



MISSISSIPPI STATE
UNIVERSITY TM

*UNIVERSITY COMMITTEE ON
COURSES AND CURRICULA*

A MEMORANDUM

DATE: October 10, 2016
TO: UCCC Members
FROM: Dr. Dana Pomykal Franz, Chair
SUBJECT: October 21, 2016 Meeting

Enclosed are the minutes from the meeting on September 9, 2016 and the agenda and proposals for the meeting on **Friday, October 21, 2016 beginning at 1:30 p.m.** The meeting will be held in Room 324 of the Student Union. Please contact the UCCC office if you are unable to attend.

Thank you.

Enclosures: September 9, 2016 Meeting Minutes
Course/Curriculum Proposals

AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
October 21, 2016

1. Welcome
2. Approval of minutes
3. Course proposals by college/school:

AGRICULTURE AND LIFE SCIENCES

Deletion	AIS 4203/6203	Applications of Information Technologies in Agricultural Information Science and Education
Modification	FDM 3553	Fashion Retailing
Modification	FDM 4603	Global Sourcing in the Textile and Apparel Industry
Modification	HDFS 3000	Field Experience
Modification	HDFS 3813	Lifespan Theory
Modification	HDFS 3823	Methods Materials for Early Care and Education Programs
Modification	HDFS 3833	Human Development in the Context of Leisure and Recreation
Modification	HDFS 4000	Directed Individual Study in Human Development and Family Science
Modification	HDFS 4462	Curriculum in FCS Education
Modification	HDFS 4813/6813	Adult Development: The Middle Years
Modification	HDFS 4823/6823	Development and Administration of Child Service Programs
Modification	HDFS 4831	Child Life Foundations
Modification	HDFS 4832	Child Life Clinical (Already approved for Maymester)
Modification	HDFS 4863/6863	Consumer Aspects of Aging
Modification	HDFS 4883/6883	Risk, Resilience and Preventive Interventions
Modification	HDFS 4886	Teaching Internship in FCS Education
Modification	HDFS 4896	Teaching Internship in FCS Education
Modification	HDFS 7000	Directed Individual Study in Human Development and Family Science
Modification	HDFS 8113	Trends in Infant and Child Development
Modification	HDFS 8123	The Effects of Poverty on Children and Families
Modification	HDFS 8413	Issues in Family Studies
Modification	HDFS 8423	Development in Intimate Relationships
Modification	HDFS 8833	Foundations of Human Development and Family Studies
Modification	HDFS 8853	Current Issues in Human Development and Family Studies

ARTS AND SCIENCES

Addition +Distance	HI 3333	Mississippi History
Modification	SO 4403/6403	Sociology of Gender and Sexuality
Modification	SW 3043	Military Social Work

EDUCATION

Modification	EDA 8223	Seminar in Administration
Modification	EDA 8283	Educational Leadership
Modification	EDA 8353	Applications of Theory to Educational Administration
Modification	EDA 8383	Ethical Decision Making in Educational Administration
Addition	HED 8010	Practicum
Modification	HED 8113	Administrative Leadership in Student Affairs Higher Education
Modification +Distance	HED 8123	Organization and Governance in Higher Education
Modification +Distance	HED 8133	Curriculum and Instruction in Higher Education
Addition	HED 8223	Seminar in Administration
Addition	HED 8283	Educational Leadership
Addition	HED 8353	Applications of Theory to Educational Administration
Addition	HED 8383	Ethical Decision Making in Educational Administration
Modification	HED 8523	Student Development Theory
Modification	HED 8543	Legal Issues in Student Affairs
Modification	HED 8553	Student Affairs in Higher Education
Modification	HED 8563	Assessment Strategy in Student Affairs Higher Education
Addition	HED 8573	Applied Assessment in Student Affairs Higher Education
Addition	HED 8583	Administrative Competency in Stu Affairs Higher Ed: Budgets Supervision
Addition	HED 8593	Administrative Competency in Stu Affairs Higher Ed: Technology, Communication, Crisis
Addition +Distance	HED 8613	Academic Scholarship in Higher Education
Addition +Distance	HED 8623	Diversity, Globalization and the College Student
Addition +Distance	HED 8633	History of American Higher Education
Addition +Distance	HED 8643	Advanced Legal Principles in Higher Education
Addition +Distance	HED 8653	Finance and Higher Education
Addition +Distance	HED 8673	Planning and Institutional Research in Higher Education
Addition +Distance	HED 8683	Policy Issues in Higher Education

