

*“The Effective
Graduate Advisor”*

**GRADUATE
FACULTY
GUIDE**

2012



**Jackson State University
The Division of Graduate Studies**

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Note to the Graduate Faculty.....

In order to be a good advisor, you have to relate to your graduate students as individuals, not just as anonymous research assistants or tickets to tenure and co-authored publications. Work with all of your graduate students, not just those with whom you feel most comfortable, or who are interested in the problems you're most excited about. Try to get to know your students personally and professionally. Help them to identify their strengths and weaknesses, to build on the former, and to work on overcoming the latter. Give them honest evaluations of their work and performance: don't just assume that they know how they're doing and what you think of them.

Read this guide and other resources with an eye towards discovering in which aspects of the graduate experience your students may be having trouble, or may not realize the importance of. Try to see the experience from their perspective, which will be different for each student, because each student has a different background and different talents and goals.

This guide provides an overview of the interactions of a member of the graduate faculty with graduate students from the admission process, initial advising, continuous enrollment, and graduation.

Graduate Web Resources

Homepage

<http://www.jsums.edu/~gadmappl>

CyberOrientation

<http://www.jsums.edu/~gadmappl/current/orientation.html>

Dates and Deadlines

<http://www.jsums.edu/~gadmappl/current/dates.html>

Graduate Catalog

<http://www.jsums.edu/~gadmappl/Catalog/Gradcatalog.html>

Forms and Brochures

<http://www.jsums.edu/~gadmappl/forms.html>

GRADUATE FACULTY

Graduate Faculty may teach graduate courses, supervise and serve on supervisory committees for students working toward post-baccalaureate degrees, vote on nominations for the Graduate Council and serve on the Graduate Council.

Associate Graduate Faculty may teach graduate courses, supervise masters' theses, co-supervise doctoral dissertations, serve on supervisory committees for students working toward post-

baccalaureate degrees, and vote on nominations for the Graduate Council.

Adjunct Graduate Faculty may teach graduate courses and co-supervise and serve on supervisory committees for students working toward post-baccalaureate degrees.

PROCEDURE

The Graduate Faculty Status committee consists of one representative from each school at the University. The committee meets prior to the regularly scheduled Graduate Council meetings. All applications must be submitted to the committee chairperson by the second week in each month. After careful review of each application, the committee makes a decision based on the criteria. A report is made to the full Graduate Council who act on the recommendations of the committee. The application process for graduate faculty status consists of several steps.

1. The faculty member must make their requests known to their department chair and college dean.
2. The college dean forwards the request to the Dean of the Division of Graduate Studies.
3. The Dean of the Division of Graduate Studies forwards all applications to the Graduate Faculty Status Committee Chairperson for action.
4. The Chairperson of the Graduate Faculty Status Committee makes a report to the full Graduate Council, who acts on the recommendations of the committee.
5. The Dean of the Division of Graduate Studies submits the application to the Vice President for Academic Affairs
6. The Vice President for Academic Affairs approves and notifies the faculty member for graduate faculty status.

CRITERIA

I. GRADUATE FACULTY

Full members of the graduate faculty possess terminal degrees in their area of instruction or have achieved equivalent recognition through their research achievements. They are experienced professors, having at least three years' experience in higher education, including some graduate teaching, and having directed graduate student research and carried on their own research. To be admitted to the Graduate Faculty, an individual must have attained a high degree of proficiency both as an educator and

as a scholar, the latter demonstrated by recognized research or artistic creativity. Specifically, he/she should meet the following requirements:

- A. Hold the doctorate or a degree that is terminal in his/her field of study.
- B. Hold the rank of Professor, Associate Professor or Assistant Professor.
- C. The faculty member must have published research and scholarly work during the last five years, or have demonstrated comparable, creative achievement.
 1. In disciplines where publication is the normal outlet for scholarly work or research, the faculty member must provide evidence of his or her significant publications appearing under the imprint of recognized scholarly publishing houses or journals. Publication must have resulted from a judgment of quality through a reviewing process.
 2. In disciplines such as the fine arts where publication is not the normal or singular end product, the faculty member must provide evidence of creative work accomplished during the last five years. Presentation of creative work must have resulted from a judgment of quality through a reviewing process.
- D. The faculty member must indicate current involvement in research and/or creative work.

II. ASSOCIATE GRADUATE FACULTY

Associate members of the graduate faculty have completed their terminal degrees and demonstrated expertise in teaching and research in the area of instruction. They have three years teaching experience or have supervised graduate student research.

III. ADJUNCT GRADUATE FACULTY

Adjunct members of the graduate faculty are temporary, part-time professors, possessed of proven competence and appropriate credentials, who are appointed to meet the University's needs in their area of expertise.

Note: Please see the "Application for Graduate Faculty Status" for the full text of the Criteria Section.

THE GRADUATE ADVISOR

The roles of an advisor include:

1. Guiding students' research: helping them to select a topic, write a research proposal, perform the research, evaluate it critically, and write the dissertation.
2. Getting students involved in the wider research community: introducing them to colleagues, collaborating on research projects with them, funding conference travel, encouraging them to publish papers, nominating them for awards and honors.
3. Finding financial support: providing research assistantships or helping them to find fellowships, and summer positions.
4. Finding positions for students after graduation: helping them to find and apply for postdoctoral positions, faculty positions, and/or jobs in industry; supporting their applications with strong recommendations; and helping them to make professional networks.

Although guiding your students' research is normally viewed as the central task of an advisor, the other roles are also critical to their long-term success. The section on networking contains advice for students on networking. You can help them in this process by funding and encouraging travel to conferences and paper publication, and by introducing them to and talking about their research to colleagues.

Guiding Principles for Good Practice in Graduate Education

Understanding the environment.

Academic honesty, professional integrity, and confidentiality.

A clear course of study.

An atmosphere of openness.

Acknowledgement of intellectual rights and property.

Evaluation and Feedback.

Working relationships between faculty, staff, and students are an important component of graduate education at Jackson State. The quality of these relationships can make or break the graduate school experience. The development of a positive learning environment depends on a shared vision of educational values, objectives and expectations. It is the joint responsibility of faculty, staff, and students to work together to nurture this vision, and to encourage freedom of inquiry, demonstrate personal

and professional integrity, and insure a climate of mutual respect. The following six principles are essential elements in a productive environment for graduate education at Jackson State:

1. Understanding the environment.

Faculty, staff, and students must each take the initiative to learn the policies, rules, regulations, and practices that affect them, their work, and the academic units. The Graduate Catalog, departmental or program handbooks, pertinent University publications, funding agency references, and other resources can typically be obtained from several sources. These include graduate program offices, the Internet, registered student organizations, department faculty, other students, faculty advisors, and thesis, project and dissertation committee chairs.

