Graduate Council
Mississippi State University

Number: 3  
Date: November 30, 2013


Absent: A. Bourgeois, D. Lewis (excused) B. Mikel

Guests: F. Williams, Trisha Phillips

1. Graduate Council Chair Dr. Juan Silva asked for a motion to approve the Graduate Council minutes of August 24, 2012.

2. Dr. Scott Roberts made a motion to approve the minutes. The motion was seconded by Dr. Dwight Hare. Graduate Council approved the August 24, 2012 minutes.

3. Dr. Silva asked for a motion to approve the Graduate Council minutes of September 28, 2012.

4. Dr. Russell Carr made a motion to approve the minutes. The motion was seconded by Dr. Dan Reynolds. Graduate Council approved the September 28, 2012 minutes.

5. University Committee on Courses and Curricula (UCCC)

   In the absence of Dr. Bourgeois, Dr. Silva asked Dr. Frankie Williams, Department Head for Leadership and Foundations, to speak about the modification to the MS in School Administration and answer questions, as needed.

   Dr. Hare made a motion to accept the proposal as presented. Dr. Carr seconded the motion. Brief discussion followed and Dr. Williams answered the concerns. It was decided that all the wording in the proposal will be changed to say “campus 5” and that the name AOCE will be changed to the current name of Center for Distance Education.

   Graduate Council voted and approved the modification to MS in School Administration proposal by acclamation.

6. Report from the Office of the Graduate School (OGS)

   Dr. Louis D’Abramo, Dean of the Graduate School, presented the following report:

   - Staff
Ms. Joanne To, Business Manager II, is on extended leave after surgery. She should return to the OGS in early January.

- **Applications**
  As of November 21, the number of applications for the spring 2013 semester was 785, down 99 from last year at this time. The overall decrease is 11.2%. International applications are up by 11.5%, whereas domestic applications are down 19%. The decrease in applications for graduate school at MSU is following a national trend. Distance education applications for the spring 2013 semester are down by 29 from this time last year (270 vs. 241), a reduction of 10.7% that is exclusively attributed to decreases in domestic applications.

- **Graduation Fall 2013**
  Currently, a total of 293 graduate students applied for fall 2012 graduation to date. As of today, 284 graduate students are on track to graduate. That breaks down to 230 masters, 7 educational specialists and 47 PhD's. The average of Ph.D.s awarded for the past two fall semesters is 46.5. The last date to apply for graduation is December 4.

- **Health Insurance Supplements for Graduate Students**
  A total 467 graduate assistants received supplements that totaled $104,800, 410 received $200 (one semester) and 57 received a $400 supplement (all year). These supplements were posted to the students’ banner accounts in October. The OGS is investigating the possibility of posting supplements earlier in the semester.

- **Graduate Recruitment Assistance Grants (GRAGs)**
  A total of $25,000 was budgeted for awards associated with the Graduate Recruitment Assistance Grants program for the 2012-2013 fiscal year. Applications that originated from 20 departments in 6 colleges requested a total of $38,804. The response and quality of proposals continue to be outstanding. Of the total 20 applications, one proposal was fully funded, 15 proposals were partially funded, and 4 proposals were not funded.

- **Office of the Graduate School Assistantships**
  A total of 8 assistantships were awarded. Most of the awards (5) were for four semesters with a possibility of funding for an additional semester. One award was limited to 2 semesters and two awards were for 4 semesters with no opportunity for funding for an additional semester. The total amount awarded was $268,125. The awards were distributed over four colleges Bagley College of Engineering (3 students), College of Ag & Life Sciences (2 students), College of Forest Resources (2 students), College of Arts and Sciences (1 student).

- **Honor Code Policy and Academic Grievance Policy for Graduate Students**
  Another version of the Academic Grievance Policy, now in the form of an AOP, was recently reviewed by the Associate Deans Council and is now ready to return to the Deans Council for review. A subcommittee of the Deans Council provided recommendations for revision of the Honor Code policy. These recommendations prompted considerable discussion leading to the recommendation that the policy be returned to the original ad hoc committee for review and revision based on the comments provided by the Deans Council.

- **Academic Integrity Week – OGS Participation**
  The Office of the Graduate School sponsored a roundtable discussion called "Ethical Conduct of Research" in Fowlkes Auditorium on November 1 as a part of Academic Integrity Week on campus. The panelists were four Giles Distinguished professors, Drs. Lou D’Abramo, Keith Coble, Allison Pearson, and Lori Bruce, and Trisha Phillips, Associate Professor of Philosophy.
and Religion. The discussion was moderated by GSA president Thomas Sellers. The discussion included such topics as how each panelist managed personal encounters with research misconduct by students or colleagues, assigning authorship on peer reviewed publications, and reaction to case studies in research ethics. Approximately 45 graduate students and faculty attended the roundtable. The roundtable was filmed.

- **Description of Graduate Coordinator Duties** (Handout 1)
  A description of the duties of Graduate Coordinators has been completed and will be sent to all graduate coordinators and department heads. The information will be added to the OGS website.

- **Graduate Assistant Handbook** (Handout 2)
  The Graduate Assistant Handbook has been completely revised and is available for downloading from the OGS website.

- **Graduate Teaching Assistant and Orientation**
  The Graduate Teaching Assistant Orientation and Classroom Certification are scheduled for January 4 and 5, respectively. More faculty volunteers are needed to participate as judges in Classroom Certification for 2 hours early Saturday afternoon. Please contact Ms. Margaret Mullen, Program Coordinator in the Office of the Graduate School if you are willing to participate.

7. **Report from Graduate Student Association (GSA)**

GSA President Thomas Sellers presented the following report:

Mr. Sellers thanked Drs. D’Abramo and Coats as well as Ms. McMullen for their input on the roundtable discussion on ethics during Academic Integrity Week. It was very beneficial and the GSA welcomed the opportunity to be part of it. GSA held its last meeting for the semester and is now busy setting the dates for the GSA symposium (tentative April 13) and the GSA Banquet (tentative April 24).

1. **New Business**

   a) **Report of plan to develop Honor Code/Ethics training module for all incoming graduate students (Phillips – Handout 3)**

   Dr. D’Abramo explained that OGS has been developing an ethics training module for all incoming graduate students, including distance students. Provost Gilbert is supportive of this idea and asked to move forward. Dr. Trisha Phillips from the department of Philosophy and Religion has developed a three-part proposal.

   Dr. Phillips explained that the proposed policy consists of academic integrity training, teaching ethics and responsible conduct of research, see handout.

   Discussion followed. Dr. Phillips stressed that such a policy would demonstrate MSU’s commitment to ethical behavior. Dr. Teresa Gammill is also very supportive and working with James Orr will ensure that all aspects of ethical training will be covered.
Students would be placed on hold during their first semester to complete the academic integrity training. They would not be allowed to register for the next semester until they completed the training.

Dr. Coats made a motion to ask Graduate Council for a vote of endorsement to implement the Ethics Training Module. Dr. Wes Schilling seconded the motion. Graduate Council voted to endorse the Ethics Training Module by acclamation.

b) Number of Non-Research Credits with an S grade allowed on POS (Silva)

Dr. Silva presented a report from a subcommittee consisting of Drs. Silva, Lara Dodds and Russell Carr that reviewed this issue. He stated that the recommendation of the subcommittee is to allow up to 6 hours of S grades on programs of studies for master’s and educational specialists and up to 9 hours of S grades on programs of studies for PhD’s.

Dr. Silva made a motion to accept the recommendation of the subcommittee as presented. Dr. Steve Elder seconded the motion. Graduate Council voted to accept the recommendation of the subcommittee by acclamation.

In the absence of other business, the meeting adjourned at 3:05 p.m.

Since the December 14, 2012 Graduate Council meeting was cancelled, the next Graduate Council meeting is scheduled for Friday, January 25, 2013 at 1:30 p.m. in 611 Allen Hall.
Graduate Coordinator Duties

Graduate coordinators are expected to be devoted to excellence in the quality of graduate programs and graduate students in their respective departments. These responsibilities have their foundation in service to the department and assistance to the Office of the Graduate School in the pursuit and maintenance of excellence, integrity, and accountability in graduate education at Mississippi State University. The following list identifies many of the key responsibilities commonly held by graduate coordinators and serves as a guide of expectations of a graduate coordinator. Some duties may be unique and not listed; others may not be applicable to a graduate coordinator within a particular department.

A. Required (Expected)

• Attends biennial graduate coordinator training provided by the Graduate School
• Serves as a liaison between the department/program and the Graduate School
• Provides graduate students and major professors with information about Graduate School policy
• Expedites follow-up contacts with prospects identified during recruiting events attended by the Graduate School
• Provides guidance to graduate students and major professors for submission of appropriate forms, requests, or documentation to the Graduate School
• Participates in establishing quality standards for graduate programs
• Collects and maintains data on graduate student demographics, progress, retention, and completion to monitor program effectiveness
• Reports Institutional Effectiveness (IE) data for graduate programs
• Assists in setting graduate student enrollment goals for graduate programs
• Monitors student: programmatic progress
  o Informs students of approaching deadlines and consequences of failure to meet deadlines
  o Addresses discrepancies or omissions in student records
  o In accordance with departmental protocol, initiates probation or dismissal when a student’s academic or research progress or performance is unsatisfactory
  o Helps reconcile time-limit rule violations and requests for extensions
  o Manages requests for readmission following withdrawal from a program
  o Prepares graduation checklists and submits them to the Graduate School
• Coordinates departmental review of applications and admissions decisions in a timely manner
  o Informs departmental faculty when new applications are ready for review
  o Reviews departmental admissions decisions and monitors compliance with programmatic standards
  o Informs Graduate School of departmental decisions concerning admission
• Processes (or assists) CAPP registration for graduate students

B. Other Duties (if not assigned to other faculty/staff; some may not be applicable to all departments/programs)

• Provides annual updates or changes for the Bulletin of the Graduate School
• Is familiar with English for international student applicants (TOEFL/IELTS) score requirements of the Graduate School and how scores impact international students
• Is familiar with other admission standards (GRE, GMAT, etc) for the department/concentration
• Participates in graduate student recruitment
  ○ Makes campus visits to establish contacts with prospective students
  ○ Responds to prospective student phone calls or emails
• Serves as temporary advisor to newly-admitted students who have not identified a major professor
• Attends and participates in GTA workshops
• Works with the department head to assign graduate assistantships and duties
• Coordinates nominations for departmental or university graduate student awards
• Serves as a member of the departmental Graduate Committee and other departmental committees pertaining to graduate students or graduate education
• Reviews and approves minor coursework when a minor is chosen from within his/her department.
• Serves as contact person for graduate students filing appeals
• Assists in program coordination of comprehensive examinations
• May attend comprehensive examinations and thesis/dissertation defenses
• Reviews theses and dissertations to ensure compliance with Graduate School and University standards and signs these documents
# GRADUATE ASSISTANT HANDBOOK

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Congratulations on being selected as a graduate assistant! The award of a graduate assistantship is a very high honor. You have demonstrated not only superior academic achievement, but also a commitment and motivation which are very important in becoming a competent and productive professional. The Office of the Graduate School applauds you on the recognition of your achievements.