ENGINEERING

Addition	CSE 8713	Advanced Cyber Operations
Addition	CSE 8723	Cyber Law and Policy Seminar
Addition	CSE 8743	Advanced Network Security
Addition +Distance	ECE 8633	Control of Distributed and Renewable Energy Systems
Modification	EG 1143	Graphic Communication

Addition +Distance +Gulf Coast	ME 4393/6393	Power Generation Systems
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FOREST RESOURCES

Deletion	WFA 4333/6333	Fish and Shellfish Nutrition
Addition	WFA 8433	Natural Resource and Conservation Decision Making

4. Degree proposals by college/school

AGRICULTURE AND LIFE SCIENCES

Modification	Ph.D.	Agricultural Science: Animal and Dairy Science
Modification	MS	Agriculture: Animal Science

EDUCATION

Modification	Ed.S.	Education: School Psychology
Addition	Certificate	Educational Psychology: Applied Behavior Analysis
Modification	MS	Educational Psychology: General Ed. Psychology, Psychometry; Applied Behavior Analysis
Modification	Ph.D.	Educational Psychology: School Psychology
Modification	MS	Education: Workforce Education Leadership (Distance)
Name Change	MS	Education: School Administration to Educational Leadership
Modification	MS	Education: Educational Leadership – Concentrations: School Administration; Student Affairs & Higher Education
Modification	Ph.D.	Education: Elementary, Middle, and Secondary Education Administration to Educational Leadership - - Concentrations: P-12 School Leadership; Higher Education Leadership

ENGINEERING

Addition	BS	Biomedical Engineering
Addition	MS	Cyber Security and Operations
Modification	M Eng	Engineering (Distance)

**University Committee on Courses and Curricula
Mississippi State University
September 9, 2016**

Present: Amy Adkerson, Tracey Baham, Madelyn Barr, Randy Campbell, Russell Carr, Mike Cox, Amy Crumpton, Ben Emmich, Dana Franz, Charles Freeman, Robert Harland, Trey Howell, Kevin Hunt, Brenda Kirkland, Pat Matthes, Qingmin Meng, Lynda Moore, Rob Moore, Kelly Moser, Erika Niemann, Greg Olsen, Emily Owen, Tommy Parker, Andy Perkins, Tommy Phillips, John Rigsby, Barry Stewart, Pam Sullivan, Jenny Turner, Robert Wolverton, Chien Yu

Excused: Shrinidhi Ambinakudige, Seamus Fryne, Skip Jack

Proxy: Valerie Tate for Susan Seale

Guests: Danielle Molina, Derris Burnett, Marina Denny

Franz called the meeting to order at 1:30 p.m. on Friday, September 9, 2016 in room 324 of the Student Union. Dr. Peter Ryan, Associate Provost, welcomed the UCCC back to a new school year and expressed appreciation for the work of the committee. Dr. Ryan asked the committee to work in a spirit of cooperation to produce the best course and program proposals possible. Franz announced that when the report prepared by the UCCC Review Committee is released, the UCCC will review the findings and recommendations. Carr moved to approve the April 28, 2016 minutes. Stewart seconded the motion. The April 28, 2016 minutes were approved unanimously.

Crumpton moved to approve the addition of ID 4673 Integrated Lighting Solutions. Hunt seconded the motion. The motion to approve the addition of ID 4673 was passed unanimously.

Emmich moved to approve the addition of CVM 5840 Veterinary Student Research Initiative. Hunt seconded the motion. Committee members were concerned that the statement under the attendance policy that an unexcused absence from all or part of two days of the elective rotation will result in failure of the course is not in compliance with AOP 12.09. Moser moved to pass CVM 5840 contingent upon the above concern being addressed. Crumpton seconded the motion. The motion to pass CVM 5840 contingent passed unanimously.

Carr moved to approve the name change for the MS in School Administration, the modification of the MS in Educational Leadership, the modification to the Ph.D. in Elementary, Middle and Secondary Education Administration; modifications to EDA 8223, EDA 8283, EDA 8353, and

