 01-06)
3. have completed a minimum of 90 hours of graded undergraduate coursework before beginning the first graduate course (an application can be submitted before the completion of 90 hours)
4. have achieved and must maintain an undergraduate grade point average of 3.50 or higher
5. have completed at least 15 hours of appropriate DEG coursework in the undergraduate major
6. have completed all department specific AMO application forms. A formal application to the graduate school is not required to be enrolled in the AMO.
7. submit the Undergraduate Request to Enroll in Graduate Courses form

For a seamless transition from an undergraduate program to a graduate program, the AMO student should submit a graduate application with all required documents and payment of the application fee no later than the final semester of the senior undergraduate year and meet application deadlines. The application will be reviewed by the department and a decision on admission will be made according to the same will be required upon completion of the undergraduate degree and prior to be enrolled as a graduate, degree-seeking student. Students completing the AMO are required to complete the same graduate application process as all applicants. Completion of the AMO does not automatically result in admission to the graduate program. Submission of Undergraduate Request to Enroll in Graduate Courses form

**Additional Information - Students**

- Students engaged in an AMO will be charged the undergraduate tuition rate.
• AMO students will retain their eligibility for financial aid at the undergraduate level provided they maintain a full-time student classification.
• AMO students are limited to 153 hours of combined undergraduate/graduate coursework during a semester.
• The accelerated master’s option may be available in programs other than the student’s undergraduate major.
• Students may opt out of an AMO at any time and complete the required undergraduate degree plan. Any graduate credit earned to that point can be applied to the undergraduate degree plan.
• AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master’s Option.
• The graduate degree cannot be awarded until an AMO student meets all requirements for the undergraduate degree.
• A graduate course successfully completed to fulfill undergraduate degree requirements will be graded as Pass, which will not affect the student’s undergraduate grade point average. The letter grade for the course will be included in the master’s program GPA.

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

Graduate Dean’s Report (February 2017)

Student Spotlight

Psychology Students and Faculty Assist in Tornado Relief
The University of Southern Mississippi stepped up to assist the Hattiesburg community following the devastating EF3 tornado that hit the area in the early morning hours of Saturday, January 21. Among those helping out were clinical psychology Ph.D. program faculty, students, and their family and friends. After checking in at the volunteer response center at East Jerusalem Baptist Church in downtown Hattiesburg on Saturday, January 28, the group received their assignment and spent the day cleaning up a neighborhood on Sullivan Street that was nearly decimated by the storm.

Fostering Faculty and Student Success

Students and Faculty Learn the Value of Effective Mentorship
In partnership with other campus offices, the Graduate School is mentoring and providing effective mentorship training for both students and faculty throughout the spring semester. On February 7, as a part of Black History Month events, outstanding faculty and graduate students networked with minority undergraduate students at a roundtable event called “Success Strategies for Graduate School.” Discussion leaders shared their personal paths to their present positions; how students can prepare to create competitive

Dr. Sheila Davis (center) and graduate student Caitlyn Chambers (far left) discuss how to prepare for graduate school with undergraduate students
Faculty leaders included Dr. Sheila Davis, professor, Department of Systems Leadership and Health Outcomes; Dr. SherRhonda Gibbs, associate professor, Department of Management and International Business; and Dr. Marcus Coleman, assistant professor, Department of Communication Studies. Graduate student leaders included doctoral students Brian Street, Social Work; Donovan McLauren, Biological Sciences; and Caitlyn Chambers, School Psychology; along with Rachel Young, a master’s student in Child and Family Studies. The Office of Multicultural Programs and Services co-sponsored this event.

The first of three lunch and learn mentorship workshops for new faculty and graduate students was held on the Gulf Park campus on Tuesday, February 14. Entitled “Mentorship Matters: How to Mentor – and be Mentored – as a Faculty Member,” the panel discussion of case studies was led by Dr. Kenneth Zantow, associate professor of Management and International Business; Dr. Jennifer Walker, associate dean, College of Science and Technology, and associate professor of Biological Sciences; and Dr. Deanne Nuwer, associate dean, College of Arts and Letters, and associate professor of History. Also contributing was Dr. Casey Maugh-Funderburk, Vice Provost, Gulf Park campus. Faculty from the Gulf Park and Hattiesburg (via IVN) campuses discussed strategies for managing realistic challenges in graduate mentorship. This event was co-sponsored by The Provost’s First Year Foundations New Faculty Development Program, and Drs. Ann Blankenship and Alan Thompson, First Year Foundations Coordinators, were co-organizers and contributors to the program. Vanessa Molden, Coordinator of Special Projects in the Graduate School, and Bonnie Cooper, Assistant to the Provost for Faculty Development, organized all mentorship workshops. This workshop will be held on the Hattiesburg campus on February 24 and March 24, as detailed below.