A graduate assistant is a very important and unique position in the University. While assistantships are held only by students, many students may be given some duties and responsibilities of a faculty member. A graduate assistant must perform well in both roles simultaneously and therefore must be familiar with expectations of both positions and their importance within the structure and organization of the University. This Handbook has been developed to assist you in this understanding by providing important information for your success in this position. One section of this document specifically addresses the expectations of Graduate Teaching Assistants relative to their interaction with students.

The information presented in this Handbook is an abridged consolidation from different University sources. Do not assume this Handbook to be a replacement for the Bulletin of the Graduate School or related publications. Therefore, please consult and know policy and regulations found in these other University publications.

If you have concerns which are not addressed in this Handbook, consult with your graduate advisor, graduate coordinator or director, and/or the appropriate member of the staff of the Office of the Graduate School.

Best wishes to you in your service to the University in this very important position and your pursuit of your graduate degree.
A. POLICIES AND PROCEDURES GOVERNING GRADUATE ASSISTANTSHIPS

GRADUATE ASSISTANTSHIPS

Graduate assistantships are provided as financial support for graduate students. They are intended to facilitate progress toward the earning of a graduate degree. Graduate research, teaching, and service assistantships are available on an annual or nine-month basis. Individual academic and non-academic departments/units are responsible for awarding the assistantship, establishing duties and responsibilities, work schedule, and determining stipend rate. A graduate assistant’s work schedule must not exceed 20 hours per week. The minimum stipend rate is $600.00 per month.

TYPES OF ASSISTANTSHIP APPOINTMENTS

Graduate Research Assistantships (GRA) - Graduate Research Assistants perform duties in support of University research, which may or may not relate to a student’s thesis/dissertation. Many University academic, research, and administrative offices employ GRAs. This opportunity provides an excellent means for students to learn new techniques and methods as well as expand their knowledge by association with research-oriented responsibilities, whether employed within the student’s academic discipline or in another department. Duties and stipends vary from program to program and are dependent on the nature of assigned duties.

Graduate Service Assistants (GSA) - Graduate Service Assistants aid faculty and staff members with administrative functions. GSA appointments are available in many academic and non-academic units. Duties vary, depending on administrative needs of the unit making the award, and stipends vary according to the nature of assigned duties.

Graduate Teaching Assistant (GTA) - Graduate Teaching Assistants work under the direct supervision of graduate faculty members and are assigned duties related directly to instruction, such as assisting in the preparation of lectures, leading discussion sections, conducting laboratory exercises, grading papers, and keeping class records. Advanced graduate students who have completed 18 graduate credit hours in his or her teaching discipline may be given primary responsibility for teaching an undergraduate course, including student assessment and assignment of final grades. The 20 hour week work schedule for GTAs is equivalent to teaching courses amounting to 6-credit hours per semester. GTAs may not be assigned primary responsibilities for teaching and student assessment in courses approved for graduate credit.

All graduate students planning to serve as Graduate Teaching Assistants must participate in the Graduate Teaching Assistant Orientation and Classroom Certification Program prior to beginning the first teaching assignment at MSU and satisfy all program/evaluation requirements necessary to obtain the level of certification (GTA1, GTA2, GTA3) corresponding to the duties/responsibilities of the teaching assistantship appointment. Please refer to Graduate Teaching Assistantship Certification in this publication for detailed certification requirements.

ELIGIBILITY FOR ASSISTANTSHIP

Minimum University Eligibility Requirements

To be eligible for an assistantship a student must be admitted to a specific degree program with “regular” or “contingent” status. A student with “contingent” status must, within the first award enrollment period, satisfy all “regular” admission requirements. An assistantship award will be terminated if these requirements are not met. “Unclassified” graduate students or graduate students with “provisional” admission status to a degree program are ineligible to hold an assistantship.

If English is not the native language of an international graduate student, the English Language Requirements for International Students apply and must be satisfied to be eligible for an assistantship. These requirements are found in the International Students Admission section of this publication.
APPLICATION FOR GRADUATE ASSISTANTSHIP

Application for an assistantship must be submitted to the college, department, school, or support unit. The department/unit may provide its own application form or refer the student to the Application for Graduate Assistantship on the Graduate School website (http://www.grad.msstate.edu/forms/pdf/assistantship_app.PDF). The department/unit establishes application deadlines and review procedures.

GRADUATE ASSISTANTSHIP OFFER/APPOINTMENT

Individual academic and non-academic departments are responsible for making the assistantship award offer, establishing the amount of the stipend and the work schedule, and monitoring the performance of the graduate assistant’s duties and responsibilities.

ACCEPTING/DECLINING AN ASSISTANTSHIP OFFER

Council of Graduate Schools—Mississippi State University is a member of the Council of Graduate Schools (CGS) and the Conference of Southern Graduate Schools (CSGS). The University subscribes to the CGS Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants; the resolution and a complete list of participating institutions are available at http://www.cgsnet.org/Default.aspx?tabid=201.

The Resolution reads as follows: “Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.”

“Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.”

GRADUATE ASSISTANTSHIP AWARD, BENEFITS AND TERMINATION

All Graduate Assistants receive a tuition award (exemption) of approximately 71% of the assessed in-state tuition and required fees. Graduate Assistants who are not Mississippi residents also receive 100% exemption of non-resident tuition.

IRS Code states that the tuition remission of those Graduate Service Assistants whose course of study is specifically related to assistantship duties is not taxable. For a Graduate Service Assistant whose course of study is not specifically related to assistantship duties, tuition remission up to $5,250.00 per calendar year is not subject to tax; however, tuition remission in excess of $5,250.00 per calendar year is taxable.

Stipends

Stipends are paid on the fifteenth and the last working day of each month. When employment begins during a pay period, stipends for the first pay period are calculated on a prorated basis.

Health Insurance Supplement

The University provides a health insurance subsidy for Graduate Assistants who purchase the University-sponsored health insurance plan through the MSU Longest Student Health Center. The total health insurance subsidy is $400 per academic year; $200 for the fall semester and $200 for the spring/summer semester. The subsidy will be
deposited into each Graduate Assistant’s account in November and in March. To access information about the University-sponsored health insurance plan, visit http://www.health.msstate.edu/healthcenter/insurance_student.php

**Termination of Assistantship**
If the assistantship is terminated prior to the specified ending date, the assistant’s duties, stipend, and tuition award will cease. The student will also be required to pay back a prorated portion of the previously applied tuition award.

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**RESPONSIBILITIES FOR MAINTAINING A GRADUATE ASSISTANTSHIP**

**REQUIRED COURSE LOAD:**

**Fall and Spring Semesters**—Graduate assistants must be full-time students (registered in at least 9 graduate credit hours) and are prohibited from enrolling in more than 13 graduate credit hours.

**Distance Education** - A graduate assistant tuition award does not cover the cost of Distance Education or ESL courses when a student is enrolled in more than 9 credit hours. Therefore, the graduate assistant is responsible for payment of any additional per credit hour rate incurred as a result of Distance Education or ESL enrollment. The required full-time status must be maintained throughout the entire semester. Therefore, dropping a course is not permitted if the resulting course load results in fewer than the required 9 graduate credit hours. No course in the 9-hour load can be audited or converted to audit status.

**Full- and Half-Summer Awards**—Full-summer awards require an enrollment in at least 6 graduate credit hours; a maximum of 13 credit hours is permitted. Any combination of Maymester, 1st 5-week, 2nd 5-week, or 10-week terms may be used for the 13-credit hour maximum; however, half-summer awards in either 5-week term may require an enrollment in at least 3 graduate credit hours with a maximum of 7 credit hours allowed. Additionally, a student holding a half-summer graduate assistantship must be enrolled in courses offered during the term when the assistantship is awarded.

**Undergraduate Courses**—The full-time course load cannot include undergraduate courses unless the course is a program prerequisite. In such case, only one undergraduate course is permitted as part of the full-time load (per Graduate Council, March 2001). Based on TOEFL scores, the University requires some international students to take ESL 5323 and/or ESL 5313. Both are undergraduate courses and program prerequisites, and a graduate student is permitted to enroll in one of these courses while holding an assistantship. A student cannot be enrolled in ESL 5323 and ELS 5313 concurrently.

**Course Overload** – A graduate assistant wishing to schedule more than a full-time course load maximum of 13 hours may, with the approval of his/her major professor, department head, graduate coordinator and dean, register for more than 13 hours by submitting an Overload Form http://www.provost.msstate.edu/resources/students/forms/forms/Request_for_scheduling_overload_graduate_students.pdf to the major professor. The dean’s office sends the approved form to the Registrar’s Office. Such transmission will allow application of additional tuition exemption consistent with current policy.

**Academic Achievement** - To retain an assistantship, a student must demonstrate satisfactory progress in graduate study. Failure to do so may result in a termination of the assistantship. Unsatisfactory progress may be defined as the failure to maintain a B average in graduate courses attempted after being admitted to a specific program; a grade of U, D, or F in any course; more than two grades below a B; failure of the preliminary/comprehensive examination; an unsatisfactory evaluation of a thesis or dissertation; failure of a research defense; or any other failure of a required component of one's program of study. Any, or a combination of these, may constitute the basis for the termination of a student's graduate study in a degree program. Individual programs have the right to establish their own criteria; however, the preceding definition must be the minimum standard for continuing in
graduate programs and holding graduate assistantships. In the case of dismissal, a student's assistantship is terminated.

**ADDITIONAL EMPLOYMENT**

Full-time graduate assistants (50% appointment) are not permitted to engage in additional employment beyond the 20 hours per week commitment of the assistantship. This prohibition is based on the assumption that a full-time student with this level of work commitment (obligations) would not be able to meet successfully all academic requirements. Before hiring any graduate student to be paid on wages, the unit must check with the Office of the Graduate School to determine the assistantship status of the student.

Any exceptions to the employment policy must have approval of the student’s primary employing department (when additional employment is different from the assistantship granting unit), and the Office of Graduate School PRIOR to the GA performing additional work. A request for such an exception MUST be made in writing by the hiring unit head to Dean of the Graduate School. A copy of the approved request should accompany the pay documents submitted when the work by the student/graduate assistant is completed.

The laws for visa status may place limits on employment eligibility of an international student. If an international student is uncertain about whether visa status allows acceptance of an assistantship or additional work hours, he/she should contact the International Student Office for clarification.

**RETIREMENT**

Graduate assistants are not eligible to participate in the University’s retirement program.

**VACATION, SICK LEAVE AND UNEMPLOYMENT COMPENSATION**

Graduate assistants are not eligible for vacation, sick leave or unemployment compensation. Graduate Assistants are entitled to the same holidays as faculty unless other arrangements are agreed upon in the department.

**INJURIES ON THE JOB**

Graduate assistants, like all MSU employees, are covered by Workers' Compensation. Workers' Compensation is a no-fault insurance plan that is mandated by state law. It pays medical expenses of employees resulting from allowable work-related injury or illness, including roundtrip mileage to receive medical treatment from an approved provider. Any workplace injury or illness must be reported to the supervisor immediately.