2. Academic honesty, professional integrity, and confidentiality.

These qualities: academic honesty, professional integrity, and confidentiality, are the responsibility of all faculty, staff, and students. Each member of the graduate community must endeavor to adhere to the highest level of these ideals in all their personal and professional activities.

3. A clear course of study.

The student and his/her faculty advisor should develop and agree upon a clear plan of academic study and the responsibilities associated with it. Careful planning and discussion throughout a graduate program are the best ways to avoid later misunderstandings and problems relating to retention and graduation.

4. An atmosphere of openness.

Students and faculty must work to establish and maintain an environment that is open, sensitive, and encourages free discussion between members of the graduate community. Clear, two-way communication is a critical ingredient in a successful graduate experience.

5. Acknowledgement of intellectual rights and property.

Students and faculty should discuss issues associated with academic freedom, intellectual property, authorship, and publication as part of the student's academic plan. Resolution of these issues early is often the best way to avoid later disputes.

6. Evaluation and Feedback.

Evaluation, reflection, and feedback are integral parts of the academic process. These assessment activities should be a regular part of every graduate program.

Early, frequent, and constructive feedback help to prevent small differences from becoming serious problems

While these six guiding principles are not exhaustive, they do reflect a spirit that can make the graduate education process at Jackson State more rewarding and productive for everyone.

FIVE ESSENTIAL ROLES AND FUNCTIONS OF GRADUATE ADVISORS

I. Reliable Information Source

The graduate student needs information in six areas:

1. Courses
 - a. program requirements
 - b. courses that meet career goals
 - c. course content
 - d. courses that help prepare for examinations
 - e. internship sites
2. Human Capital Development
 - a. career strategies and planning
 - b. availability of positions
 - c. assistance in job search
3. Required Forms
 - a. What needs to be done when?
 - b. Deadlines
4. Graduate Student Support
 - a. information about potential assistantships, available inside and outside of the department.
 - b. information about external funding options.
5. Time management
 - a. assistance in balancing multiple roles.
 - b. aid in developing schedules
6. Expectations

II. Departmental Net worker

Provide help in understanding departmental policies. If faculty are competitive and lack shared purposes, it is important for students to understand departmental politics.

2.

Provide opportunities for quality interactions, both inside and outside of the classroom. Research has found that graduate students often enter degree programs with high expectations from student/faculty relationships.

It is often up to the faculty advisor to initiate contact because new students may not be willing to take a risk. Entering graduate advisees need to be connected with established graduate students and

support programs. Advisors often provide the linkage.

Many departments offer new student orientations that are useful. These orientations frequently involve all faculty and provide an effective way to network with advisees.

III. Advocate

The advocate role includes:

1. Letting the student know there is someone in their corner.
2. Communicating that the student's talent and skills are valued.
3. Providing support.
4. Helping the student understand what to expect emotionally while completing the program.
5. Allowing and encouraging the student to discuss issues that impact performance.

IV. Role Model/Mentor

The role model helps the student learn professional terminology, and develop a vision of what professionals in the area should and should not do.

For students whose employment goal is to remain in higher education, the role model should help the advisee learn how to politick, how to write grants and establish networks and perform other activities that may be critical to survival.

Advisors must not only convey a caring attitude. Advisors who serve as role models/mentors communicate that they are approachable. They also provide support for their advisees.

V. Occupational Socializer

In this role, advisors are involved in helping the student develop a sense of "professionalism".

1. Development of the student's interests and skills.
2. Acquisition of ideology.
3. Internalization of motives.
4. Sponsorship.

Cheryl J. Polson, Ph.D. Associate Professor, College of Education, Kansas State University.

WHO ARE GRADUATE STUDENTS?

Graduate students have multiple role and time commitments.

Many graduate students return to campuses engaged in a variety of roles besides that of student. They are frequently parents, spouses, full- or part-time employees and active community volunteers and leaders.

These roles may require that the student prioritize obligations. The student role may not always get top billing. Advisors need to be aware of the multiple demands.

*Realistic and attainable schedules must be established.

Graduate students bring a different quality and quantity of life experiences.

The diversity of background in a group of students is a rich source for learning and often provides a foundation upon which to build new knowledge. It can also be a liability.

*Advisors may need to encourage students to remain open and flexible to other views.

Frequently, graduate students have a clear educational goal in mind.

Many graduate students seek advanced degrees to assist them with current challenges.

*Advisors should encourage them to look beyond their short-term work-related goals to explore how current activities relate to long-term goals.

Graduate students are consumers.

They want their money's worth. They expect their learning to be applicable to problems they confront on a daily basis.

TRADITIONAL & RETURNING GRADUATE STUDENTS

"Traditional" graduate students are advisees who enter graduate school immediately upon completion of the undergraduate degree.

1. They are familiar with the institution.
2. They are often beginning careers.

3. They frequently have less life and "real world" experiences.
4. They may need assistance in gaining "real world" experiences.
5. They may not be torn by as many demands as returning students.

Returning graduate students are advisees who are perhaps older, who haven't been enrolled in formal coursework for some time, and who are frequently employed.

1. They may be part-time and commute. They may not be available for advising during the traditional office hours. They may have less time to take advantage of campus-based resources.
2. It is more difficult for these students to access "timely" information.
3. They may need more assistance in "negotiating the system".
4. These students may have inadequate study skills.
5. Returning graduate students may require more advisor support, orientation and counseling.

INTERACTING WITH STUDENTS

Especially for a new advisor, setting the right tone for student interactions is a difficult task. Different students respond best to different approaches -- and, of course, different advisors have different personal styles. Some of the tradeoffs that have to be made in each advisor-student relationship are:

1. Amount of direction: self-directed/hands-off vs. "Spoon-feeding" topics and research projects.
2. Personal interactions and psychological support: do they want advice on career, family, and the like? Are you willing and able to give it, or to find someone else to advise them?
3. Amount and type of criticism: general directions vs. specific suggestions for improvement.
4. Frequency of interaction: often vs. once a semester.

It helps to establish regular meeting times and to discuss expectations (both yours and your students') about what can and should be accomplished during these meetings. Encourage them to develop relationships with other faculty members, students, and colleagues, to get a different perspective and to get feedback you may not be able to give.

To improve the atmosphere of your interactions:

1. Meet over lunch or coffee to make interactions more relaxed and less stressful.
2. Strive to maintain an open, honest relationship.
3. Respect your students as colleagues.
4. Tell them if you think they're asking for too much or too little time or guidance.

Advisors should be aware of both long-term and short-term needs. What should the student's goals over the next few years be? Help your student identify ways that the two of you -- as a team -- can meet these goals. Advise the student on the criteria for a successful qualifying examination, thesis proposal, and dissertation. Help prepare the student for a future research career.