EDA 8383; additions of HED 8010, HED 8223, HED 8283, HED 8353, HED 8383, HED 8573, HED 8583, and HED 8593; the modifications to HED 8113, HED 8523, HED 8543, HED 8553, and HED 8563; the modifications and inclusion of distance education to HED 8123, and HED 8133; the additions and inclusions of distance education for HED 8613, HED 8623, HED 8633, HED 8643, HED 8653, HED 8673 and HED 8683. Campbell seconded the motion. Subcommittee members reporting on these proposals had the following concerns: EDA 8223, EDA 8283, EDA 8383, HED 8223, HED 8283, HED 8383 are cross listed with other courses, but the cross listed courses do not have the same prerequisites; for EDA 8223, HED 8010, HED 8223, HED 8523, and HED 8553 there are inconsistencies in the grading scales because some grades are in ascending order while others are in descending order; EDA 8283 has a spelling error in the syllabus under Student Activities/Course Requirements; HED 8010 Professional Development points do not add up correctly and it is listed as HED 8000 in the justification; HED 8123 – under topics to be covered on course outline and syllabus, item 5 is missing a closing parenthesis and item 11 has an additional parenthesis before the contact hours; HED 8133 Campus 1 syllabus is confusing at the end of the document and some of that information looks like it should go in the assignment area; HED 8283 has a spelling error in the syllabus under Student Activities/Course Requirements; HED 8523 has no learning outcomes in the syllabus and the learning outcomes in the proposal do not appear to be measurable; HED 8543 has no learning outcomes in the syllabus, the course is listed as HED 8553 in the proposed course outline, the headings under the Student Activities/Course Requirements are misnumbered; HED 8553 has no learning outcomes in the syllabus; HED 8563 has no learning outcomes in the syllabus; HED 8573 has no learning outcomes in the syllabus, there is discussion in the Justification as to why HED 8563 is listed as a prerequisite for HED 8564 that appears out of place, and the bottom of each page in the syllabus lists “HED 8564” instead of HED 8573; HED 8583 has no learning outcomes in the syllabus, the course is described as HED 8555 instead of HED 8583 in the Justification and at the bottom of each page of the syllabus; HED 8593 has no learning outcomes in the syllabus and the course is described as HED 8556 in the Justification; HED 8623 has an error in the Equivalencies Table in the “Student outcomes related to social identity” section and the contact hours for distance need review; HED 8633 Campus 1 Syllabus and Campus 5 Syllabus Section VII of Topics to be Covered lists 6 contact hours but adds up to 9 contact hours; and in HED 8673 it is difficult to determine if the “Suggested Student Activities” are required. Subcommittee members also questioned if the SA/HE abbreviation in the course titles/descriptions should be spelled out, why HED 9000 is mentioned in the program proposal but is not included in the course proposals, and if the term “Educational leadership across the P-20 pipeline” used in the program proposals is clear. Crumpton moved to table the proposals based upon the above concerns. Hunt seconded the motion. The motion to table the EDA and HED course and program proposals passed unanimously.

Emmich moved to approve the additions of ADS 4543/6543 applied Animal Biotechnology and ADS 8333 Nutritional Biochemistry of Livestock Species. Moser seconded the motion. For ADS 4543/6543 committee members were concerned there were not enough contact hours for a lecture/lab. Stewart moved to pass ADS 4543/6543 contingent upon the above concern being addressed. Crumpton seconded the motion. The motion to pass ADS 4543/6543 contingent was approved unanimously. The motion to approve the addition of ADS 8333 was then

approved unanimously.

Emmich moved to approve the modifications of FDM 1001, FDM 1523, FDM 1533, FDM 2123, FDM 2524, FDM 2553, FDM 2573, FDM 3563, FDM 3573, FDM 3593, FDM 4343/6343, FDM 4363, FDM 4513/6513, FDM 4533, FDM 4583/6583, FDM 4593/6593, FDM 4711, FDM 4733/6733, and FDM 4763. Moser seconded the motion. The assigned subcommittee reported that the courses should all comply with AOP 12.09 on class attendance and have the Title IX statement on the syllabus. The additional concerns were: the class syllabus does not account for Spring Break in FDM 1523; the method of evaluation points needs to be reviewed in FDM 1533; the amount of points for Student Activities/Class assignments are not clear, and the lecture and lab contact hours are not clear in the course outline in FDM 2123; the proposal name and the syllabus name for the class do not match, the contact hours for the lecture/lab need to be reviewed, and how the lecture/lab is described in the course description needs to be clarified in FDM 2524; the contact hours for the lab are not specified, and the prefix for one of the prerequisites needs to be revised in FDM 3563; the lecture/lab contact hours need to be clarified, the prefix for one of the prerequisites needs to be revised, and the amount of points for Student Activities/Class Assignments are not clear in FDM 3573; the attendance policy needs to be clarified in FDM 3593; the graduate course requirements need to be outlined in the syllabus in FDM 4343; the prerequisite prefix needs to be updated for the prerequisite, and the proposed syllabus is not loaded for FDM 4583; the number of contact hours for the lab portion of the course needs review, the syllabus course description does not include the prerequisite, and the attendance policy needs to be reviewed to be sure it is in line with AOP 12.09 for FDM 4593; the concentrations are listed in the catalog description instead of the major for FDM 4711; the course title may need to include the title of the program and the syllabus course description and the proposal course description should match for FDM 4733; the prerequisite prefix needs to be revised and there are two special accommodation sections on the syllabus for FDM 2763. Crumpton moved to table FDM 2524 and pass FDM 1001, FDM 1523, FDM 1533, FDM 2123, FDM 2553, FDM 2573, FDM 3563, FDM 3573, FDM 3593, FDM 4343/6343, FDM 4363, FDM 4513/6513, FDM 4533, FDM 4583/6583, FDM 4593/6593, FDM 4711, FDM 4733/6733, and FDM 4763 contingent upon the above concerns being addressed. Stewart seconded the motion. The motion was approved unanimously.