**PERMITS AND PARKING**

Any individual who operates or parks a motor vehicle or motorcycle on the campus and streets of Mississippi State University must register the vehicle within 48 hours of bringing the vehicle on campus. The GA permit must be purchased in-person at the Office of Parking Services. The student must bring his/her MSU ID and assistantship offer letter. The GA permit allows graduate assistants to park in any commuter zone or residential zone. This permit does not allow parking in staff zones. The cost of a permit can be obtained by contacting the Office of Parking Services at 662-325-2661 or visiting the following link:

http://www.parkingservices.msstate.edu/parking/

**LEGAL RESIDENT STATUS**

Graduate Assistants are encouraged to petition for residency as soon as requirements are met.

Students are classified as in-state or out-of-state for the purpose of paying University fees. The Office of the Graduate School classifies a student when his/her initial application for admission is processed. The burden of proof for establishing residency resides with the applicant. If a student misrepresents residency status, then the student will be responsible for paying all fees that should have been assessed and will be subject to disciplinary action that may include dismissal. The University Registrar is authorized to change a student’s residence status when evidence that the student is improperly classified is obtained.
**Petition for Change of Residency Classification:** An individual who enters the State of Mississippi from another state and enrolls is considered a non-resident. Any person who has attained twenty-one (21) years of age and resided within the State of Mississippi for twelve (12) consecutive months after attaining twenty-one (21) years of age may petition for a change in residency classification for the purposes of fees and tuition assessment. The petition must be accompanied by a sworn affidavit and other documentation of residency as well as proof of financial independence.

A. The institution is permitted to conduct a reasonable inquiry into the validity of the petitioner’s claim.

B. The petition for change of residency must be received prior to the last day a student may register without penalty for the term in which the student is applying for residency.

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**UNIVERSITY POLICIES RELATING TO STUDENTS**

Your dual role as student and graduate assistant necessitates your review and understanding of University Policy and Regulations that provide guidance and direction for handling complaints. Two documents applicable in such cases are **Student Code of Conduct** and **Policies and Procedures for Handling Academic Misconduct**. These documents can be found at [http://www.msstate.edu/web/security/student_policies.html](http://www.msstate.edu/web/security/student_policies.html).

- Faculty Handbook - [http://www.msstate.edu/web/faculty_handbook/](http://www.msstate.edu/web/faculty_handbook/)
- Mississippi State University Bulletin - [http://grad.msstate.edu/pdf/bulletin.pdf](http://grad.msstate.edu/pdf/bulletin.pdf)

GTAs could be the subject of a grievance filed by a student. If you are aware of a student grievance, contact your immediate supervisor immediately. A grievance must be handled officially and result in final resolution.

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**PROFESSIONAL ETHICS**

Graduate assistants are expected to support and maintain an academic environment conducive to the positive educational development of all students and faculty members. This standard of professional conduct requires each graduate assistant to perform his/her responsibilities without intimidation and harassment based on sex, race, religion, politics or professional interest. Special caution must be exercised to avoid exploitation of students or colleagues for private or professional advantage, especially those who are subject to your authority.

Professional behavior must be maintained in the relationships among students, peers, and faculty members. Sexual harassment, intimidation, or exploitation of professional relationships undermines the academic freedom of all. Protection of the atmosphere of trust, essential to the flourishing of an academic community, is the professional responsibility of all University personnel.

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**DRUG and ALCOHOL FREE WORKPLACE**

Mississippi State University employees expect to work in a drug-free environment. The University expects its employees to be free from the effects of alcohol and drugs while on the job or in the workplace. More details are provided in HRM 60.118. [http://www.msstate.edu/dept/audit/60118.html](http://www.msstate.edu/dept/audit/60118.html)

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**REGULATORY COMPLIANCE**

**Animal Welfare** - The use of laboratory animals is essential to teaching, testing, and research, and must be considered a privilege, not a right, of the academic and scientific communities. To ensure that animal care and use on campus are in compliance with local, state, and federal laws, regulations, and policies, the University Laboratory Animal Veterinarian (ULAV) has been established in the Office of the Vice President for Research. This unit is a university-wide resource that provides or oversees health care, and technical and scientific support and compliance oversight for MSU programs using animals in biomedical research, testing and teaching.

The ULAV is advised on a university-wide basis by the Institutional Animal Care and Use Committee, a standing committee reporting to the Vice President for Research. The committee is charged with (1) establishing and
reviewing compliance with standards and procedures relating to laboratory animal welfare, and (2) advising individuals and agencies dealing with such animals.

University instructors and researchers planning projects that utilize vertebrate animals in biomedical research, testing, and teaching must submit their proposed protocol to the Institutional Animal Care and Use Committee for review and approval of animal care and use aspects, including animal costs, during the planning process. Also, researchers seeking outside funding for projects that utilize vertebrate animals must obtain IACUC approval before funding can be awarded.

**Human Subjects** - University policy and federal regulation require that all research involving human subjects be reviewed and approved by the University's Institutional Review Board for the Protection of Human Subjects in Research (IRB) prior to initiation of the research. This requirement applies to all human subject research conducted by faculty, staff, and students, on- and off-campus, regardless of the funding support for the project. Projects conducted by non-MSU affiliated persons at MSU facilities also fall under the auspices of this policy.

Additional information concerning human subjects is available online at: [http://www.msstate.edu/web/faculty_handbook/vii.html#M](http://www.msstate.edu/web/faculty_handbook/vii.html#M)

**ACADEMIC FREEDOM**
Mississippi State University recognizes that within the academy of scholars certain indisputable rights to freedom of expression exist. The University encourages the search for knowledge and truth, and will not abridge the scholar's right to reveal his/her findings through appropriate channels by both spoken and written word, even, if doing so, he/she may be in conflict with students and professional peers, as well as with the lay community. However, the scholar must recognize the fact that, as a human being, he/she possesses opinions, some of which may be subject to human frailty of bias and error. As a free citizen, he/she has the right to express these opinions. The degree to which one expresses them as a scholar, claiming sanctuary in the University is a matter of academic responsibility. The University shall insist upon scholarly objectivity within and outside the classroom.

**HONOR CODE**
Mississippi State University instituted an Honor code in the Fall of 2007. All students are expected to abide by the following statement of conduct: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data. Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed his/her work. Students must keep appropriate records at all times. A student’s inability to authenticate work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case.

Complete details of the Honor Code are found in Academic Operating Policies (AOP 12.07)

**HARASSMENT**
Mississippi State University fosters a campus environment that recognizes individual and cultural differences and is strongly committed to the ethical and legal principle that each faculty member of the university community enjoys academic freedom and all members of the university have a constitutional right to free speech. The right of free expression and the open exchange of ideas and views are essential, especially in a learning environment. Mississippi State University vigorously upholds these freedoms. However, the value of free expression may be undermined by certain acts of harassment. Such harassment may result in the loss of self-esteem for the victim and the deterioration of a quality classroom, social, or work environment and will not be tolerated.
As members of the University community, students, faculty, administrators, and staff have the responsibility to respect and not violate the rights of others and to show tolerance for opinions that differ from their own. However, nothing in this policy prohibits appropriate admonition, argument, and correction by a teacher in the conduct of his/her professional responsibility in the interest of maintaining order, upholding standards, stimulating thought, or promoting competence. Such action is, by definition, not a violation of this policy. Likewise, nothing in this policy precludes management’s inherent authority to plan, direct and evaluate the activities of other organizational members in accordance with sound management principles and directives, including communicating, training and disciplining employees.

Harassment based upon race, color, religion, sex (including sexual harassment), national origin, age, disability or veteran status is a form of discrimination in violation of the law and will not be tolerated. Harassment based on sexual orientation or group affiliation is prohibited by this policy and also will not be tolerated.

Punitive action against any person complaining of harassment is prohibited by law and this policy and will not be tolerated.

All students, faculty and staff are expected to adhere to this university policy and therefore will be held accountable for violating it. Mississippi State University will respond promptly to all complaints of harassment and retaliation. Violation of this policy can result in serious disciplinary action up to and including expulsion for students or discharge for employees.

Disciplinary action for violations of this policy is the responsibility of an employee’s unit head or other appropriate administrator, or for students, the Dean of Students.

The policy on harassment is online at: [http://www.msstate.edu/web/faculty_handbook/vii.html#T](http://www.msstate.edu/web/faculty_handbook/vii.html#T)

### GRADUATE STUDENT GRIEVANCE POLICY

**Grievance Procedures** - Two principles must be followed during the grievance procedure.

- The first is *Preponderance of Evidence*. If a graduate student believes that a faculty member or other person has acted inappropriately, then that graduate student must gather sufficient evidence which may be in the form of emails, letters, or other forms of written documentation.
- The second principle is *Without Retaliation*. At no time during the process, should a faculty member or other person take action that could be considered retaliation against the graduate student who has submitted the grievance.

**Procedure** - Procedure is defined as the process of resolution in which the graduate student contacts the faculty or administrator who has committed the grievance, and if needed, additional personnel up to the level of the graduate student’s college dean to resolve the situation.

**STEP 1** - Contact the faculty member or administrator with whom the graduate student has the grievance. It is strongly recommended that the student send an email or make contact in writing. In an informal meeting, the student should explain his or her position and ask the faculty member or administrator to cease engaging in the behavior(s) in question.

**STEP 2** - If the behavior of the faculty or administrator persists, then the graduate student should notify the department head of the faculty member or the immediate supervisor of the administrator. The graduate student will provide the administrator with a copy of the email or written correspondence noting the date of the request to desist and ask them to arbitrate the matter. The department head will notify the graduate student after he/she speaks with the faculty member or administrator within five working days.

**STEP 3** - If the behavior of the faculty or administrator continues after the intervention by the department head or other administrator, or the graduate student is not satisfied with the response from the department head, the student
will contact the Dean of the College. If the student is not satisfied at this point, he/she may ask for intervention by the Graduate School.

**Written Complaint and Formal Investigation** - Formal investigation is defined as the process of investigation wherein the Dean of the Graduate School convenes a review committee to investigate and recommend a resolution to theProvost, who will pronounce the final decision.

A formal investigation is convened when the graduate student submits a written complaint. The Graduate School will promptly (within ten working days) designate a committee to investigate the complaint.

**Responsibilities of the Investigating Committee** - The person designated to chair the investigating committee will inform the graduate student:

1. The manner and frequency with which the graduate student will be updated about the status of the investigation.
2. The need for a high level of discretion during the investigatory process.
3. Ensure that there is no retaliation against the graduate student.

Normally within five working days of receipt of the assignment, the Investigating Committee will advise of and provide the faculty or administrator who is alleged to have committed the violation with:

1. The specific allegations and a copy of the written complaint.
2. The manner and frequency in which the faculty member or administrator will be updated about the status of the investigation.
3. The need for all parties to exercise a high level of discretion during the investigatory process and the University's policy with respect to retaliation.
4. An opportunity to submit a written response to the complaint within five working days of notification of the complaint.