In the short term, a good advisor will work with students to set priorities and to find a balance between doing research, reading, writing, satisfying teaching assistant (TA) and research assistant (RA) duties, publishing, and coursework. Although advisors may not be able to give advice on all administrative aspects of graduate school, they should at least know the appropriate people to refer students for assistance with degree requirements and funding.

When you meet with your students, pay attention to them. Try to help them to identify their interests, concerns, and goals, not just how they can meet what "you" see as good interests, concerns, and goals. Know what they're working on, and what you discussed last time. Take notes during meetings and review them if necessary.

Give them productive feedback, not just a noncommittal "ok, sure" or a destructive "why on earth do you want to do that?" Remember that your students are still learning. If you tell them that a problem they're interested in has already been explored by Professor X, make sure you follow up with a reference that they have access to, and a discussion as to whether the problem remains a worthwhile area to work on, or whether there are new open issues raised by Professor X's work, at the next meeting.

When reviewing a student's research paper or proposal, write comments on the paper itself: verbal comments aren't as useful. Give the feedback promptly, or it won't be much help. See the section on feedback for suggestions about giving useful comments. Don't just wait until they hand you something to read: insist on written drafts of

proposals, papers, etc. Help them develop their rough ideas into publishable papers. Give them specific, concrete suggestions for what to do next, especially if they seem to be floundering or making little progress.

Advisor-student relationships can break down if the advisor is setting goals that are too high or too low, or if the advisor is exploiting the student to meet the advisor's needs, not the student's. It is never appropriate to develop an intimate relationship with any student. If this should happen, you should not continue to advise them (whether the relationship continues or not).

Encourage your students to choose a topic that you're **both** interested in and that you're knowledgeable about (or very interested in learning more about). Make sure that they have the appropriate background to understand the problem, and that the methodology and solution they identify are appropriate and realistic. Give them pointers to useful references and help them find them (this can be an unfamiliar, difficult process for graduate students). Make sure they're aware of other researchers and laboratories doing similar work, and if possible, arrange for them to visit these labs or meet the researchers at seminars or conferences.

Female faculty often feel obligated to mentor every female student in the department, attend every committee meeting, and get involved in every debate, whether they want to or not. While you can't solve all of the problems in the world, you can at least make a difference by giving others the sense that you do care, and that you think women's issues are important, even if you don't have time (or the inclination) to get involved with every problem.

Source:

<http://www.cs.indiana.edu/how.2b/how.2b.advice.html>

9 Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values.**

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so.

Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations - those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purpose lacks specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way - about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic.

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the

gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when is a part of a large set of conditions that promote change.

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate (*and graduate*) education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Though assessment, educators meet responsibilities to students and to the public.

There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation

to ourselves, our students, and society - is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvements.

Note: This section is from the "American Association for Higher Education' website".

<http://www.aahe.org/assessment/princip1.htm>

GRADUATE ADMISSIONS

Admission is granted jointly by the Division of Graduate Studies and the program in which the student plans to study. Each program has its own procedures for evaluating applications. Once all required information is received by the Graduate Admissions Office, an admission packet is sent to the appropriate department for its decision. Once the Division of Graduate Studies receives a recommendation from the graduate faculty of the department and the College Dean or designee, applicants are notified by the Graduate Dean of the decision to admit, conditionally admit, or deny. Admission decisions are valid for 12 months for purposes of initial enrollment.

Best Practices in Graduate Admissions

- Best graduate admissions practices require timely and complete communication with applicants and responsible action on the part of Division of Graduate Studies staff, departmental

graduate advisors and admission committee, and student applicants.

- Graduate admission personnel serve academic units in selecting students for admission. Fairness and nondiscrimination are essential components of the admission process.
- The Division of Graduate Studies is the only office on campus with the authority to provide official admission offers.
- It has the responsibility to ensure that the admission process is completed fairly on behalf of the prospective graduate student.
- As such, it is the responsibility of the Division of Graduate Studies to:
 - Approve departmental and college admission procedures, including requirements for admission committees and record-keeping. These procedures must be consistent with the university-wide graduate council and the Division of Graduate Studies.

- Provide all students with accurate information about admission.
- Receive information about applicants in confidence and respect the private nature of these data consistent with federal, state, and local statutes.
- Accept and deem official only those transcripts issued by the registrar's office of the sending institution(s).
- Inform candidates promptly and in writing if they are clearly inadmissible.
- Provide, in a timely manner, an official offer of admission that includes all terms and conditions of the offer
- Establish and publicize a minimum set of documents required for consideration of any applicants.
- Inform students promptly about new or changed admission requirements, especially those which may adversely affect applicants. Ensure that applicants are required to meet only those admission criteria in force at the time the application was received.
- Encourage applicants to fulfill their responsibilities in the admission process, including: a) complying with requests for information in a timely way, and b) responding to institutional deadlines when required to do so.

Review of Applications

1. Once all required information is received by the Graduate Admissions Office a transmittal packet is sent to the appropriate department for its decision. The graduate program should follow the established department/program process for review of applications using the information attached to the transmittal and the required department/program admissions documents.
2. The admission decision of the program should be noted on the transmittal cover sheet. If the decision is NOT to admit, the reason for this decisions MUST be noted on the cover sheet.

Admission of Faculty and Staff Members

Jackson State University faculty and staff members may be admitted to the Graduate School through established procedures and meet all admission criteria.

Readmission

Readmission is NOT automatic. Readmission requires approval by the major department, the Academic College Dean or designee, and the Division of Graduate Studies.

The student must file a Readmission Application at least three weeks before the beginning of the semester. The student should consult with the major department or academic school before starting this process.

Readmission After a Leave of Absence

To register following a leave of absence, the student must file a Readmission Application at least three weeks before the beginning of the semester. The student should consult with the major department or academic college before starting this process.

Inactive Students

Students with "inactive" status must apply for readmission. An inactive student is one who in the last twelve month period has NOT:

1. Registered for at least three credit hours, or
2. Registered for continuous registration, or
3. Registered for thesis/dissertation, or
4. Received a leave of absence.

If the student wants to be readmitted to graduate study, the student has to file for readmission before being permitted to register.

An application for readmission is not required under the following circumstances:

1. If the student has registered during the Spring Semester and returns in the subsequent Fall semester.
2. If the student attended the preceding summer session but does not register during any semester of the intervening academic year.

Transfer of Credit at Time of Admission

Graduate credit may be transferred from graduate schools of regionally accredited institutions. Transfer credit is not automatic and is made upon the recommendation of the chairperson of the major department, the academic college dean or designee and approval of the Dean of the Division of Graduate Studies. Credits are usually transferred during or at the end of the student's first semester of enrollment. Students should not assume that all graduate credits earned at other institutions will be transferred.