Stewart moved to approve the modifications to HDFS 1813, HDFS 2803, HDFS 2813, HDFS 2990, HDFS 3303, HDFS 3803, HDFS 3843, HDFS 4313/6313, HDFS 4333/6333, HDFS 4403/6403, HDFS 4424/6424, HDFS 4740, HDFS 4760, HDFS 4770, HDFS 4780, HDFS 4790, HDFS 4803/6803, HDFS 4833/6833, HDFS 4843/6843, HDFS 4873/6873, HDFS 4990/6990, HDFS 8000, HDFS 8313, HDFS 8813, HDFS 8823, HDFS 8990 and HDFS 9000; and the modification plus Maymester to HDFS 4853/6853. Emmich seconded the motion. The assigned subcommittee reported that for HDFS 2803 and HDFS 2813 the method of evaluation needs to be clarified (grade of B range has typographical error), the laboratory hours/requirements need to be clarified, and an equivalency table of the Campus 1 and Campus 5 offerings should be attached. For HDFS 3303, the catalog description in the proposal and in the syllabus do not match. Rigsby moved to pass HDFS 2803, HDFS 2813, and HDFS 3303 contingent upon the above concerns being addressed. Niemann seconded the motion. The motion to pass HDFS 2803, HDFS 2813,

and HDFS 3303 contingent was approved unanimously. The motion to approve the modifications to HDFS 1813, HDFS 2990, HDFS 3803, HDFS 3843, HDFS 4313/6313, HDFS 4333/6333, HDFS 4403/6403, HDFS 4424/6424, HDFS 4740, HDFS 4760, HDFS 4770, HDFS 4780, HDFS 4790, HDFS 4803/6803, HDFS 4833/6833, HDFS 4843/6843, HDFS 4873/6873, HDFS 4990/6990, HDFS 8000, HDFS 8313, HDFS 8813, HDFS 8823, HDFS 8990 and HDFS 9000; and the modification plus Maymester to HDFS 4853/6853 was approved unanimously.

Moser moved to approve the modifications of AELC 1001, AELC 2103, AELC 2990, AELC 3203, AELC 3333, AELC 3603, AELC 3803, AELC 3813, AELC 4000, AELC 4103/6103, AELC 4203, AELC 4223, AELC 4403/6403, AELC 4424, AELC 4503/6503, AELC 4710/6710, AELC 4803, AELC 4990/6990 and the BS in Agricultural Education, Leadership & Communications: Agricultural Education, Agricultural Leadership, and Agricultural Communications. Moore seconded the motion. The subcommittee reported: for AELC 3333 the course outline does not reflection the change from a lecture/lab to a lecture; the proposed syllabus does not reflect the proposed name change in the proposal for AELC 3803; while the proposal mentions the split level is being removed there is no deletion of AIS 6203, the Title IX statement is not in the syllabus, and the course outline does not differentiate between lab and lecture hours for AELC 4203; the support letter for AELC 4103/6103 is blank; the graduate requirements for AELC 4503/6503 are hard to follow; and the subcommittee had difficulty accessing the proposals for AELC 3603, AELC 4223, and AELC 4424. Moser moved to pass AELC 3333, AELC 3603, AELC 3803, AELC 4203, AELC 4223, and AELC 4424 contingent upon the above concerns being addressed. Hunt seconded the motion. The motion to pass AELC 3333, AELC 3603, AELC 3803, AELC 4203, AELC 4223, and AELC 4424 contingent was approved unanimously. The committee then unanimously approved the modifications of AELC 3203, AELC 3813, AELC 4000, and AELC 4803. Carr then moved to pass the BS in Agricultural Education, Leadership & Communications: Agricultural Education, Agricultural Leadership, and Agricultural Communications, AELC 1001, AELC 2103, AELC 2990, AELC 4103/6103, AELC 4403/6403, AELC 4503/6503, and AELC 4710/6710 contingent. Niemann seconded the motion. The motion to pass contingent was approved unanimously.