**Investigation** -

1. The purpose of the investigation is to gather facts.
2. Depending upon the facts of the case, an investigation may range from a one-on-one conversation between the investigating committee and the two parties to an inquiry with multiple witness interviews. The investigating committee will produce a written finding of facts at the conclusion of the investigation.
3. The investigation committee decision shall be made on the "preponderance of evidence" standard. Any finding against an individual or department on the subject of grievance must be supported by a preponderance of the evidence.
4. Investigations should normally be completed within five working days from the date the complaint was first asserted. If this is not reasonably possible, the investigation committee should make the grievant and the faculty or administrator who is alleged to have committed the violation aware of the status of the review and provide an estimated conclusion date.

**Submission of Investigative Report** - Upon completion of the investigation, the investigation official shall submit the report to the Dean of the Graduate School. Upon receipt of the investigative report, the Dean of the Graduate School shall review the report and submit an initial determination to the Provost that states that a violation did or did not occur. If an initial determination is that a violation did occur, then the Dean shall also submit an initial proposal to the Provost stating what "prompt remedial action" the Dean considers appropriate, including potential disciplinary action. The Provost will make the final determination as to what actions, if any, be taken.

**Notification of Decision and Appeal Process** - Upon conclusion of the determination process, the complainant and respondent will receive a written copy of the Provost's decision. The faculty/administrator who is alleged to have
committed the violation may appeal the decision in writing, within five working days, to the Provost. The appeal must be based on (a) new facts not previously available, (b) the sanction is arbitrarily harsh or capricious, and/or (c) procedures were not followed that substantially affected the result. The Provost will render a final decision within five working days. This decision completes the university process.

**General Advice to Graduate Students in Pursuing Grievance Procedure** – Students are recommended to use their discretion in following these suggestions

- The University provides counseling services which are a resource for all Mississippi State students when they have experienced stressful or difficult situations. Graduate students may wish to avail themselves of counseling services which are provided by the Student Counseling Services at 115C Hathorn Hall on Magruder Street. Student Counseling Services can be reached at 325-2091. Counseling services are provided without charge to registered Mississippi State students and communication with counselors is strictly confidential.

- In the case of International Graduate Students, they are strongly advised to keep the Primary Designated School Official (PDSO) and/or Responsible Officer (RO) updated about the grievance.

- Maintain a diary of events to ensure a chronological record is readily available and so that the student does not forget the sequence of events surrounding the grievance.

- If possible, change the major advisor if the current major advisor is the person against whom the grievance was lodged.

- Keep copies of written communications that are involved in the grievance and any further communication from the faculty member or administrator against whom the grievance was lodged.

**PERTINENT CONTACTS AND LINKS:**

HRM Policy on Employee conduct:  
[http://www.msstate.edu/dept/audit/60401.html](http://www.msstate.edu/dept/audit/60401.html)

Faculty Grievance Procedures:  
[http://www.msstate.edu/dept/audit/1305.html](http://www.msstate.edu/dept/audit/1305.html)

Code of Student Conduct:  
[http://www.msstate.edu/dept/audit/91100.html](http://www.msstate.edu/dept/audit/91100.html)

Guidelines for Resolution of Discrimination and Harassment Complaints:  
[http://www.msstate.edu/dept/audit/PDF/0303.pdf](http://www.msstate.edu/dept/audit/PDF/0303.pdf)  
[http://www.odep.msstate.edu/](http://www.odep.msstate.edu/)

Dissent, Disruption, and Academic Freedom:  
[http://www.msstate.edu/dept/audit/91109.html](http://www.msstate.edu/dept/audit/91109.html)

Ethics in Research and Other Scholarly Activities:  
[http://www.msstate.edu/dept/audit/8002.html](http://www.msstate.edu/dept/audit/8002.html)

Extended Orientation for International Students:  
[http://www.msstate.edu/dept/audit/91177.html](http://www.msstate.edu/dept/audit/91177.html)

Academic Freedom:  
[http://www.msstate.edu/dept/audit/1311.html](http://www.msstate.edu/dept/audit/1311.html)
Grade Appeal and Academic Review Board:  
http://www.msstate.edu/dept/audit/1314.html

Harassment Training for Supervisors:  
www.odep.msstate.edu/training/online/

Graduate Student Association:  
http://www.grad.msstate.edu/current/orgs/gsa/

International Admissions & Services:  
http://www.admissions.msstate.edu/international/

Ethics in Research and Other Scholarly Activities at MS:  
http://www.msstate.edu/dept/audit/8002.html
B POLICIES AND PROTOCOL FOR TEACHING ASSISTANTS

GRADUATE TEACHING ASSISTANT Certification Program

The Graduate Teaching Assistant Certification (GTAC) Program is designed to introduce first-time teaching assistants to the techniques and skills necessary to be effective instructors in a university environment and promote excellence in undergraduate education at Mississippi State University. The Teaching Assistant Certification Program consists of the following three components:

- Classroom Communication and Culture (CCC) Workshop (for international students only)
- Graduate Teaching Assistant (GTA) Orientation (for both US and international students)
- Microteaching Simulation/Classroom Certification Evaluation (for GTA2/GTA3 certification).

Additional information about the Graduate Teaching Assistant Certification Program is available online by visiting http://www.grad.msstate.edu/workshop/.

Classroom Communication and Culture (CCC) Workshop - The CCC Workshop provides international graduate students who plan to serve as teaching assistants with the cultural education and communication skills necessary to achieve effective performance of their duties. The workshop also serves as a tool for evaluating international students’ teaching and language skills. The training, evaluation, and certification of international GTAs are essential to ensure that undergraduate students receive a high quality instruction. The CCC Workshop is held annually prior to the beginning of the fall semester. International students holding a first-time teaching assistantship appointment for the spring semester must meet alternate requirements to obtain temporary Classroom English Certification prior to beginning the first teaching assignment at MSU. The student will be evaluated by staff from the Office of International Education and may be required to enroll in ESL 5313 during the spring semester to hold the assistantship appointment.

International students who have earned a bachelor’s and/or master’s degree from an accredited US institution are not required to participate in and complete the Classroom Communication and Culture (CCC) Workshop. Nevertheless, attendance is highly recommended, particularly when a need to enhance speaking, listening, and pronunciation skills and knowledge of the American student culture is evident as determined by the student’s respective Department.

Graduate Teaching Assistant (GTA) Orientation - Held semi-annually before the fall and spring semesters begin, the Graduate Teaching Assistant (GTA) Orientation introduces students who plan to become new teaching assistants to effective teaching methods and tools and educates them about University policies and resources. The GTA Orientation emphasizes the importance of providing high-quality instruction to undergraduate students at Mississippi State University. All first-time GTAs, both domestic and international, are required to attend the Orientation.

Failure to complete the GTA Orientation, including partial attendance or tardiness of significant duration to Orientation sessions, will render a student ineligible for a teaching assistantship award.

Microteaching Simulation/Classroom Certification Evaluation - Held semi-annually immediately following the Graduate Teaching Assistant (GTA) Orientation, the Microteaching Simulation/Classroom Certification Evaluation is the tool used to determine whether a GTA is equipped with the skills needed to deliver high-quality instruction to undergraduate students at Mississippi State University. Prospective students for GTA2/GTA3 certification prepare a 10-15 minute interactive mini-lesson that would be presented to students as part of an assigned course; the mini-lesson is presented to an evaluative panel of graduate faculty members. Classroom certification is required of
all teaching assistants whose responsibilities involve direct contact with students such as giving presentations in lectures or laboratories, conducting lectures, and leading discussion groups. A student cannot participate in the Microteaching Simulation/Classroom Certification Evaluation segment until all other Teaching Assistant Certification Program requirements are completed.

**CERTIFICATION LEVELS FOR GRADUATE TEACHING ASSISTANTS**

By participating in the Teaching Assistant Certification Program, graduate students can become certified at one of the three levels that correspond to the duties/responsibilities of the teaching assistantship appointment. A minimum of GTA1 certification is required for ALL graduate assistantship appointments at MSU.

**Graduate Teaching Assistant 1 (GTA1)**—The graduate student will assist in such tasks as preparing examinations, grading papers, preparing class lectures, maintaining class records, and tutoring students outside formal classes. This position does not require the Microteaching Simulation/Classroom Certification. A GTA who initially received assignment to a GTA1 level appointment may later complete the Microteaching Simulation/Classroom Certification Evaluation in anticipation of a change in duties/responsibilities that require direct contact with students. A GTA who has already obtained GTA1 level certification is not required to attend the CCC Workshop (if applicable) or GTA Orientation again.

**Graduate Teaching Assistant 2 (GTA2)**—The graduate assistant may have some of the same duties as GTA1. Other responsibilities include the primary responsibilities of making presentations in laboratories/classrooms, conducting lectures, and leading discussion groups. These tasks involve direct contact with students, but the graduate teaching assistant is not an instructor of record. This level of teaching assistant requires completion of the Microteaching Simulation/Classroom Certification Evaluation.

**Graduate Teaching Assistant 3 (GTA3)**—The graduate assistant will teach classes for credit as the instructor of record and/or as the person primarily responsible for assigning grades. The Southern Association of Colleges and Schools (SACS) accreditation requirements mandate that the graduate student must possess, at minimum, a master’s in the teaching discipline or 18 graduate semester hours completed in the teaching discipline. Direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations are also required by SACS. This level of teaching assistant requires completion of the Microteaching Simulation/Classroom Certification Evaluation. Human Resources Management may require additional paperwork to verify teaching credentials including submission of transcripts from each institution previously attended.

**Students must satisfy all program/evaluation requirements necessary to obtain the level of certification (GTA1, GTA2, GTA3) corresponding to the duties/responsibilities of the teaching assistantship appointment. Waivers to allow classroom/laboratory teaching (GTA2/GTA3 levels) without successful completion of all Graduate Teaching Assistant Certification Program component requirements WILL NOT be issued.**

**STATEMENT ON ACADEMIC RESPONSIBILITY**

The basic functions of a university are the advancement and dissemination of knowledge, the development of critical thinking, and the education of citizens and professional workers within the society of which the university is a part.

The indispensable condition for the successful discharge of these functions is an atmosphere of intellectual freedom. Unless free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, the university faculty member cannot properly perform work. As a participant in an enterprise that depends upon freedom for its health and integrity, the faculty member has a special interest in promoting conditions of free inquiry and furthering public understanding of academic freedom.

Freedom entails responsibilities. It is incumbent upon the teaching assistant to accept the responsibilities which are concomitant with the needed freedom. All members of the University community are obligated to adhere strictly to the highest standards of integrity in study, research, instruction, and evaluation.
It is presumed that those who instruct and administer will observe such standards of integrity. Administrators and senior faculty members are presumed further to encourage these standards among graduate teaching assistants. Graduate students are presumed to accept the concept of academic integrity and to seek to live by it, but they may need continuing clarification of the concept and guidance in its observance. Particularly, graduate students need the assurance that those who work honestly will not suffer thereby in comparison with the dishonest. Those who cannot or will not adopt the concept and practices of academic honesty do not belong within the University.