Only those hours in which the student has achieved a grade of "B" will be considered for transfer. A maximum of 9 semester hours of transfer credit may

be applied towards the master's degree. These credits must be in an area that is the same as, or closely related to, the major field of concentration. Students should consult with the specific degree program for regulations pertaining to the program. Time limits apply to transfer credit. All master's and specialist students must complete their programs within eight years of starting coursework at Jackson State or elsewhere.

A maximum of 15 semester hours of transfer may be applied toward the doctoral degree. Students should consult with the specific degree program for regulations pertaining to the program. Time limits apply to transfer credit. Doctoral students must complete all degree requirements within ten years from the time of admission into a program.

A student who has previously registered as non-degree students in the Division of Graduate Studies should note that work taken in this category is treated as transfer credit if the student is later admitted to a degree program. A maximum of 12 semester hours may be transferred to a graduate degree program from non-degree status subject to approval by the department chairperson and the Dean of the Division of Graduate Studies.

Courses taken while a student is registered in other schools of the University are treated as transfer credit if applied later to graduate degrees. Such courses may not be used to meet residency requirements.

INTERNATIONAL STUDENT ADMISSION

A prospective student who is not a US citizen applying for admission to Jackson State University as a graduate student must apply for admission by March 1, for Fall enrollment; October 1, for Spring enrollment; and March 15, for Summer enrollment. Applicants must submit the following required documents.

1. Application for Admission with \$25.00 admission fee using a money order.
2. Three letters of recommendation from former college professors sent directly to the department or program.
3. Master's applicants: A minimum GPA of 3.00 (B average) at the undergraduate level or possess a cumulative GPA of at least 2.50 at the undergraduate level (4.0 scale) for conditional status.

Specialist applicants: must hold a masters' degree and the department required minimum GPA .

Doctoral applicants: a minimum GPA of 3.00 (on a 4.00 Scale) and the program or department

required minimum GPA on the highest degree earned

4. A satisfactory TOEFL (Test of English as a Foreign Language) Score must be submitted or successful completion of ESLI.
5. Certified, translated copies of all transcripts, mark sheets, and diplomas direct from the college(s) to the Division of Graduate Studies.
6. Special application forms and materials required by a department or academic college, if required.
7. Certified Declaration of Financial Support on file in the Division of International Studies.
8. Immunization Record showing proof of immunization compliance for measles and rubella, if born after Dec. 1957.

English Language Proficiency Requirements for International Students

All applicants to Jackson State University must show proof of English Language proficiency. For international students, this is most commonly demonstrated through the Test of English as a Foreign Language (TOEFL). However, JSU accepts additional methods of determining English Proficiency.

Conditional admission to Jackson State University may be granted to international students with a stipulation of successfully completing all levels of English study at the English as a Second Language Institute (ESLI) of the Division of International Studies. This qualifies students to be admitted to all undergraduate and graduate programs provided they fulfill all other academic requirements needed in their respective majors except English Literature which requires TOEFL score of 233 for the Master of Arts degree.

If Conditional Admission to JSU is received:

1. The student will receive an I-20 document from JSU to apply for a student visa from their country of origin.
2. The I-20 document will state that the student is admitted to JSU to study an academic degree program and major. It will also state that the student will study English at JSU before beginning study in the academic major and degree program.

International Student Advisor

A student from outside the United States attending Jackson State University on a non-immigrant (F-1 or J-1) student visa is advised through the Office of International Programs. Upon arrival on campus, all international students must report to the International Student Advisor, located at the central office, 1330

John R. Lynch Street. Advisement is offered under the guidelines of the Immigration and Naturalization Service (INS) in the following areas: (1) maintaining student visa status; (2) proper transfer to other school(s); (3) off-campus work authorization; (4) social security card information; (5) health insurance; (6) travel outside the United States; (7) change of visa status; and (8) reinstatement to student status.

The International Student Advisor will issue an I-20 form to new international students who are accepted to attend a full course of study at Jackson State University. Financial documentation must be forwarded to the Office of International Programs prior to an I-20 form being released for the student visa. International students must inform the International Student Advisor of matters such as enrollment status, change of an address, change of major, legal name change, and/or any disciplinary

action taken by the university as a result of the student being convicted of a crime. For more information, contact the International Student Advisor at (601) 979-3794.

Changing Departments or Programs

To transfer from one major department to another during a term in which a student is registered, the student is required to submit a new application.

To transfer from one program to another program located in the same department, the student is required to submit a "Program Transfer form" and submit it to the current major department, requesting transfer. If the department approves, the approval is noted, a current degree evaluation is attached to the form, and forwarded to the Graduate Dean for final action.

GRADUATE ADVISING

STATEMENT OF STUDENT RESPONSIBILITY

It is the graduate student's responsibility to keep current on information which may affect their matriculation in graduate school. Whenever a problem occurs, the student should contact their major advisor and/or the Graduate Dean's office.

Each student must be given a copy of their department's latest statement of policies and procedures. These are made available by the department. A thorough knowledge of the departmental policies and procedures will be of assistance in determining degree requirements and graduate support available in the department.

As a graduate student, a higher level of responsibility for one's own destiny is expected. The student should seek and find adequate official information and initiate all appropriate forms and actions. The student must retain copies of all documents, approvals, receipts, and other papers related to University business in a safe place as they may be needed occasionally. The various departments and agencies within a university cannot communicate fully and instantly on all information which needs to be shared. The student must take responsibility for facilitating such communication, and for keeping in touch with deadlines, advisors, etc.

Degree Requirements

Masters' Level

Degree programs vary in requiring a thesis, project, or additional coursework. It is the responsibility of the advisor and student to be knowledgeable of all departmental requirements.

Thesis — (6 hours) The candidate electing to write a thesis will select a problem area of interest within his major field. The thesis will be directed by the student's major advisor with the approval of the student's thesis committee. There is a two (2) year limit on completing the thesis, calculated from the date the student passes the Graduate Comprehensive Examination. From the time the Graduate Comprehensive Examination is taken a student is required to be in continuous enrollment until the degree is earned within the two year limitation.

Project — (3 hours) The term "Project" is broadly conceived: it may be an experiment, a review of research, an analysis and evaluation of some psychological, educational or vocational problem related to the student's work or some other type of independent study. The specific nature, procedure and requirements of the project are to be arranged by the candidate and his advisor with the approval of appropriate departmental faculty members or chairs. A minimum of 33 semester hours is required for this option. The results of the Project are to be

reported in written form according to an acceptable stylistic form.