Graduate News from Colleges

College of Arts and Letters
Department of English
Dr. Sreerupa Sengupta, who received her Ph.D. in December 2016, will publish her first peer-reviewed article in Women’s Studies: An Interdisciplinary Journal. The article, entitled “Mother before time: pregnancy, sexuality, and oppression in Taslima Nasrin’s Getting Even,” will appear in a forthcoming issue. Her major professor was Dr. Charles Sumner. Dr. Sengupta is currently an instructor of English at Auburn University.
College of Business
Department of Economic Development, Tourism, & Sport Management
The online master’s degree program in Sport Management was ranked 8th nationally by The Sports Management Degree Guide, based on student to faculty ratios, graduate tuition and undergraduate net cost, concentration areas and accreditation. Bestcolleges.com ranked the program 16th in the country based on available courses, specializations available, student outcomes, and career support services. The program “prepares students for careers as stadium events coordinators, recreation specialists, special events coordinators, and more.” For full article see Southern Miss Now at https://news.usm.edu/article/usm-online-sport-management-degree-programs-receive-lofty-rankings.

School of Accountancy
Twenty of twenty-one students (95.2%) in the Master of Professional Accountancy (MPA) program completed training requirements and passed the exam to become certified as a Specialist in Microsoft Excel. According to Amber Hatten, Director of the MPA program, “Microsoft Office Specialist (MOS) 2016 Certification gives students a commanding competitive edge in today’s academic and professional environments.” The certification demonstrates “globally-recognized, industry-endorsed evidence of skills mastery in Microsoft Excel,” and “ability and willingness to embrace new technologies.”

College of Education and Psychology
School Psychology doctoral students were awarded internships at top American Psychological Association (APA)-accredited institutions for a 100% placement rate.
- Marian Melendez-Torres will intern at the Pediatric Developmental Disorders Clinic of Johns Hopkins Kennedy Krieger Center.
- Jamie Pasqua will study behavioral pediatrics during her internship at the Munroe Meyer Institute at the University of Nebraska Medical Center, an agency of the Nebraska Internship Consortium.
- Heather Whipple will intern at Johns Hopkins Kennedy Krieger Center focusing on the discipline applied behavior analysis, a field of advanced training within the Neurobehavioral Unit.

College of Health
Department of Speech and Hearing Sciences
- Last year the department was reaccredited according to American Speech-Language-Hearing Association (ASHA) and Council on Academic Accreditation (CAA) standards for the doctoral audiology and master’s speech pathology programs.
- Mary Schaub, assistant professor, was voted the 2016 Outstanding Alumnus for the Department of Communication Disorders at the University of Wyoming.
- Dr. Kelly Metz, assistant professor, was selected president-elect for the Association of College Educators - Deaf and Hard of Hearing. The president-elect position begins Dr. Metz’ three-year commitment to leadership in the association which will include serving as president in 2018 and past president in 2019.
- Dr. Kimberly Ward, assistant professor and audiology clinic coordinator, and Amy Rosonet, clinical instructor and speech-language pathology clinic director, are organizers of the Mississippi Speech-Language-Hearing Association Continuing Education Conference to be held in Natchez March 29-31. The conference, which will feature more than 50 speakers including several of international renown, will offer the opportunity for attendees to earn CEU credits.
College of Nursing

Dr. Gulenia Rikabi, assistant professor, Department of Advanced Practice, will be a keynote speaker and present a podium presentation entitled “A Quality Improvement Project: A Patient-Centered Motivational Program to Improve Adherence to Lifestyle Modifications in Patients with Dyslipidemia” at the Twenty-fourth Global Nursing Conference in Amsterdam, Netherlands. The conference, to be held March 1-2, has the theme “Exploring Latest Innovations in Nursing and Health Care.”