**Graduate Teaching Assistant Requirements and Obligations:**

- Within a syllabus distributed at the first meeting of a course, make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluation of the student's performance.

- Describe to students, within the period in which a student may add or drop a course, orally, or in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned to various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.

**ACADEMIC ADD/DROP POLICY:**

To add a course after online registration has closed, the student must use the Add/Drop form. A registered student wishing to drop a course before classes begin can drop the course online. However, after classes begin the student must use the Add/Drop form, even if he/she never attended the class. Tuition and fees are incurred after classes begin; the date of the drop affects the amount the student is refunded.

**Add/Drop Schedule:**

a. **Add/Drop without penalty** - A student can drop a class during fall and spring semesters through the fifth class day and can add a course through the sixth class day without fee assessment or academic penalty.

b. **Drop after the fifth class day through the 30th class day** - A student who drops a course after the fifth day will receive a W on his/her transcript and be assessed a fee. The student’s advisor must specify the effective date on the Add/Drop form.

c. **Drop after 30th class day** - A student can drop classes after the 30th class day in documented cases of serious illness, extreme hardship, or failure of the instructor to provide significant assessment of academic performance. The student’s advisor and academic dean must approve the request, and the dean must specify the effective date. The student receives a W on the transcript and is assessed a fee.

Summer term add/drop schedules are found online at [http://www.registrar.msstate.edu/Calendars/academiccal.html](http://www.registrar.msstate.edu/Calendars/academiccal.html).

Access the add/drop policy at [http://www.msstate.edu/dept/audit/1201.html](http://www.msstate.edu/dept/audit/1201.html).

**Withdraw from the University - (Drop semester schedule)** - To drop an entire semester schedule before the withdrawal deadline, the student uses the Withdrawal Request found on the MyBanner for Students Registration Menu. **By completing this process, the student avoids the automatic assignment of grades of F and assessment of outstanding tuition and fees.** Following the outlined procedure also avoids future difficulties in obtaining transcripts or reentering the University. The withdrawal is effective only for the current semester; in most circumstances the student is permitted to register for the subsequent semester without penalty.

The withdrawal process for the summer semester is used when the student is dropping the entire schedule for either Maymester, either of the 5-week terms, or the 10-week term.
The withdrawal of a student is not effective for any date prior to the actual date of withdrawal except in documented cases of serious illness or extreme hardship, and then only upon approval of the student’s academic dean.

The student is responsible for payment of all tuition and fee charges unless he/she CANCELS HIS OR HER SCHEDULE before classes begin. See the refund schedule at http://www.controller.msstate.edu. Failure to take prompt and appropriate action may result in significant payment obligations and holds.

Retroactive Withdrawal Procedure - In rare and unusual circumstances, a student may request a retroactive withdrawal for a previous semester by submitting a completed petition found at http://www.provost.msstate.edu/resources/students/forms/forms/Petition_for_retroactive_withdrawal.pdf, including all required documentation. The student’s academic dean, the dean of the Graduate School, and the Provost must approve the request for retroactive withdrawal.

- Meet classes as scheduled and, when circumstances do not allow such, arrange alternate and equivalent instruction.

- Present a reasonable range of opinions on controversial issues within the scope of the course. A faculty member’s own views on such issues should always be identified as such. When values, judgments, or speculative opinions rather than fact constitute part of the subject matter presented, they should be appropriately identified as such.

- Evaluate a student’s work fairly and impartially. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, political views, or be based on a student’s agreement with the teacher’s opinion on controversial issues in the discipline.

- Do not engage in any exploitation of students for personal advantage.

CLASS ATTENDANCE: INSTRUCTORS
It is assumed that instructors will be in classes during the full scheduled times unless prevented by circumstances beyond their control. When teachers cannot meet scheduled classes, timely announcements must be made. When a teacher is absent and has not been able to notify the class ahead of time, by custom, the class remains in the classroom for at least ten minutes after the beginning of the period, unless otherwise indicated by the instructor.

CLASS ATTENDANCE: STUDENTS
Upon registration, a student accepts the responsibility of attending all classes and completing all assignments. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences unless unusual circumstances arise. Such arrangements should be made prior to the absence. Class attendance will not be the only factor when grades are assigned.

SMOKING IN CLASSROOMS
Mississippi State University regulations prohibit smoking in university facilities. See MSU Smoking Policy (Student Affairs OP 91.301)

STUDENT GUIDANCE COUNSELING
Instructors are expected, as part of their professional duties, to engage in instructor-student dialogue. When professional guidance and counseling would help a student, an instructor should refer the student to Student Counseling Services, Phone: 325-2091. Additional information may be found at http://www.health.msstate.edu/scs/emergencies.php.
EXAMINATIONS

**Time and Place** - A schedule of time and place for examinations is published for each examination period. Except for the latitude described below, all examinations must be in conformity with the published schedule. When teaching more than one section of the same course, the instructor may grant permission to one or more students to take the final examination in any one of the instructor’s sections, provided this procedure does not result in a conflict or in too many examinations in one day.

**Examinations** - All final examinations shall be held as specified on the examination schedule except for classes meeting fewer than two lectures per week and/or certain other classes whose examinations may be given at particular times by special permission from the Provost and Executive Vice President for Academic Affairs. Exceptions to the published examination schedule will be announced in the classes affected. Classes meeting fewer than two lecture hours per week and all laboratories will have their examinations at the last regular meeting of the class. Evening classes will have their examinations at the regular meeting hour of the class during the examination period.

Exceptions to this schedule should be discouraged. However, if any exceptions are considered, they must be approved by the respective department head and dean, with copies of these approvals placed on file in the dean’s office.

ACADEMIC GRADING AND STUDENT CLASSIFICATION

The class work of the student will be rated according to the following pattern of values. The policy and procedure can be found at the following link: [http://www.msstate.edu/dept/audit/PDF/1212.pdf](http://www.msstate.edu/dept/audit/PDF/1212.pdf)

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<tr>
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<td>A</td>
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<td>W</td>
<td>Withdrawn Without Penalty</td>
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<tr>
<td>WI</td>
<td>Permanent Incomplete</td>
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RETENTION OF RECORDS

As part of the University’s grade appeal procedure, instructors are required to keep records on grades, examinations, projects, term papers and other pertinent material not returned to the students on file for a minimum of six months.

PRIVACY: BUCKLEY AMENDMENT

The Family Education Rights and Privacy Act (Buckley Amendment) passed by Congress on November 19, 1974, requires educational agencies or institutions to provide eligible students access to their educational records. It also requires that certain identifiable information may not be revealed from a student’s educational records to unauthorized third parties without the prior written consent of the student. However, directory information, as defined in the MSU Graduate School Bulletin, may be released without the written consent of the student.

[http://students.msstate.edu/studentconduct/ferpa.php](http://students.msstate.edu/studentconduct/ferpa.php)

OFFICE HOURS

Instructors should arrange weekday office hours to accommodate the need for student conferences in keeping with departmental policies and customs.
Ethics Training for Graduate Students

Proposed Policy (3 parts):

1. Academic Integrity:
   All incoming graduate students will be required to complete an online instructional module in academic integrity, which will take approximately 30-60 minutes.

2. Teaching Ethics:
   All incoming TAs will be required to complete training in teaching ethics.

3. Responsible Conduct of Research (RCR):
   All incoming FAs will be required to complete training in RCR by the end of the first year of their appointment as GRA. A student who fails to complete the training could not be reappointed as an RA.

Option #1:

CVM/PHI 8101 Case Studies in Research Ethics (face-to-face):

One hour, lecture. Practical application of research ethics using case scenarios to direct discussions on data ownership, plagiarism, authorship, conflict of interest, and other regulatory compliance related issues. Offered in the Fall, Spring, and Maymester semesters; flexible scheduling and customizable content available.

Option #2:

CVM/PHI 8101 Case Studies in Research Ethics (online):

One hour, online, same content as face-to-face section with web-conferencing requirements.

Option #3:

CITI online module + 6 ORED seminars.

The Collaborative Institutional Training Initiative (CITI) RCR Module consists of online, self paced research ethics modules. Each module combines text, video and a case study, which is followed by a quiz to assess comprehension. The course covers all of the RCR core instructional areas and is adapted for differing research specialties. The course options include: Biomedical RCR; Social and Behavioral RCR; Physical Science RCR; Humanities RCR; Engineering RCR; and RCR for Administrators.

(continued on back)
Option #4:

Departmental offerings that cover all of the core instructional areas and have at least 6 contact hours of ethics instruction.

Core Instructional Content (ORI/NIH/NSF)

1. Data acquisition, management, sharing, and ownership
2. Mentor/trainee responsibilities
3. Publication practices and responsible authorship
4. Peer review
5. Collaborative science
6. Human subjects
7. Research misconduct
8. Conflict of interest and commitment
9. Research involving animals (when applicable)
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9699 (25 Morgan Ave), Phone: 325-0831.

College: Education
Contact Person: Dr. Jack Blendinger
Nature of Change: Modification
Current Degree Program Name: Master of Science
Major: School Administration
Concentration: N/A

Department: Leadership and Foundations
Mail Stop: 9698 E-mail: jblendinger@colled.msstate.edu
Date Initiated: 3/14/12 Effective Date: Upon Approval

New Degree Program Name: Master of Science
Major: School Administration
Concentration: N/A

Summary of Proposed Changes:

The proposed program modification reflects a redesign of the existing Master of Science degree program in School Administration offered at the Starkville Campus and the Meridian Campus. The redesign of the program was required by the Mississippi Department of Education. The proposed program modification includes a request to (a) revise the program catalog description, (b) decrease the number of credit hours (39 semester hours to 33 semester hours), (c) and add 11 new courses. The proposed program was redesigned to reflect a research-based and practitioner oriented balance with priority given to focus on instructional leadership behaviors that promote success of every student. The proposed redesigned program is aligned with the 2011 Educational Leadership Constituents Council (ELCC) school building level standards.

Approved:

Signature: [Signatures]

Date: 8/8/12

Approved:

Signature: [Signatures]

Date: 8/8/12

Approved:

Signature: [Signatures]

Date: 8/8/12
Program Modification for the 
Master of Science in School Administration

CATALOG DESCRIPTION

Existing
The Master of Science in School Administration is designed for practicing teachers interested in pursuing careers as elementary, middle, and secondary school principals. The program is research-based and includes innovative and best practices to develop effective instructional leaders who are knowledgeable and highly skilled.

Proposed
The Master of Science in School Administration is designed for practicing teachers interested in pursuing careers as elementary, middle, and secondary school principals. The program is research-based and includes innovative and best practices. The program is designed to develop visionary school administrators possessing knowledge and skills to serve as instructional leaders and managers who motivate and inspire others for the purpose of creating high-quality school experiences for all P-12 students. The program requires 33 hours for completion. The leadership preparation program is research-based, embedded in practical field settings, and provides internship experiences.