Additional Coursework—The student, in consultation with his/her advisor will select at least two additional courses to extend, expand or supplement his area of specialization.

Specialist in Education

Degree programs vary in requiring a thesis or project. It is the responsibility of the advisor and student to be knowledgeable of all departmental requirements.

Doctoral

All candidates must submit a dissertation based on independent and original research and must defend it in a formal, public forum. Policies and standards for establishing a dissertation committee and for preparation and submission are outlined in "Guidelines for Preparing the Doctoral Dissertation" and are supplemented by documents from the Graduate School and individual departments. All procedures must be followed.

Time Limits

All master's and specialist students must complete their programs within eight years of starting coursework at Jackson State or elsewhere. Doctoral students must complete all degree requirements within ten years from the time of admission into a program. Specific programs may have different time limits.

Use of the IP Grade

The "IP" grade is to be assigned for Project, Thesis, Dissertation courses or independent study. The grade(s) for these courses should be assigned upon the successful defense of the Project, Thesis or Dissertation or completion of the independent study.

Incompletes

When circumstances beyond a student's control prevent the completion of a course satisfactorily, the student has two options. One is to withdraw, if the 'drop' deadline has passed. The other is to request a grade of incomplete, "I", which allows a time extension. Such a request must be made before the semester ends and before the final exam, and the granting of this privilege is entirely at the professor's discretion.

If the student is in residence, the deficiency must be made up and the grade changed by the instructor within the first six weeks of the following semester. If the student is not in residence, the deficiency must be

made up within one calendar year for the date the "I" was given.

The professor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course within the specific time, the grade so indicated will be recorded as the grade of record. When enrolled for thesis, research, or independent study, the "I/P" grade may be applied.

No more than two "I's" are allowed at any time unless otherwise granted by the Graduate Dean.

Repeating Courses

Students in graduate degree programs are permitted to repeat one (1) course upon the recommendation of the departmental graduate advisor. Only one such repeat is allowed in a graduate program. Both grades will show on the transcript, and both will be used in computing the grade point average (GPA).

Course Loads

The minimum course load for a full-time graduate student during each semester of the academic year is nine (9) semester hours and the maximum is thirteen (13) semester hours. The Master of Social Work degree is an exception, requiring fifteen (15) semester hours. The minimum course load for the eight week summer session is six (6) semester hours and the maximum course load is nine (9) semester hours.

Enrollment Patterns

Each student admitted to enrollment has an initial choice of one of three enrollment patterns:

1. Continuous The student must enroll each fall and spring semester with the summer term being optional.
2. Irregular Terms The student may drop-out and re-enroll in some later term but may be required to apply for re-admission if the period of non-enrollment is longer than one semester.
3. Summers Only In any case, a student is subject to the applicable time limits for the program and degree to complete all requirements for a graduate degree at Jackson State University.

Student Responsibility for Meeting Graduate Requirements

Each student should thoroughly study the **Graduate Catalog** and become completely familiar with the organization, policies, and regulations of the university. Failure to do this may result in serious mistakes for which the student shall be held fully responsible. Only the general academic regulations

and requirements governing graduate programs are presented in CyberOrientation. Specific requirements pertaining to individual programs are outlined within the departmental section of the catalog. It is the graduate student's responsibility to keep current on information which may affect their matriculation in graduate school. Whenever a problem occurs, the student should contact their major advisor and/or the Graduate Dean's office. Advisors endeavor to provide such assistance in a timely and accurate manner, **but meeting requirements for graduation is the responsibility of the student.**

A graduate student may be classified as:

1. In Good Standing,
2. On Probation, or
3. Subject to Dismissal.

1. Good Standing. A graduate student is judged to be in good standing when making adequate progress toward completion of degree requirements, has a cumulative GPA of 3.00 and is not on probation or subject to dismissal.

2. Probation. Failure to complete the required hours and maintain the above grade point average will result in a one semester probationary period. Probation is intended to provide a student whose performance is less than fully satisfactory a period of time to bring his/her performance up to a level consistent with the minimum standards enforced by the Graduate School and/or the program in which enrolled.

A student may not remain in probationary status for longer than two semesters. When a student is placed on probation, he/she will be notified of the fact in writing and will have one semester to correct the deficiencies that led to this action. If, at the end of this period, all deficiencies have been removed, and no other circumstances warranting probation have developed in the interim, the student will be returned to good standing. If the deficiencies have not been corrected by the end of this period, the student may become subject to dismissal.

Probation may be initiated by the Graduate Dean or by the recommendation of the Graduate Advisor in the student's major department, school, college or graduate group. A student may be placed on probation for one or more of the following reasons:

- ◆ Failure to maintain an adequate level of performance (as measured by GPA) in courses central to the student's program of study.

- ◆ Failure on the departmental preliminary examinations or failure to stand for such exams in a timely manner.
- ◆ Failure to proceed to the comprehensive or qualifying exams within a reasonable period of time.
- ◆ Failure to make adequate progress in meeting other stated program requirements for example: submission of an acceptable dissertation prospectus, passage of required language examinations, etc.)
- ◆ Failure to make adequate progress in thesis or dissertation research or writing, or in the independent study project.

Students on probationary status may not be admitted to examinations (Master's Comprehensive or Doctoral Qualifying), nor advanced to Candidacy, nor hold an academic appointment, nor receive a graduate fellowship, nor defend a dissertation, thesis or project, nor be eligible to receive a graduate degree.

3. Unsatisfactory Work and Dismissal from a Department or Program.

A graduate student whose course work is unsatisfactory may be requested to leave the program. The recommendation for dismissal must be made in writing by the adviser, stating specific examples of unsatisfactory work, and must follow a conference held between the student and the adviser. Academic school procedures for dismissal including notification of the Dean of the Graduate School must be followed.

Reinstatement

A former student must submit an Application for Readmission. Official transcripts from all institutions attended since a student was last enrolled at Jackson State University must be mailed to the Office of Graduate Admissions. Unofficial transcripts will not be accepted. Dismissed students who are approved for readmission will be readmitted on probation and must follow the requirements outlined and included with the student's letter from the Office of the Graduate School which must be received before the student is permitted to register.

Grievance Policy

Objective - To create and sustain an academic environment that permits students to freely express concerns or reveal complaints about their education and educational process and to have their complaints addressed swiftly and forthrightly.

Statement - Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received, the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand the final response by the University may not be the response they prefer.

Procedure

Classroom Concerns or Complaints (e.g. Grades received; improper dismissals; unprofessional behavior)

- ◆ Student discusses concern or complaint with the instructor.
- ◆ Instructor provides a response (allow up to five days if investigation is required).
- ◆ Complaints unresolved by the instructor or for which the response is unacceptable must be described in writing by the student and submitted to the department chair.
- ◆ The chair properly logs and investigates the matter and provides a written response to the student within ten days.
- ◆ Issues that are still unresolved must be submitted by the student to the school dean.
- ◆ The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with higher level administrators.