Hunt moved to approve the MS in Agricultural and Extension Education: Teaching and Leadership, AELC 4990/6990, AELC 6103, AELC 6503, AELC 6710, AELC 7000, AELC 8000, AELC 8100, AELC 8203, AELC 8243, AELC 8263, AELC 8403, AELC 8413, AELC 8503, AELC 8513, AELC 8593, AELC 8603, AELC 8613, AELC 8693, AELC 8703, AELC 8801, AELC 8803, AELC 8990, AELC 9000, and AELC 9583. Moser seconded the motion. Dr. Marina Denny appeared in support of the proposals. The subcommittee made the following report: the first three sentences of the first paragraph of the MS catalog description does not need to include the information about the 8000 level courses because all of the courses for that program are at the 8000 level; AELC 8000 has an incorrect link to the Honor Code; AELC 8100 had an incorrect link to the Honor Code, did not have a Support Services Statement, and did not have a Title IX statement; AELC 8203 needs to be reviewed for additional learning outcomes; subcommittee members questioned whether AELC 8243 and AELC 6103 are Campus 5 courses; AELC 8603 is missing a Title IX statement. Stewart moved to pass the MS in Agricultural and Extension Education: Teaching and Leadership, AELC 4990/6990, AELC 6103, AELC 6503, AELC 6710, AELC 7000, AELC 8000, AELC 8100, AELC 8203, AELC 8243, AELC 8263, AELC 8403, AELC 8413, AELC 8503, AELC

8513, AELC 8593, AELC 8603, AELC 8613, AELC 8693, AELC 8703, AELC 8801, AELC 8803, AELC 8990, AELC 9000, and AELC 9583 contingent upon the above concerns being addressed. Emmich seconded the motion. The motion to pass contingent was approved unanimously.

The committee members discussed whether having subcommittees report was helpful.

Hunt moved to adjourn. Moser seconded the motion. The motion to adjourn was approved unanimously. The meeting was adjourned at 3:50 p.m.

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Agriculture and Life Sciences

Department: Animal and Dairy Sciences

Contact Person: Jamie Larson

Mail Stop: 9815 **E-mail:** J.Larson@msstate.edu

Nature of Change: Modification

Date Initiated: 9/6/2016 **Effective Date:** Fall 2017

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Doctor of Philosophy

Major: Agricultural Science

Concentration: Animal and Dairy Science

New Degree Program Name: No change

Major:

Concentration:

Summary of Proposed Changes:

The modifications in this proposal include making the GRE a requirement for admission and adding 3 credit hours of Seminar to the required course requirements.

Approved:

John Blanton Jr

Chair, Department of Animal and Dairy Sciences
Chair, College of Agriculture and Life Sciences
Chair, University Committee on Courses and Curricula

Department Head

Jessie M. Hays
Chair, College or School Curriculum Committee

John Blanton Jr
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date:

4 September 2016

9.30.16

10/6/16



IHL Action Required



SACS Letter Sent

1. CATALOG DESCRIPTION

GRADUATE DEGREE MODIFICATION OUTLINE FORM

The Animal and Dairy Sciences program offers graduate study toward the Master of Science (thesis and non-thesis options) in Agriculture with a concentration in Animal Science and a Doctor of Philosophy in Agricultural Sciences with a concentration in Animal and Dairy Sciences. Master of Science and Doctor of Philosophy programs in Animal Nutrition, Food Science, Animal Physiology, and Genetics are also available through the interdepartmental programs (refer to the specific interdepartmental programs elsewhere in the Graduate Catalog for program-specific guidelines in addition to those listed here).