GRADUATE DEGREE MODIFICATION OUTLINE FORM

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tr>
<td><strong>Degree:</strong> Master of Science</td>
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<td><strong>Major:</strong> School Administration</td>
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<tr>
<td><strong>Concentrations:</strong> N/A</td>
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The Master of Science in School Administration is designed for practicing teachers interested in pursuing careers as elementary, middle, and secondary school principals. The program is research-based and includes innovative and best practices to develop effective instructional leaders who are knowledgeable and highly skilled.

The Master of Science in School Administration program focuses on preparing building-level school administrators for elementary, middle, and secondary schools. The program is designed to develop visionary school administrators possessing knowledge and skills to serve as instructional leaders and managers who motivate and inspire others for the purpose of creating high-quality school experiences for all P-12 students. The program requires 33 hours for completion. The leadership preparation program is research-based, embedded in practical field settings, and provides internship experiences.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
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<td><strong>Major Required Courses</strong></td>
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<td><strong>Content Area 1: Building a Quality Educational Program for all P-12 Students</strong></td>
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<td><em>EDL 8113-Contexts of Educational Leadership</em> (3 Hours)</td>
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<td><strong>EDL 8623-Curriculum and Instructional Leadership</strong> (3 Hours)</td>
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<td><em>EDL 8123-Principles of Educational Leadership</em> (3 Hours)</td>
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<td><em>EDF 8443-Evaluation of School Programs</em> (3 Hours)</td>
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<td><em>EDL 8163-Educational Budgeting and Resource Allocation</em> (3 Hours)</td>
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<td><em>EDL 8513-School Leadership Internship I</em> (3 Hours)</td>
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<td><em>EDL 8173-Legal and Ethical Perspectives of Leadership in Schools</em> (3 Hours)</td>
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<td><em>TKT 8753-Technology Issues in School Administration</em> (3 Hours)</td>
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<td>Research Requirement (3 Hours)</td>
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<td>Content Area 2: Processes to Engage Others to Strengthen Educational Program</td>
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<td>EDF 8363-Functions and Methods of Research in Education (3 Hours)</td>
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<td>Internship (9 Hours)</td>
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<td>Content Area 3: Administer Resources and Operations to Strengthen the Educational Program</td>
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<td>EDL 8233-Internship III Instructional Applications (3 Hours)</td>
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<td>EDA 8190-Workshop in Educational Administration and Supervision (3 Hours)</td>
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<td>EDF 8323-Comparative Education (3 Hours)</td>
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<td>EDF 8393-History of Education in the United States (3 Hours)</td>
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The proposal is to offer all courses through the Starkville Campus, Meridian Campus, or AOCE.

**JUSTIFICATION FOR AOCE OFFERING**

The proposed modification is needed to offer the Master of Science in School Administration program to meet the needs of students interested in becoming elementary, middle, and secondary school administrators. The benefit for courses to be offered through AOCE is that the majority of the students are able to continue to work full-time in their local communities while furthering their education at the University. While the overwhelming majority of the students are currently employed as teachers in P-12 schools, they will be able to enroll in courses with flexible hours of participation. Students will be able to assist their communities as they meet the requirements of the program. Because all of the courses include field-based or clinical-based assignments, students will be able to maximize time in completing assignments without having to travel to campus for all class meetings.

**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

The Department of Leadership and Foundations in the College of Education at Mississippi State University performed a complete review and assessment of the Master of Science in School Administration. The Department organized a six-member Redesign Team and began the redesign process in early Fall 2010. The Redesign Team viewed the process as an opportunity to make significant changes in the MSU school leadership preparation program. The team engaged many practitioners in the redesign process including superintendents, principals, and other district-level practitioners. The team met bi-monthly to implement its work plan. Primary work during this time included (a) reviewing related research, (b) collecting data and dialoguing with practitioners to identify program goals and recommendations, (c) setting the curriculum content and general program design to include embedded clinical experiences and two redesigned internships, and (d) writing course syllabi, assignments, and Educational Leadership Constituents Council assessments.

The Redesign Team was further divided into syllabi writing teams where content was outlined and vetted by local superintendents and principals. Writing teams made modifications based on practitioners’ content priorities and ideas for clinical assignments. The teams used Redesign Team meetings to share syllabi drafts and to identify curriculum gaps or repetitions before finalizing syllabi. The curriculum design process was intensive and took a significant amount of time from January-September 2011.
Two new faculty were hired in educational leadership to begin work in August 2011 and participated in the remainder of the Redesign Team’s activities. All final program decisions were made by revisiting program priorities, the mission and vision, and the advisement given by practitioners over the past year. Each section of the full application explained (a) the program decisions and rationale as they connected to the mission and vision, (b) the anticipated challenges and how these would be dealt with in program implementation, and (c) ways the redesign will benefit the program’s students, local districts, and MSU’s role in the region. The full application was submitted to the Mississippi Department of Education in January 2012. The following were targeted goals that represent the justification for the redesign of the Master of Science program in School Administration.

1. Design a new program that reflects a balance in the work expectations of current school leaders, giving priority focus on instructional leadership behaviors that would address the difficulty leaders have in working in high poverty schools with a range of diverse learners (ESL, SES, special education, ethnic and racial differences). Include in the program a focus on the principal as collaborator—with parents, students, community and teacher learning communities. Include in the program a fair balance of management related courses that have highly practical clinical experiences where management supports the academic and social learning goals set for P-12 students.

2. Create a program that is “do-able” for students by reducing the number of graduate credit hours from 39 hours and the span-of-time to complete the program. Distill the curriculum down to address the essential work of principals and the work responsibilities novice leaders may face in entry jobs (i.e., assistant principal). Align course pacing and assignments with the work year that typically occurs in P-12 schools.

3. Design a program that has coherent and integrated content so it reflects a “program” versus a series of disconnected courses. Make sure that clinical experiences in courses are relevant and serve as a background for the internship requirements.

4. Build the student enrollment by creating a highly-desirable and well-respected program that is offered using face-to-face delivery with options for online delivery. Make the program both convenient and accessible to graduate students coming from rural districts surrounding both MSU campuses.

5. Involve local superintendents and principals in the recruitment and selection process so that stronger applicants enter and complete the program. Establish a cadre of practitioners to assist with teaching so instruction is highly relevant to work expectations of school leaders.

6. Through the redesigned program, become an EDL preparation program that is a preferred choice of superintendents and aspiring principals. Build program credibility through a relevant curriculum and program delivery that will produce high-quality graduates who can be hired and succeed in leadership positions.

7. Continue to offer the program at both the Starkville and Meridian Campuses. In addition, offer online courses where appropriate to coordinate faculty collaboration on program design, evaluation, and implementation. The rural nature of the school districts means that most students drive many miles to campus—creating an accessibility and convenience challenge for students.

Expected Student Outcomes (Educational Leadership Constituents Council 2011 Building-Level Standards)

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a
personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused on support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
6.1 Candidates understand and can advocate for school students, families, and caregivers.
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.
7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.
7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.
7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Program Review/Assessment
Comparison with leading academic program in the discipline.
The redesign process for the Master of Science in School Administration included work during 2010 by faculty in the Department of Leadership and Foundations at Mississippi State University. As mentioned, primary work during this time included (a) reviewing related research, (b) collecting data and dialoguing with practitioners to identify program goals and recommendations, (c) setting the curriculum content and general program design to include embedded clinical experiences and two redesigned internships, and (d) writing course syllabi, assignments, and ELCC assessments. The work of the Department included an application document with supporting evidence (curriculum, program evaluation, partnerships, and faculty credentials). Dr. Joseph Murphy (Frank W. Mayborn Chair of Education and Associate Dean for Special Projects, Vanderbilt University) served as an external reviewer for the Mississippi Department of Education. Dr. Murphy not only served as an external reviewer of the redesigned program for MSU, but reviewed all school administration or educational leadership programs throughout the state. Vanderbilt’s educational leadership program consistently ranks among the top programs in the country. Dr. Murphy made the following comments.

This is excellent, as fine a process as I have seen. It provides a remarkably clear and powerful understanding of the work you undertook and the very thoughtful ways you engaged yourselves and colleagues from practice in the redesign activity. Great work on the redesign--really impressive work on every front. Kudos to everyone involved. I'm proud to have my own small fingerprint on such a good program.

Graduate assessment and feedback on their preparedness for employment.
The program evaluation results come from data collected from surveys gathered from program completers. An assessment conducted in 2010 covered five student groups who completed the program. The results showed that
respondents rated the program with average means of 3.22 to 3.28 on a scale of 1-4 with 4 being high and 1 being low. The six items on the survey were as follows:

1. Preparation to serve as educational administrator
2. Overall quality of the EDL program in general
3. Quality of EDL core courses comprising the program
4. Quality of the internship experience

Quality of the other courses comprising the program.

The Mississippi Department of Education conducts an annual Process and Performance Review every year during the month of April. The following six standards are addressed in the Process and Performance Review.

1. Prior to being admitted to an educational leadership program, students submit a standard application packet that assesses knowledge, background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills, and written communication skills.
2. Prior to being admitted to an educational leadership program, students participate in a standard interview process that assesses background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills, and oral communication skills.
3. Prior to being admitted to an educational leadership program, candidates complete standard portfolio that demonstrates evidence of successful teaching experiences, leadership ability or capacity, interpersonal skills, professional development activities, and written communication skills. Portfolios are evaluated using established criteria.
4. Prior to completing an educational leadership program, all candidates shall have successfully completed a program within a unit which is accredited by NCATE or which meets the NCATE Curriculum Guidelines for advanced programs in Educational Leadership.
5. Beginning January 1, 1998, and thereafter, programs must document that the Mississippi Administrator Standards and Indicators or other approved national standards are incorporated into their program.

A team visit from the Department of Education is conducted and a follow-up report is rendered. The program has consistently met all of the standards of the Process and Performance Review.

Program Modification Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
   This program will meet local, state, regional, and national educational and cultural needs by providing students with more appropriate coursework. Priority focus is placed on instructional leadership behaviors that would address the difficulty leaders have in working in high poverty rural schools with a range of diverse learners (ESL, SES, special education, ethnic and racial differences). Attention is given to the principal as collaborator—with parents, students, community and teacher learning communities.

2. Will this program change result in duplication in the system? If so, please describe.
   The program will not result in any duplication within the system since this is a program modification. While the program draws on students from school districts because of their close proximity, the intent is to continue to draw students from the nearby areas. By offering the courses online, students will be afforded the opportunity to complete some of their work without spending time driving to campus.

3. Will this program change/advance student diversity within the discipline? If so, please describe.
   This program change should enhance student diversity within the discipline. The rural nature of the school districts means that most students drive many miles to campus-- creating an accessibility and convenience challenge for students. The redesigned program should provide greater flexibility for individuals from nearby schools as well as rural schools. In addition to enhancing student diversity, the redesigned program calls for collaboration with practitioners (superintendents and principals).

4. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.
   Yes--Because the redesigned program includes collaboration and partnerships with superintendents and principals, the potential placement of graduates should increase. Superintendents and principals are involved in
the application process for students being admitted to the program along with serving as mentors for students as they progress through the program. In turn, these superintendents and principals will be able to observe and work with potential candidates while they are enrolled in the program. Many of the individuals currently serving as superintendents and principals are graduates of MSU and will have the opportunity to hire new program graduates as assistant principals.