First-year South Korean nursing students, So-Hyun Lee and Hye-wan Gwon from Woosong University in the Republic of Korea toured Asbury Hall and learned about the Nurse Anesthesia Program during a recent visit to Southern Miss. Both students aspire to become certified registered nurse anesthetists (CRNA’s) and visited the College of Nursing to “learn more about the practice of CRNA’s in the U.S.” They became interested in Southern Miss’ CRNA program after hearing Dr. Michong Rayborn, assistant professor, speak at an international conference. While in Mississippi the students attended the Mississippi Association of Nurse Anesthetists (MANA) meeting in Jackson held January 26-27. For complete article, see Southern Miss Now (http://news.usm.edu/article/south-korean-students-visit-southern-miss-nurse-anesthesia-program).

College of Science and Technology

Division of Coastal Sciences

Master’s student Alex Fogg published his first peer-reviewed article: Fogg, A.Q., N.J. Brown-Peterson, and M.S. Peterson. (2017). Reproductive life history characteristics of invasive red lionfish (Pterois volitans) in the northern Gulf of Mexico. Bulletin of Marine Science 93(3): (doi: https://doi.org/10.5343/bms.2016.1095). Alex is scheduled to graduate this May. His major professor is Dr. Mark Peterson.

Last month Dr. Mark Peterson, professor (retired), Division of Coastal Sciences, was appointed Associate Editor for the journal Estuaries and Coasts, the journal of the Coastal and Estuarine Research Federation.
Department of Geography and Geology

Geography master’s students Josh Oliver, Michael Thornton, and Charles White each published their first peer-reviewed article in scholarly journals. Their major professor is Dr. Grant Harley, assistant professor.


Professional Development Opportunities for Graduate Students and Faculty

Susan A. Siltanen Graduate Research Symposium (Tuesday, April 4, 9 a.m. - noon, Thad Cochran Center)

More than 110 master’s and doctoral students submitted abstracts for this year’s Susan A. Siltanen Graduate Research Symposium, selecting from the categories arts and humanities; social and educational sciences and business; physical sciences and mathematics; or life, health, and environmental sciences. Faculty are needed to judge poster or oral presentations. Judges are invited to attend the luncheon which immediately follows the symposium. Faculty who can be available to judge all or part of the morning may sign up by using the Mach Form at the following link: https://forms.usm.edu/graduate-school/view.php?id=51045.

Mentoring Matters: How to be a Mentor – and be Mentored – as a Faculty Member Lunch and Learn Workshops

Good mentoring is crucial to a student’s degree progress and ultimate success. Yet, being an effective mentor is rarely second nature to anyone. It requires training, practice, and the willingness to learn from the experience of others. We are providing an opportunity for faculty and graduate students to begin to develop mentorship skills through Mentoring Matters workshops. Respected veteran faculty mentors from the Colleges of Arts and Letters; Education and Psychology; Health; Nursing; and Science and Technology will lead roundtable discussions of case studies that illustrate realistic challenges in mentoring graduate students, allowing participants to learn from leaders and peers through interactive dialog. Faculty and graduate students may register by visiting First Year Foundations at the following link https://www.usm.edu/center-faculty-development/first-year-foundations and clicking the “register here” button.

- Dates and locations for the workshops:
  - Friday, February 24, noon to 1:30 p.m., Trent Lott Center, Room A-D
  - Friday, March 24, noon to 1:30 p.m., Cook Library Art Gallery
Citation Management Tools: Zotero and Mendeley
Learn how to manage citations for research projects, papers, theses, and dissertations by attending one or more workshops about the free citation management tools, Zotero and Mendeley. Staff librarians will demonstrate how to create an account, export citations from the most widely-used scholarly databases, organize citations, and automatically generate bibliographies and in-text citations using each tool. The workshops, led by librarians Elena Azadbakht (elena.azadbakht@usm.edu or 601.266.6424) in Hattiesburg and Adrienne McPhaul (Adrienne.mcphaul@usm.edu or 228.214.3467) in Long Beach will be offered several times this spring at both Hattiesburg and Gulf Coast campuses. This workshop may also be scheduled for a class, student group, or faculty meeting. Contact Elena or Adrienne for more information.