Other Academic Concerns or Complaints (e.g. Academic advisement or academic regulations)

- ◆ Student discusses the concern or complaint with the academic advisor.
- ◆ The advisor provides a response (allow up to five days if an investigation is needed), or refers it to the appropriate official/body, e.g. Department chair or Academic Standards Committee, for response within twenty days. The appropriate official/body returns the response to the advisor and the advisor returns it to the student.
- ◆ Issues that are still unresolved must be submitted by the student to the school dean.
- ◆ The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with the Vice Provost for Academic Affairs.

- ◆ If the complaint remains, the student will submit it to the Vice Provost for Academic Affairs for a final response.

Note: Academic complaints dating back more than a semester generally will not be investigated.

Degree Candidacy

Consult with department chairs or academic dean for specific departmental, school and college requirements.

While there is a variation among graduate programs in the specific graduate degree requirements, all programs have in common:

1. A period of pre-candidacy studies, typically intensive coursework and training in the basic skills of research, scholarship and professional practice appropriate to the discipline.
2. A period of post-candidacy studies in which work is applied toward the completion of final degree requirements.
3. Final demonstration, either through submission of an acceptable project, thesis or dissertation, or the passing of a final comprehensive examination, or both, that the student has met the scholarly and professional standards necessary for the degree in question. The transition from the first to the second of these stages is referred to as "advancement to candidacy".

The student should fill out the "Application for Graduate Degree Candidacy" and take it to the advisor for signature. **BEFORE** signing the form, the advisor **MUST** consider the following points:

1. Program- A "Degree Evaluation" should be performed to ensure satisfactory academic progress.
2. Deficiencies - A student cannot be admitted to candidacy with deficiencies outstanding. If the student has deficiencies upon admission to the Graduate School they must be removed prior to advancement to candidacy.
3. Grade Point Average - The overall grade point average must be at least 3.00. It is computed on the basis of all graduate courses taken in graduate standing up to the time of the awarding of the degree, not just those in the program.

Graduation Requirements

**Advisors should consult with department chairs or academic dean for specific departmental and school requirements.*

Master's Degree

The following are basic requirements for all master's degree students:

1. Notification of the program option the student is electing, or that is required.
2. Completion of required semester hours of course work with a "B" average.
3. Completion of all departmental requirements.
4. Completion of the Graduation Clearance Process.

Specialist in Education

These are the basic requirements for the specialist degree:

1. Completion of the required course work with the required departmental cumulative grade point average.
2. Comprehensive Examination, if required.
3. Defense of thesis or project.
4. Completion of the Graduation Clearance Process.

Doctoral Degree

1. Completion of the required course work with the required departmental cumulative grade point average.
2. Comprehensive Examination, if required.
3. Defense of dissertation.
4. Completion of the Graduation Clearance Process.

Graduate Area Comprehensive Examination

Graduate students who intends to become a candidate for a graduate degree at Jackson State University must take and pass a comprehensive examination in area of specialization. All eligible candidates must have complete the required hours of graduate credit with a cumulative average of "B" or better in courses completed and met all requirements for degree candidacy.

Student may not appear for the comprehensive examination until the Dean of the Division of Graduate Studies declares them eligible. Additionally, students must be registered for at least one credit hour in the semester in which the examination will be taken. Audited courses will not meet this requirement.

The Graduate Comprehensive Examination is generally given three times a year, Fall, Spring and Summer*. Actual dates are determined by the Dean of the Division of Graduate Studies. Students are permitted to take the Comprehensive Examination a maximum of two (2) times: if the student fails the second time, the student must petition the Academic School Dean for permission to take the examination the third time. Once permission is granted, students then register with the assigned advisor or department chair to take this examination.

MASTERS -Each graduate student who intends to become a candidate for the master's degree at Jackson State University should take a written comprehensive examination in the student area of specialization after completing 24 semester hours of graduate credit with a cumulative average of "B" or better and after having met all requirements for degree candidacy.

SPECIALIST- Each graduate student who intends to become a candidate for the specialist degree at Jackson State University should take a written comprehensive examination in the student area of specialization after completing the requirements of the graduate program with a cumulative average of "B" or better.

DOCTORAL- Each graduate student who intends to become a candidate for the doctoral degree at Jackson State University should take a written comprehensive examination in the student area of specialization after completing 80% of the graduate program with a cumulative average of "B" or better in courses completed.

Online Graduation Clearance

The "Online Graduation Process" is to be completed prior to Commencement. A "Degree Evaluation" must be completed prior to Final Clearance. **All courses listed included in the "Degree Evaluation" must be completed or be in the process of being completed during the graduation semester.**

Please note that getting Clearance **DOES NOT** guarantee graduation. Other factors may affect graduation; an examination unexpectedly failed in the last week, or an absent thesis committee member, etc.

Dissertations, Theses, or Projects

The Division of Graduate Studies has developed forms to be processed by degree candidates completing dissertations, theses and projects. These forms may be obtained from department advisors. The forms, when properly executed, provide general directions for successful completion of this requirement. Each form must be completed under the direction of the student's advisor

Committee Approval Form documents the constitution of a student's dissertation/thesis/project committee and approval of the student's research proposal by the student's committee.

Committee Report of Defense Results is completed upon the successful defense of the dissertation/thesis/project before the student's committee. This form must be submitted prior to final clearance for graduation.

IRB APPROVAL OF RESEARCH

All student and faculty research involving human subjects **MUST** be approved by the University's Institutional Review Board (IRB) prior to conduct the research. A copy of the IRB application is available in the department, the Division of Graduate Studies and on the University's website. Committee members verify proof of IRB approval when they complete the "Committee Approval Form". Proposals should not be accepted with IRB approval or exemption.

IACUC APPROVAL OF RESEARCH

All student and faculty research involving animal subjects **MUST** be approved by the University's Institutional Animal Care and Usage Committee (IACUC) prior to conduct the research.

A copy of the IACUC application is available in the department, the Division of Graduate Studies and on the University's website. Committee members verify proof of IACUC approval when they complete the "Committee Approval Form". Proposals should not be accepted with IACUC approval or exemption.

Working With Students Completing Dissertations, Theses, or Projects

It is the student's responsibility to learn the policies, rules and regulations of both the Division of

Graduate Studies and the major department relative to the dissertation writing process.