2. CURRICULUM OUTLINE

CURRENT Degree Description	PROPOSED Degree Description
<p>Degree: Doctor of Philosophy Major: Agriculture Concentrations: Animal and Dairy Science</p>	<p>Degree: Doctor of Philosophy Major: Agriculture Concentrations: Animal and Dairy Science</p>
<p>Admission Criteria</p> <p>A minimum of 3.00 GPA is required for all programs (Master of Science thesis and non-thesis option and Doctor of Philosophy). Individual faculty serving as major professors may have additional requirements for students they advise. Therefore, it is advisable that a prospective student contact faculty with whom he/she is interested in working to determine if they have additional admission requirements (<i>i.e.</i>, <i>GRE score</i>, <i>etc.</i>). An international applicant is required to have a TOEFL (Test of English as a Foreign Language) score of 575 PBT (84 iBT) or an IELTS (International English Language Testing Systems) score of 7.0 or higher to be considered for admission.</p> <p>Provisional Admission</p> <p>Provisional admission requirements may be indicated by the student's major professor or imposed by the Office of the Graduate School in accordance with University admission policies. See Provisional Admission Requirements in this catalog.</p> <p>Academic Performance</p> <p>The Department of Animal and Dairy Sciences adheres to the academic performance standards of the Office of the Graduate School and CALS. Students are referred to these criteria for provisional admission, contingent admission, academic performance, and dismissal policies.</p> <p>Continuous enrollment in the University in a specific graduate program is dependent upon satisfactory academic performance and progress toward the completion of the program. A candidate for a degree must average B or higher on all courses attempted for</p>	<p>Admission Criteria</p> <p>A minimum of 3.00 GPA and the GRE is required for all programs (Master of Science thesis and non-thesis option and Doctor of Philosophy). Individual faculty serving as major professors may have additional requirements for students they advise. Therefore, it is advisable that a prospective student contact faculty with whom he/she is interested in working to determine if they have additional admission requirements. An international applicant is required to have a TOEFL (Test of English as a Foreign Language) score of 575 PBT (84 iBT) or an IELTS (International English Language Testing Systems) score of 7.0 or higher to be considered for admission.</p> <p>Provisional Admission</p> <p>Provisional admission requirements may be indicated by the student's major professor or imposed by the Office of the Graduate School in accordance with University admission policies. See Provisional Admission Requirements in this catalog.</p> <p>Academic Performance</p> <p>The Department of Animal and Dairy Sciences adheres to the academic performance standards of the Office of the Graduate School and CALS. Students are referred to these criteria for provisional admission, contingent admission, academic performance, and dismissal policies.</p> <p>Continuous enrollment in the University in a specific graduate program is dependent upon satisfactory academic performance and progress toward the completion of the program. A candidate for a degree must average B or higher on all courses attempted for graduate credit after</p>

graduate credit after admission to a degree program; this includes courses on the program of study as well as non-program courses. A student cannot graduate with a grade of less than C on the program of study.

Graduate students are not permitted to enroll for courses carrying pass/fail credit. A student's progress is considered satisfactory unless determined to be unsatisfactory by the department and/or the Dean of the college offering the program. Unsatisfactory performance indicators may be defined as the following.

1. The failure to maintain a B average in graduate courses attempted after admission to the program
2. A grade of U, D or F in any course
3. More than two grades below a B
4. Any case of academic dishonesty or violation of research ethics
5. Failure of the preliminary/comprehensive examination
6. Unsatisfactory evaluation of a thesis or dissertation
7. Failure of the research defense
8. Any other failure of a required component of one's program of study

Any one of these or any combination of these shall constitute the basis for the termination of a student's grade study in a degree program.

Stipends

Students who have not met the requirements for full admission to their degree program are not eligible to receive an assistantship. Students with a GPA less than 3.00 or who have been admitted on a provisional/probationary status are not eligible to receive an assistantship. Graduate assistantships provide students a salary for 20 hours of work per week which is NOT part of their own research. These 20 hours per week may be spent on research, teaching, and/or service. The student is also expected to complete work toward *their* his or her own research IN ADDITION TO their assistantship duties.

The program of study is developed by the student and his/her major professor with approval by the student's graduate committee in accordance with Graduate School policy and must include core courses as specified below. In addition to the Graduate School requirements for a master's graduate committee, the department requires that at least two committee members must be from the Department of Animal and

admission to a degree program; this includes courses on the program of study as well as non-program courses. A student cannot graduate with a grade of less than C on the program of study. Graduate students are not permitted to enroll for courses carrying pass/fail credit. A student's progress is considered satisfactory unless determined to be unsatisfactory by the department and/or the Dean of the college offering the program. Unsatisfactory performance indicators may be defined as the following.

1. The failure to maintain a B average in graduate courses attempted after admission to the program
2. A grade of U, D or F in any course
3. More than two grades below a B
4. Any case of academic dishonesty or violation of research ethics
5. Failure of the preliminary/comprehensive examination
6. Unsatisfactory evaluation of a thesis or dissertation
7. Failure of the research defense
8. Any other failure of a required component of one's program of study

Any one of these or any combination of these shall constitute the basis for the termination of a student's grade study in a degree program.

Stipends

Students who have not met the requirements for full admission to their degree program are not eligible to receive an assistantship. Students with a GPA less than 3.00 or who have been admitted on a provisional/probationary status are not eligible to receive an assistantship. Graduate assistantships provide students a salary for 20 hours of work per week which is NOT part of their own research. These 20 hours per week may be spent on research, teaching, and/or service. The student is also expected to complete work toward his or her own research IN ADDITION TO their assistantship duties.