- Dates and locations for the workshops:
  - Cook Library Room 123 (LIB 123)
    - Monday, February 20, 3-4 p.m.
    - Wednesday, March 8, noon-1 p.m.
  - Gulf Coast Library Room 213 (GLIB 213)
    - Monday, February 20, 3-4 p.m.
    - Wednesday, March 8, noon-1 p.m.
  - Gunter Library, Caylor Building 104 (GCRL)
    - Friday, March 31, 10-11 a.m.

News from the Graduate School

Important Information on Hiring Graduate Assistants
Thanks to academic and auxiliary units who attended informational workshops on hiring graduate assistants led by Graduate School staff Carolyn Cawthon and Shelby Flores and Human Resource Specialist Mary Alexander in early February. The following are key “take-away” items from the workshops.

- The minimum stipend for a full-time graduate assistantship is $7200 per nine months equally distributed between fall and spring semesters ($3600 in fall; $3600 in spring). Any E&G funded GA must receive a tuition waiver (20 hours/week = full tuition waiver; 10 hours/week = half tuition waiver).
- Departments are encouraged to award 9-month GA appointments. Summer appointments must be accompanied by a separate assignment form.
- E&G stipend funds may be used only to hire a GA. These funds may not be used to hire a student in any other capacity.
- All GA’s must be full time students enrolled in at least 9 graduate-level credit hours during fall and spring and 3 hours during summer unless enrolled in a designated 1 hour summer course that carries full-time status. (Neither audit nor undergraduate coursework count toward full time enrollment).
- Tuition will be prorated for GA’s who work only part of a semester. The tuition proration policy is included below.
- A GA who is placed on probation will not lose the assistantship during the probationary period unless the department chooses to terminate the student. A student on probation has one semester to return to good academic standing. If at the end of the probationary period the student has not returned to good academic standing, he/she will be terminated from the assistantship and dismissed from the program.
- Effective dates for GA employment for AY 2017-18 are as follows:
Assignment Period | Assistantship Start Date | Assistantship End Date
--- | --- | ---
Fall 2017 only | August 14 | December 15
Spring 2018 only | January 11 | May 18
Summer 2018 only | June 1 | August 5
Fall 2017 - Spring 2018 | August 14 | May 18

- **Deadlines** for the Graduate School to receive correctly-completed GA assignment forms will be strictly enforced. The Graduate School will not accept late forms. For academic units who miss the deadline, academic deans will reallocate E&G-supported GA lines for the current academic year; for non-academic or support units who miss deadlines, the Dean of the Graduate School will reallocate lines for the current year. Obvious exceptions include paperwork for GA’s on new grants or contracts which may not be awarded in time to meet deadlines. Upcoming deadlines:

<table>
<thead>
<tr>
<th>Assistantship Begins</th>
<th>Deadline for Graduate School to Receive GA Assignment Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>July 14 by 5:00 pm</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>May 12 by 5:00 pm</td>
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- GA hiring administrators should use the Pay Rate Calculator (see link) to calculate biweekly compensation rate for GA’s. [https://www.usm.edu/graduate-school.ga-rate-pay-calculator](https://www.usm.edu/graduate-school镓-rate-pay-calculator).

**Graduate School Operating Policy on Tuition Proration for Graduate Assistants**

Tuition for students holding an assistantship for only a part of a semester will be prorated in the following situations:

A. **A GA fully supported on E&G funds, including the stipend and tuition waiver:**
   a. If the student is enrolled after the 5th class day, resigns or is terminated before the end of the semester, or drops below 9 graduate hours, then both in-state and out-of-state tuition will be prorated.
   b. Exceptions that leave the tuition waiver intact include the following. If a department chooses to fill the vacated line in these situations, the tuition will be prorated for both the current and incoming GA.
      i. A student completes all requirements for a degree and resigns before the end of the term (Example, the student resigns to accept a job).
      ii. A student has a documented major medical issue or military deployment and must leave the assistantship before the end of term.

B. **A GA fully supported on grants. (Both the stipend and tuition are paid from a grant):**
   a. Tuition will not be prorated on the front end because the agency pays the tuition unless proration is requested by the principal investigator.
   b. Tuition will be prorated if the student resigns, is terminated, or drops below 9 graduate hours before the end of the semester.
   c. Exceptions are the same as above.

C. **A GA stipend supported on a grant, but an E&G tuition waiver provided by USM:**
   a. All stipulations from item A apply.

**Taking You TO THE TOP!**

_Elevating you to a higher level of academic and professional achievement_