The student is also responsible for:

1. Choosing a chairperson following the policies and guidelines of the major department.
2. Choosing the members of the committee together with the chairperson following the policies and guidelines of the major department.
3. Meeting with the chairperson and setting a schedule of appointments to discuss the student's progress and delineating a realistic period for completion of the dissertation in a timely manner.
4. Keeping scheduled appointments.
5. Turning in all materials to the chairperson typed and in the proper format.
6. Knowing and meeting all deadlines relative to the dissertation process and graduation.
7. Filing all forms in a timely manner.

Advisor and Committee's Responsibility

It is the chairperson's and committee members' responsibility to know the policies, rules and regulations of both the Division of Graduate Studies and the major department relative to the writing process. The chairperson is also responsible for:

1. Ensuring that the student is aware of the rules, regulations and policies of the Division of Graduate Studies and the department.
2. Assisting the student in the formation of the committee.
3. Meeting with the student and setting a schedule of appointments to discuss the student's progress.
4. Keeping scheduled appointments with the student.
5. Reading, critiquing and returning the student's work in a timely manner.
6. Ensuring that the student's work is properly documented and not plagiarized.
7. Scheduling the prospectus hearing and the final defense.
8. Notifying the committee members and the Department Chair of the place, time and date of the prospectus hearing.
9. Notifying the Graduate Dean, the College Dean, the Department Chair and the committee members of the place, time and date of the final defense.

The committee members are responsible for:

1. Attending the prospectus hearing the final defense.
2. Reading the student's research throughout the writing process.
3. Providing written feedback for correcting and/or improving the dissertation in a timely manner.

Departmental Chair/Program Director's Responsibility

The Department Chair/Program Director is responsible for knowing and enforcing the policies, rules and regulations of both the Division of Graduate Studies and the department or program.

The Chair/Director is also responsible for:

1. Ensuring that the graduate faculty of the department/program know and adhere to the policies, rules and regulations of the Division of Graduate Studies.
2. Keeping the faculty abreast of rule, policy, and procedure changes.
3. Serving as a liaison between the student and the dissertation advisor, if necessary.
4. Ensuring that the advisor and all committee members are qualified to serve as graduate faculty members.

Scheduling the Defense

The chairperson of the committee for the candidate, in concurrence with other members of the committee, shall adhere to the following process. The chairperson will notify the members of the committee, the Department Chair, the Dean of the College, the Dean of the Division of Graduate Studies and other appropriate persons of the place, date and time of the defense.

Basic Process for the Defense

The basic process for an oral defense of a project is summarized below.

1. The candidate presents his or her research, summarizing the main points of the study. The chairperson then allows other members of the committee to direct questions to the candidate concerning the research.
2. Following the candidate's presentation and the fielding of questions, the candidate is excused from the room so that the Chairperson and members of the committee may discuss and subsequently vote on the candidate's success or failure.
3. The candidate is escorted into the room to receive the results of the committee's vote.
4. If successful, the candidate will secure the signatures of the members of the committee on

the approval sheet, with any other necessary signatures.

First Submission

One unbound copy of the manuscript must be presented to the committee.

The manuscript will be reviewed to determine format and compliance with appropriate guidelines from the department's adopted style manual. The student will be notified if any revisions are necessary, in a timely manner.

If revisions of the manuscript are necessary, the student must incorporate the changes and be resubmitted.

Masters' Projects & Theses

Binding of the project

Masters students will submit one (1) bound copy of the project, on white, 20 pound, 25% rag, acid-free bond paper. Photocopies should be made only from the original. Spiral binding is a suitable method for meeting this requirement. This copy will be deposited in the University Library.

Binding of the thesis

Masters students will submit three (3) unbound copies of the thesis, on white, 20 pound, 25% rag, acid-free bond paper. Photocopies should be made only from the original. One bound copy will be deposited in the University Library, one bound copy will be sent to the Department and one bound copy will be returned to the student.

Specialist Projects & Theses

Binding of the thesis or project

Specialist students will submit three (3) unbound copies of the thesis/project, on white, 20 pound, 25% rag, acid-free bond paper. Photocopies should be made only from the original. One bound copy will be deposited in the University Library, one bound copy will be sent to the Department and one bound copy will be returned to the student.

Doctoral Dissertations

Binding of the dissertation

Doctoral students will submit five (5) unbound copies of the dissertation, on white, 20 pound, 25% rag, acid-free bond paper. Photocopies should be made only from the original. Two bound copies will be deposited in the University Library, one bound copy will be sent to the Department and two bound copies will be returned to the student. Students may request additional copies of the dissertation to be bound at their own expense

Online Line Forms

Forms & Documentation

Forms

- Degree Plan
- Application for Graduate Degree Candidacy
 - Master
 - Education Specialist (Ed.S.)
 - Doctoral (Ph.D., Dr.P.H., and Ed.D.)
- Committee Approval Form - Master Thesis and Project
- Committee Report of Defense Results

Applications for Examinations

- Graduate English Competency Examination, (GECE)
- Graduate Area Comprehensive Examination, (GACE)

Documentation Links

Doctoral Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduate Area Comprehensive Examination
- Committee Report of Defense Result

Specialist Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduate Area Comprehensive Examination
- Committee Report of Defense Results

Master's Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduate English Competency Examination
- Graduate Area Comprehensive Examination
- Committee Approval Form
- Committee Report of Defense Result

Cyber Advising

Graduate CyberAdvising

Through a system of academic advising, Jackson State University assists each graduate student in planning academic programs, understanding satisfactory academic progress, retention and graduation requirements. Graduate advisors prepare students for making decisions affecting successful educational growth and development. "CyberAdvising" resources are available to assist becoming completely familiar with the graduate education policies and regulations of the University.

Master's Students

- The Successful Master-level Student - Orientation Packet
- Guidelines for the Completion of a Masters' Degree
- Guidelines for Preparing Masters' Thesis, 2008
- Guidelines for Preparing Masters' Projects, 2008

Specialist Students

- The Successful Specialist Student - Orientation Packet
- Guidelines for Submission of a Specialist Thesis, 2008

Doctoral Students

- The Successful Doctoral Student - Orientation Packet
- Guidelines for the Completion of the Doctorate
- Guidelines for Preparing the Doctoral Dissertation, 2008

"The Successful Graduate Student" Series

- A Guide for Successful Matriculation
- A How-to-manual for Graduate Students
- Academic Responsibility
- The Effective Student
- The Ethical Student

"Responsible Conduct of Research" Series

- What is Research Compliance?
Why do we do it? Consequences of Non-Compliance.
- Transforming the Dissertation into Journal Articles
- Ethical Policy in Scientific Research
- Preventing Misconduct in Sciences

Additional Information

- JSU Policy on "Conflict of Interest"
- CITI Login and Registration Page
- *There are three levels of certification-students, researchers, and IRB Members.*
- *All faculty will need to use the courses for researchers.*
- *The IRB has changed their application to require this training.*
- *Users will have to pass the tests at 75% or they will have to retake them.*

"The Effective Graduate Advisor" Series

- Graduate Faculty Guide
- Best Practices for Graduate Education
- Best Practices for Graduate Admissions
- Best Practices for Mentoring Graduate Students

Cyber Orientation

CyberOrientation

Through a system of academic advising, Jackson State University assists each student in planning academic programs, developing course schedules, completing graduate requirements, and making decisions affecting educational growth and development. The student is urged to consult an academic advisor each registration period to review policies and degree requirements. Academic advisors endeavor to provide such assistance in a timely and accurate manner. Meeting requirements for graduation is the responsibility of the student.