5. Will this program change result in an increase in the potential salaries of graduates in MS., the South east, and the U.S.? If so, please describe.
The program change may result in an increase in the potential salaries of graduates given that graduates become qualified to advance to administrative positions. With the program modification, we feel that graduates will be better prepared to promote student achievement and success for all students enrolled in P-12 schools.

SUPPORT
Letters of support are included with the proposal from the Department of Leadership and Foundations Educational Leadership Curriculum Program Area, the Curriculum Committee, and the entire faculty of the Department. There are no changes in personnel and/or resource requirements. Two new faculty were hired during 2011 at the Starkville Campus and are currently teaching educational leadership courses in the existing program. These faculty will teach in the redesigned program. Four other faculty members (two at the Starkville Campus and two at the Meridian Campus) teach in the existing program and will likewise teach in the redesigned program at the Starkville Campus. Both faculty hold degrees from peer institutions (University of Texas at San Antonio and Indiana University). Two support staff members in the Department are available to assist with the program at the Starkville Campus, and one support staff at the Meridian Campus. Faculty at both campuses are involved in all program area curriculum matters. Library support is provided for both online and face-to-face students. No special laboratories or equipment are required. We anticipate admitting two cohorts with 15 students in each cohort each year. Students enter the program during a summer term and complete the program during the subsequent summer term.

PROPOSED 4-LETTER APPRECIATION
EDL

EFFECTIVE DATE
Upon Approval

CONTACT PERSON
Jack Blendinger, (662) 325-7064, jblendinger@colled.msstate.edu
List of Courses and Their Catalog Descriptions

EDL 8413  School Legal and Ethical Perspectives
Three hours lecture. Focus of the course is on an introduction to school law, policy development, and ethical leadership.

EDL 8423  School Leadership
Three hours lecture. Focus of the course is on effectively leading and managing the school within the political and social contexts of high stakes accountability for student learning.

EDL 8433  Using Data for School Improvement
Three hours lecture. The course focuses on using data as a tool to enhance decision-making processes for comprehensive school reform and improvement.

EDF 8443  Evaluation of School Programs
Three hours lecture. The course provides an overview of evaluation as an inquiry process. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated.

EDL 8513  School Leadership Internship I
Three hours practicum. The course requires students to apply leadership practices to the real world setting of a P-12 school.

EDL 8523  Educating Diverse Learners
Three hours lecture. The course focuses on leading schools that address the needs of all learners in academically, socially, and emotionally responsive classrooms.

EDL 8613  Leadership Internship II
(Prerequisites: EDL 8513 and consent of instructor) Three hours practicum. The course is a culminating internship that requires students to apply leadership practices to real world setting of a P-12 school.

EDL 8623  Curriculum and Instructional Leadership
Three hours lecture. The course covers educational leaders' responsibilities relative to national and state curricula standards, effective instructional practices, and the use of assessments to support student achievement.

EDL 8633  Human Resource Leadership for Schools
Three hours lecture. The course addresses leadership of various human resource functions that impact the effectiveness of P-12 schools.

EDL 8713  School Business and Facilities
Three hours lecture. Focus of the course is on providing effective leadership for school operations such as managing the budget, campus safety and security, and buildings and grounds.

EDL 8723  Leadership for Positive School Culture
Three hours lecture. The course focuses on the role of the school leader to shape a productive academic learning culture in his/her school.
Supporting Documents

1. Approval Document from Departmental Faculty--EDL/EDA Committee
2. Approval Document from Departmental Curriculum Committee
3. Approval Document from Departmental Faculty
4. Letter of Support from Instructional Systems Workforce Development Regarding EDL 8523
5. Letter of Support from Dr. Sallie Harper, Interim Associate dean of Education, Meridian Campus
6. Approval Document from Commission on Teacher and Administrator Education, Certification and Licensure and Development, Minutes of March 21, 2012, Meeting
7. Approval Document from the Mississippi Board of Education, Minutes of April 20, 2012, Meeting, Item 28
8. Letter from Institutions of Higher Learning—No Submission for Approval Required
As indicated by the signatures below, a majority of the committee have approved the proposal as written for submission to the Box Council and the University Committee on courses and curricula.

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Jack Blendinger</td>
<td>Jack Blendinger</td>
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<tr>
<td>Dr. Kay Brocato</td>
<td>Kay Brocato</td>
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<tr>
<td>Dr. Linda Coats</td>
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<td>Dr. Dwight Hare</td>
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<td>Dr. Debra Prince</td>
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<td>Dr. Amanda Taggart</td>
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<td>Dr. Chris Willis</td>
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<td>Dr. Jianzhong Xu</td>
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<td>Dr. Penny Wallin</td>
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<tr>
<td>Dr. Matthew Boggan</td>
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The Curriculum Committee met on Tuesday, March 27, 2012 to discuss approval of a redesigned curriculum proposal, as required by the Mississippi Department of Education for administrative licensure, consisting of a document describing modification of the existing Master's Degree in School Administration program and a package of 11 accompanying courses (see course syllabi). The redesigned curriculum was developed by the Committee for Educational Leadership Programs. In addition to offering the 11 courses through a traditional “face-to-face” format, the program is also intended to be offered in a distance learning format through the Division of Academic Outreach and Continuing Education. After discussion, the committee unanimously approved the proposal.

Dr. Jack Blendinger

Dr. Ed Davis

Dr. Stephanie King

2011-2012 Academic Year Curriculum Committee for the Department of Leadership and Foundations: Dr. Jack Blendinger, chair; Dr. Ed Davis, member; and Dr. Stephanie King, member.
As indicated by the signatures below, a majority of the committee have approved the proposal as written for submission to the Box Council and the University Committee on courses and Curricula.

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<td>March 27, 2012</td>
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<tr>
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TO: Box Council and UCCC

FROM: Dr. Connie M. Forde, Professor/Department Head

DATE: April 26, 2012

SUBJECT: EDL 8523 Educating Diverse Learners

At the request of Dr. Frankie Williams, I asked Dr. Jim Adams to review the proposed course syllabus for EDL 8523 Educating Diverse Learners as a potential duplication of TKT 4263/6263 Differences in Workplace and Educational Environments, a popular diversity course developed and taught by Dr. Adams and taken by students across a number of college disciplines.

As an expert in diversity, Dr. Adams completed a comparison of the two syllabi and has reported duplication of TKT 4263/6263 in the proposed EDL 8523 course. After this analysis and discussion with Dr. Adams, he and I met with Dr. Williams to discuss these concerns and to volunteer our willingness to accommodate the EDL master's students in TKT 6263. During this meeting, Dr. Williams raised a number of concerns related to her program; therefore, in a spirit of cooperation, we would support EDL 8523 if enrollment is restricted to EDL students in the Master of Science in School Administration program. This compromise would meet the needs of Dr. Williams' program and would not cause a negative impact on the enrollment of TKT 6263.
TO: Dr. Frankie Williams, Department Head and Associate Professor of Leadership and Foundations  
FROM: Dr. Sallie Harper, Interim Associate Dean of Education: Meridian Campus  
DATE: March 30, 2012  
SUBJECT: Letter of Support for M.S. in School Administration

Dear Dr. Williams,

I fully support the redesigned Master of Science degree program in School Administration reflecting a research-based and practitioner oriented balance with priority given to focus on instructional leadership behaviors that promote success of every student that will be offered at the Starkville and Meridian campuses.

Sincerely,

Sallie Harper, Ph.D.  
Interim Associate Dean of Education  
MSU-Meridian  
601-484-0187
Commission on Teacher and Administrator Education, Certification
And Licensure and Development
Central High Building
Fourth Floor Conference Room
4:00 P.M.
March 21, 2012

Members Attending:
Donna Loden
Dr. Angela Rutherford
Robin Herrington
Doris Perkins
Renee Moore
Dr. Janice Nicholson
Pamela Manners
Liz Michael

Members Absent:
Johnny Donaldson
Brian Pearse
Kelly Fuller
Marilyn McMillan

MDE Personnel:
Dr. Daphne Buckley
Amy Daniel
Cindy Coon
Heather Deaton

The meeting was called to order by Pamela Manners, chair. A quorum was announced by Dr. Daphne Buckley.

Item 1. Approval of Proposal of Approval of Masters Degree Program
In Educational Leadership from Jackson State University
A motion to approve the item was made by Doris Perkins and seconded by Robin Herrington. The motion was approved.

Item 2. Approval of Proposal of Approval of Masters Degree Program
In Educational Leadership from Mississippi State University
A motion to approve the item was made by Renee Moore and seconded by Doris Perkins. The motion was approved.

Item 3. Approval of Proposal of Approval of MS Alternate Path to
Quality School Leadership Alternate Route Administrator Program
Sponsored by the MS Community College Foundation
A motion to approve the item was made by Dr. Angela Rutherford and seconded by Donna Loden. The motion was approved.

Item 4. Other Business
No other business was discussed.
Adjourn
On a motion made by Robin Herrington and seconded by Liz Michael, the meeting was adjourned.
Minutes of Mississippi Board of Education Meeting

April 20, 2012

The regular meeting of the Mississippi Board of Education was held at 8:30 a.m. on Friday, April 20, 2012 in the 4th Floor Boardroom of the Central High School Building, 359 North West Street, Jackson, Mississippi. Board members present were: Ms. Kami Bumgarner, Mr. Hal Gage, Dr. O. Wayne Gann, Dr. John R. Kelly, Mr. Charles McClelland, and Ms. Martha Murphy. Board member absent: Mr. Claude Hartley, Mr. William H. Jones, and Dr. Sue Matheson.

I. The meeting was called to order by Mr. Charles McClelland, Chair. Mr. McClelland noted the statement on the agenda that cellular telephones and pagers are not permitted during the Board meeting.

II. Mr. McClelland led the Pledge of Allegiance to the Flag and Dr. O. Wayne Gann gave the Invocation.

III. On a motion by Dr. O. Wayne Gann, seconded by Mr. Hal Gage, the Board unanimously approved the minutes of the meeting of March 15-16, 2012.

IV. Mr. McClelland noted that the backup material for Item 33, Approval to revise the Accreditation Policies in the Mississippi Public School Accountability Standards, had been revised consistent with the Board’s discussion from the work session. The backup material for Item 43 (A) under the Consent Items had been revised to include additional contracts with former state employees. He also noted that Items 05 and 30 were pulled from the agenda at the work session.

Mr. Hal Gage made a motion, seconded by Dr. John R. Kelly, to approve the agenda modifications.

On a motion by Dr. O. Wayne Gann, seconded by Ms. Martha Murphy, the Board unanimously approved the agenda as amended.