CyberOrientation is available for all graduate students, faculty, and staff at Jackson State University.

Doctoral Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduation Clearance and Clearance Checklist
- Graduate Area Comprehensive Examination
- Committee Approval Form
- Committee Report of Defense Result
- Dissertation Tips

All Students

- Academic Standards
- Advising
- Program Transfer
- Transfer of Credit
- In-State Residency Petitions
- General Academic Statements
- Enrollment Policies
- Grading Policy
- Auditing Classes

[Link to other JSU Resources](#)

Master's Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduation Clearance and Clearance Checklist
- Graduate English Competency Examination
- Graduate Area Comprehensive Examination
- Tips for Preparing a Thesis or Project (Masters)
- Committee Approval Form
- Committee Report of Defense Result
- **TAKE THE PRACTICE GECE**
- Online GECE Orientation (pdf file)

Specialist Students

- Graduate Degree Plan
- Application for Graduate Degree Candidacy
- Graduation Clearance and Clearance Checklist
- Graduate Area Comprehensive Examination
- Committee Approval Form
- Committee Report of Defense Results
- Tips for Preparing a Specialist Thesis/Project

The Graduate Council

Graduate Council Overview

The Graduate Council is that body which according to the recommendation of the Council of Graduate Schools in the United States is responsible for development and coordination of general policies and procedures for graduate programs and especially for the maintenance of uniform standards for the admission of students and for the awarding of graduate degrees. It is, therefore, the responsible body to recommend, initiate, develop, and approve graduate programs.

Acting with the Graduate Dean it may initiate plans for improvement of graduate instruction, set standards for the Graduate Faculty, and in general oversee the proper functioning of the Division of Graduate Studies.

The Graduate Council consists of a representative, usually the Department Chair, from each department and program offering graduate degrees. At the annual fall faculty seminar, an additional representative from each School is elected for one year by the assembled graduate faculty. The Graduate Dean also appoints for one or two year terms additional members from the faculty at large in order to insure balanced representation. Two graduate students are appointed by the Dean for one year. These representatives act in an advisory capacity to the Dean of the Division of Graduate Studies and are charged with the transmittance to their departments of the deliberations of the Graduate Council and are also charged to bring recommendations to the Council.

During the academic year the Graduate Council meets approximately once a month. Special meetings of the Council may be called by the Dean or by a majority of the Council members.

Academic College Deans, Department Chair and Graduate Program Director Contact Information

	<u>Dean/Chair</u>	<u>PO Box@</u>	<u>Telephone</u>	<u>Email Address</u>
College of Business				
College Dean	Dr. G. Glover	18660	(601) 979-2411	glenda.b.glover@jsums.edu
Doctoral Program	Dr. J.C. Assad	17067	(601) 979-1211	jean-claude.assad@jsums.edu
MBA and MPA	Dr. J.C. Assad	17067	(601) 979-1211	jean-claude.assad@jsums.edu
College of Education and Human Development				
College Dean	Dr. D. Watkins	18889	(601) 979-2433	daniel.watkins@jsums.edu
Teaching (Alternate Route)	Dr. D. Watkins	18889	(601) 979-2433	daniel.watkins@jsums.edu
Teaching (Alternate Route –online)	Dr. R. Washington	17380	(601) 979-2341	rodney.washington@jsums.edu
<i>School of Administrative Leadership</i>				
Educational Leadership	Dr. C. Bishop	17175	(601) 979-2351	carrine.h.bishop@jsums.edu
School, Comm & Rehab Counseling	Dr. J. Farish-Jackson	17122	(601) 979-2361	jfjackso@jsums.edu
Urban Higher Education	Dr. W. Brown	17199	(601) 979-2434	walter.a.brown@jsums.edu
<i>School of Instructional Leadership</i>				
Elem and Early Child Ed.	Dr. R. Washington	17380	(601) 979-2341	rodney.washington@jsums.edu
Health, Phy. Ed. & Recreation	Dr. H. Williams	18840	(601) 979-2373	hill.williams@jsums.edu
Special Education	Dr. R. Wiggins	17870	(601) 979-2370	ruby.l.wiggins@jsums.edu
College of Liberal Arts				
College Dean	Dr. T. Calhoun	18019	(601) 979-7036	thomas.c.calhoun@jsums.edu
<i>School of Communications</i>				
English and Modern Foreign Lang.	Dr. J. Chamberlain	17065	(601) 979-2111	jean.d.chamberlain@jsums.edu
Mass Communication	Dr. J. Meredith	18590	(601) 979-2151	jsummasscom@jsums.edu
<i>School of Fine and Performing Arts</i>				
Music	Dr. R. Thomas	17055	(601) 979-2141	russell.thomas@jsums.edu
<i>School of Social and Behavioral Sciences</i>				
Criminal Justice and Sociology	Dr. E. Morgan	18830	(601) 979-2591	etta.morgan@jsums.edu
History and Philosophy	Dr. D. Davis	17700	(601) 979-2191	dernoral.davis@jsums.edu
Political Science	Dr. B. Orey	18420	(601) 979-2136	byron.d.orey@jsums.edu
Psychology	Dr. R.Chiles	17550	(601) 979-5990	richard.chiles@jsums.edu
College of Public Service				
College Dean	Dr. M. Azevedo	18300#	(601) 979-8836	mario.azevedo@jsums.edu
<i>School of Health Sciences</i>				
Public Health	Dr. M. Shahbazi	18300#	(601) 979-8845	mohammad.shahbazi@jsums.edu
Communicative Disorders	Dr. B. Newkirk	UC*	(601) 432-6717	brandi.l.newkirk@jsums.edu
<i>School of Planning and Policy</i>				
Public Policy and Administration	Dr. J. Gilleylen	UC*	(601) 432-6368	johnny.b.gilleylen@jsums.edu
Urban and Regional Plannig	Dr. M. Kumar	UC*	(601) 432-6865	mukesh.kumar@jsums.edu
<i>School of Social Work</i>				
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