V. Mr. Charles McClelland gave the following Report of the Chair:
   - Noted that recently he along with Dr. Burnham served as a panelist at the National Assessment of Educational Progress (NAEP) Forum held in Jackson;
   - Reminded the Board members that a photo would be taken of the Board at the May Board meeting; and,
   - Stated that the Board would need to appoint a representative to serve as the Board’s representative for National Association of State Boards of Education (NASBE).
VI. Approval of Action Items
(Items below are numbered to correspond to the items as discussed on Thursday, April 19, 2012.)

07. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved the revision of State Board Policy 8102—Career and Technical Education Ongoing Program Parameters. The item cleared the Administrative Procedures Act process with no public comment (copy attached). (Office of Instructional Enhancement & Internal Operations)

08. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved the revision of the Mississippi Secondary Curriculum Frameworks in Career and Technical Education for (1) Agricultural and Natural Resources, (2) Architecture and Drafting, (3) Electrical, (4) Finance and Accounting, (5) International Business, (6) Masonry, (7) Plumbing, (8) Precision Machining, and (9) Technology Foundations. The item cleared the Administrative Procedures Act process with no public comment (copy attached). (Office of Instructional Enhancement & Internal Operations)

09. On a motion by Dr. John R. Kelly seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with the Mississippi Assessment Center at the Research and Curriculum Unit at Mississippi State University for Fiscal Year 2013 for the Mississippi Career Planning and Assessment System, Second Edition (MS-CPAS2) (copy attached). (Office of Instructional Enhancement & Internal Operations)

10. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with NCS Pearson, Inc., for Fiscal Year 2013 for the Mississippi Subject Area Testing Program, Second Edition (SATP2) (copy attached). (Office of Instructional Enhancement & Internal Operations)

11. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with NCS Pearson, Inc., for Fiscal Year 2013 for the Mississippi Curriculum Test, Second Edition (MCT2) (copy attached). (Office of Instructional Enhancement & Internal Operations)

12. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with Measured Progress for Fiscal Year 2013 for the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) (copy attached). (Office of Instructional Enhancement & Internal Operations)
13. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with The Riverside Publishing Company for Fiscal Year 2013 for the Mississippi Science Tests in Grades 5 and 8 (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

14. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved awarding discretionary grants to school districts to provide partial funding for a universal screener in language arts/reading and mathematics for students in grades K-3 (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

15. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved the methodology to award discretionary grants to school districts to participate in a Mississippi Department of Education "Educator in Residence" Program (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

16. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved the methodology to award competitive three-year grants for the Dyslexia Program (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

17. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract with Evergreen Evaluation & Consulting, Inc., for Fiscal Year 2013 as the project evaluator for the State Personnel Development Grant (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

18. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved renewing the contract for Fiscal Year 2013 with The Riverside Publishing Company "DBA" Houghton Mifflin Harcourt to provide an assessment system as required by the State Performance Plan and Annual Performance Report (SPP/APR) (copy attached).  
(Office of Instructional Enhancement & Internal Operations)

19. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved renewing the contract with MMI Dining Systems, L.L.C. for Fiscal Year 2013 to provide food service on the campus of the Mississippi Schools for the Blind and the Deaf (copy attached).  
(Office of Quality Professionals & Special Schools)
20. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the new Praxis Test for Economics and Career Score as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development. The item cleared the Administrative Procedures Act process with no public comment (copy attached).
(Office of Quality Professionals & Special Schools)

21. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request from Vocational Career/Technical Education for revision to the Licensure Endorsement Title and approval of the new License Codes as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development. The item cleared the Administrative Procedures Act process with no public comment (copy attached).
(Office of Quality Professionals & Special Schools)

22. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve revision to the license for Career/Technical Counseling as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (copy attached).
(Office of Quality Professionals & Special Schools)

23. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve the regenerated Praxis Test for Deaf and Hard of Hearing and recommended passing score as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (copy attached).
(Office of Quality Professionals & Special Schools)

24. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve the regenerated Praxis Test for Music Education and recommended passing score as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (copy attached).
(Office of Quality Professionals & Special Schools)

25. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to approve the proposed license for School Business Officers as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development (copy attached).
(Office of Quality Professionals & Special Schools)
26. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously to begin the Administrative Procedures Act process to remove the following State Board Policies (copies attached).
   (Office of Quality Professionals & Special Schools)

   A. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1706 – Armed Forces Activation

   B. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1707 – Nursery through First Grade

   C. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1708 – Postsecondary License (Vocational)

   D. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1711 – Skills, K-8 Mathematics

   E. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1714 – Licensure Guidelines for Tech Prep Discovery Courses

   F. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1715 – Supplemental Endorsements for ICT I, ICT II and STEM

   G. Approval to begin the Administrative Procedures Act process to remove State Board Policy 1716 – Endorsement Code 193 for Economics

27. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously approved the request from Jackson State University for a Masters Degree Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development (copy attached).
   (Office of Quality Professionals & Special Schools)

28. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board voted unanimously approved the request from Mississippi State University for a Masters Degree Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development (copy attached).
   (Office of Quality Professionals & Special Schools)
29. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved the request from the Mississippi Community College Foundation for the Mississippi Alternate Path to Quality School Leadership Alternate Route Administrator Program as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development (copy attached).
   (Office of Quality Professionals & Special Schools)

31. On a motion by Ms. Martha Murphy, seconded by Mr. Hal Gage, the Board unanimously approved to modify grant awards for the Teacher Incentive Fund (TIF) Grant (copy attached).
   (Office of Quality Professionals & Special Schools)

32. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved the new policy for Office of Internal Accountability and Program Evaluation (copy attached).
   (Office of Educational Accountability)

33. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved the revision of the Accreditation Policies in the Mississippi Public School Accountability Standards, 2010, pending approval of legislative amendments to Section 37-17-6 of the Mississippi Code of 1972, as amended. The item cleared the Administrative Procedures Act process with public comment that was presented to the Board (copy attached).
   (Office of Educational Accountability)

34. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved the appointment of Mr. Tony Foster to serve as the School Finance Officer for the Office of School Financial Services at an annual salary of $66,670.57 (copy attached).
   (Office of Educational Accountability)

35. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Meadville School (copy attached).
   (Office of Educational Accountability)

36. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Clinton School (copy attached).
   (Office of Educational Accountability)
37. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Starkville School (copy attached).
   (Office of Educational Accountability)

38. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Batesville School (copy attached).
   (Office of Educational Accountability)

39. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Pontotoc School (copy attached).
   (Office of Educational Accountability)

40. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek Schools, Inc. – Magee (copy attached).
   (Office of Educational Accountability)

41. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Ripley School (copy attached).
   (Office of Educational Accountability)

42. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved an Accredited Status for Millcreek of Greenville School (copy attached).
   (Office of Educational Accountability)

43. On a motion by Dr. John R. Kelly, seconded by Dr. O. Wayne Gann, the Board unanimously approved the following consent items (copies attached).

   A. Approval of monthly contracts with former State Employees receiving retirement benefits
      (Office of Instructional Enhancement & Internal Operations)

   B. Approval of the Mississippi School of the Arts 2012-2013 Calendar
      (Office of Quality Professionals & Special Schools)

   C. Approval of the Mississippi School for the Blind 2012-2013 Crisis Management Manual
      (Office of Quality Professionals & Special Schools)
D. Approval of the Mississippi School for the Blind 2012-2013 Staff Handbook
   (Office of Quality Professionals & Special Schools)

E. Approval of the Mississippi School for the Blind 2012-2013 Student
   Handbook and Academic Calendar
   (Office of Quality Professionals & Special Schools)

F. Approval of the Mississippi School for the Blind 2012-2013 School Wellness
   Policy
   (Office of Quality Professionals & Special Schools)

45. On a motion by Mr. Hal Gage, seconded by Mr. Martha Murphy, the Board
    unanimously approved the determination by the State Board of Education that an
    extreme emergency situation exists in the Aberdeen School District which
    jeopardizes the safety, security, and educational interests of the children enrolled
    in the schools in this District, and that this emergency situation is related to
    serious violations of accreditation standards, violations of state and federal law,
    and continued pattern of poor academic performance (copy attached).
    (Office of Educational Accountability)

46. On a motion by Dr. John R. Kelly, seconded by Ms. Kami Bumgarner, the Board
    unanimously approved the determination by the State Board of Education to
    officially abolish the Aberdeen School District contingent upon a declaration of a
    state of emergency in the District by the Governor (copy attached).
    (Office of Educational Accountability)

47. On a motion by Dr. O. Wayne Gann, seconded by Ms. Martha Murphy, the Board
    unanimously approved the request to the Governor that the Governor declare a
    state of emergency in the Aberdeen School District (copy attached).
    (Office of Educational Accountability)

48. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board
    unanimously approved the appointment of Robert (Bob) Strebeck to serve as
    Conservator for the Aberdeen School District contingent upon a declaration of a
    state of emergency in the District by the Governor (copy attached).
    (Office of School Improvement, Oversight and Recovery)

49. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board
    unanimously approved the contract modification for the Conservator for the
    Aberdeen School District (copy attached).
    (Office of School Improvement, Oversight and Recovery)
50. On a motion by Mr. Hal Gage, seconded by Dr. John R. Kelly, the Board unanimously approved the contract modification with Charles King Barron, Sr. to serve as Conservator of the Drew School District and the Conservator for the Sunflower County School (copy attached). (Office of School Improvement, Oversight and Recovery)

VII. The Recognition Ceremony was held as follows:

- **2011 Milken Award Recipient**
  Michelle Brister
  Clinton School District

- **QuestBridge Scholarship Recipients**
  Mississippi School for Mathematics and Science
  Erica McCoy
  Destin McMurry

- **April 2012 MDE Employee of the Month**
  Pat Whitley
  Office of Accreditation
  Administrative Assistant III

VIII. State Board of Education

- 01. There was no report on meetings attended.
- 02. There was no request for attendance at meetings.

IX. Mr. Gage reported on the Accountability Subcommittee meeting that was held on April 19, 2012.

On a motion by Dr. O. Wayne Gann and seconded by Mr. Hal Gage the meeting was adjourned at 8:55 a.m.

Approved:

[Signatures]

Charles McClelland, Chair
Mississippi Board of Education

Tom Burnham, Ed.D.
Executive Secretary
Mississippi Board of Education
July 20, 2012

Dr. Frankie Williams, Head
Department of Leadership and Foundations
Mississippi State University

Dear Dr. Williams:

Our office has reviewed the proposed redesign of the existing M.S. in School Administration degree (CIP 13.0401) at MSU. Per the IHL Academic Guidelines, curriculum changes within existing academic programs do not require IHL Board approval. Acquiring all internal approvals at MSU, external approvals (if any) from accrediting agencies, and notifying the IHL Office of Academic and Student Affairs meets the requirement for making curriculum changes within existing academic programs.


Respectfully,

Alfred Rankins, Jr.

Alfred Rankins, Jr., Ph.D.
Associate Commissioner for Academic and Student Affairs

c: Dr. Richard Blackbourn, Dean, College of Education, MSU
   Dr. Jerry Gilbert, Provost and Executive Vice President, MSU
   Dr. Susan Lee, Director of Academic Affairs, IHL