The program of study is developed by the student and his/her major professor with approval by the student's graduate committee in accordance with Graduate School policy and must include core courses as specified below. In addition to the Graduate School requirements for a master's graduate committee, the department requires that at least two committee members must be from the Department of Animal and Dairy Sciences.

For the master's degree in Agriculture with a

<p>Dairy Sciences.</p> <p>For the master's degree in Agriculture with a concentration in Animal Science or the PhD degree in Agriculture with a concentration in Animal and Dairy Sciences, the student must have completed or will be required to complete in addition to the graduate coursework, 9 credit hours (4000 level or above) of animal/dairy sciences courses. These 9 credit hours must include at least one course in breeding, nutrition, or reproduction and at least one course in a species-specific production system. All students are expected to demonstrate a working knowledge of the Animal and Dairy Sciences field. Opportunities to meet this expectation include: audit additional animal sciences courses (below 4000 level), serve as a teaching assistant for Introduction to Animal Science, or attend departmental journal clubs. Students not holding a degree in Animal or Dairy Sciences (or related field) will be required to do at least one of the above, as directed by the major advisor.</p> <p>Doctor of Philosophy in Agricultural Sciences with Animal and Dairy Science Concentration</p> <p>At least three academic years beyond the bachelor's degree are necessary to meet course requirements for the doctoral degree. The number of course hours will vary according to the specific requirements of the program and the student's needs. The dissertation is required of all candidates for the doctorate degree, and a minimum of 20 semesters hours of research for the dissertation must be scheduled and passed.</p> <p>Ph.D. candidates are required by the Department of Animal and Dairy Sciences to submit a written proposal of the intended research area during the first year of the graduate program, in addition to the submission of an annual progress report of research, teaching, extension and service activities, and a final written and oral presentation of the dissertation work.</p> <p>For a Ph.D. candidate, an oral and written preliminary/comprehensive examination will be administered by the student's graduate committee in accordance with Graduate School policy prior to the submission or defense of dissertation research.</p>	<p>concentration in Animal Science or the PhD degree in Agriculture with a concentration in Animal and Dairy Sciences, the student must have completed or will be required to complete in addition to the graduate coursework, 9 credit hours (4000 level or above) of animal/dairy sciences courses. These 9 credit hours must include at least one course in breeding, nutrition, or reproduction and at least one course in a species-specific production system. All students are expected to demonstrate a working knowledge of the Animal and Dairy Sciences field. Opportunities to meet this expectation include: audit additional animal sciences courses (below 4000 level), serve as a teaching assistant for Introduction to Animal Science, or attend departmental journal clubs. Students not holding a degree in Animal or Dairy Sciences (or related field) will be required to do at least one of the above, as directed by the major advisor.</p> <p>Doctor of Philosophy in Agricultural Sciences with Animal and Dairy Science Concentration</p> <p>At least three academic years beyond the bachelor's degree are necessary to meet course requirements for the doctoral degree. The number of course hours will vary according to the specific requirements of the program and the student's needs. The dissertation is required of all candidates for the doctorate degree, and a minimum of 20 semesters hours of research for the dissertation must be scheduled and passed.</p> <p>Ph.D. candidates are required by the Department of Animal and Dairy Sciences to submit a written proposal of the intended research area during the first year of the graduate program, in addition to the submission of an annual progress report of research, teaching, extension and service activities, and a final written and oral presentation of the dissertation work.</p> <p>For a Ph.D. candidate, an oral and written preliminary/comprehensive examination will be administered by the student's graduate committee in accordance with Graduate School policy prior to the submission or defense of dissertation research.</p>
<p>"[Click here and type old concentration description]"</p>	<p>"[Click here and type new concentration description]"</p>
<p>CURRENT CURRICULUM OUTLINE</p>	<p>PROPOSED CURRICULUM OUTLINE</p>
<p>Required Hours</p>	<p>Required Hours</p>

College Required Courses No college requirements		College Required Courses No college requirements	
Major Required Courses No major required courses		Major Required Courses No major required courses	
Concentration 1. Courses ADS 9000 Dissertation research	20	Concentration 1. Courses ADS 9000 Dissertation research Seminar	20 3
Concentration 2. Courses		Concentration 2. Courses	
Total Hours	20	Total Hours	23

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

After review of our graduate curriculum, comparison to two peer institutions, and receiving feedback from current and former graduate students, we propose the above changes to our degree program. We believe in maximized flexibility for PhD students because of the diverse nature of the field and the diverse nature of the students coming into the program. However, we recognized that our graduate students' ability to read, understand, and interpret published research was not up to par. As a result, we propose adding 3 hours of seminar to the Doctor of Philosophy program in Animal Science. We believe that this lays a foundation for the graduate program of study and will contribute to the success of our graduates while maintaining tremendous flexibility.

- Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
Yes. We believe these changes to our curriculum will better prepare our students for a career in animal agriculture, whether it be in industry or academia. Through communication with our industry partners, we have learned that one characteristic typically lacking in new graduates is project management and design skills. The addition of 3 semesters of graduate seminar to the plan of study will enhance these skills in our students.
- Will this program change result in duplication in the System? If so, please describe.
No.
- Will this program change/advance student diversity within the discipline? If so, please describe.
Likely no change.
- 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. As mentioned above, we believe that the addition of courses to the graduate plan of study will

help increase the breadth of knowledge among our graduates and enhance their ability to gain positions within our industry.

5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.
It is not likely that these changes will increase the starting salary of graduates. However, we do believe it will better prepare them for the workforce, making promotions more likely.

4. SUPPORT
See attached.

5. PROPOSED 4-LETTER ABBREVIATION
ADSC

6. EFFECTIVE DATE
Fall (August) 2017



MISSISSIPPI STATE
UNIVERSITY.

DEPARTMENT OF
ANIMAL AND DAIRY SCIENCES
P.O. Box 9815
Mississippi State, MS 39762
P. 662.325.2802
F. 662.325.8873

September 2, 2016

To the Curriculum Committee,

The Graduate Curriculum Committee of the Animal and Dairy Sciences department voted unanimously and fully supports the degree program modification described in the attached proposal. We do not anticipate any change in personnel or material requirements.

Please consider supporting this proposal.

Graduate Curriculum Committee members include:

Mark Crenshaw

Dean Jousan

Jane Parish

Brandi Karisch

Rhonda Vann

Daniel Rivera

Jamie Larson (Chair)

Caleb Lemley

Shengfa Liao

Erdogan Memili

Molly Nicodemus

Brian Rude

Trent Smith

Thu Dinh

Derris Burnett

Clay Cavinder

Kindly,

Jamie Larson

Chair of the Graduate Curriculum Committee

Associate Professor

Animal and Dairy Sciences

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Agriculture and Life Sciences

Department: Animal and Dairy Sciences

Contact Person: Jamie Larson

Mail Stop: 9815 **E-mail:** J.Larson@msstate.edu

Nature of Change: Modification

Date Initiated: 9/6/2016 **Effective Date:** Fall 2017

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: *Master of Science*

Major: Agriculture

Concentration: Animal Science

New Degree Program Name:

Major: Agriculture

Concentration: Animal Science

Summary of Proposed Changes:

The modifications in this proposal include making the GRE a requirement for admission and modifying the course requirements. The current curriculum requires ST 8114 and one credit hour of seminar. The modifications include 8 credit hours of statistics (ST 8114 and ST 8214 are suggested courses), 3 credit hours of biochemistry (ADS 8333 [Nutritional biochemistry of livestock species], BCH 6013, BCH 6603, or BCH 6613 are suggested courses), and 2 credit hours of seminar.

Approved:

John Blanton Jr.

By signing this document, I certify that I am the Department Head and I have read and approved the proposal.

Department Head

Jessie M. Grant
Chair, College or School Curriculum Committee

John Blanton Jr.
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date:

4 September 2016

9.30.16

10/6/16



IHL Action Required



SACS Letter Sent

1. CATALOG DESCRIPTION

GRADUATE DEGREE MODIFICATION OUTLINE FORM

The Animal and Dairy Sciences program offers graduate study toward the Master of Science (thesis and non-thesis options) in Agriculture with a concentration in Animal Science and a Doctor of Philosophy in Agricultural Sciences with a concentration in Animal and Dairy Sciences. Master of Science and Doctor of Philosophy programs in Animal Nutrition, Food Science, Animal Physiology, and Genetics are also available through the interdepartmental programs (refer to the specific interdepartmental programs elsewhere in the Graduate Catalog for program-specific guidelines in addition to those listed here).

2. CURRICULUM OUTLINE

CURRENT Degree Description	PROPOSED Degree Description
Degree: Master of Science Major: Agriculture Concentrations: Animal Science	Degree: Master of Science Major: Agriculture Concentrations: Animal Science
Admission Criteria	Admission Criteria
A minimum of 3.00 GPA is required for all programs (Master of Science thesis and non-thesis option and Doctor of Philosophy). Individual faculty serving as major professors may have additional requirements for students they advise. Therefore, it is advisable that a prospective student contact faculty with whom he/she is interested in working to determine if they have additional admission requirements (<i>i.e.</i> , <i>GRE score</i> , <i>etc.</i>). An international applicant is required to have a TOEFL (Test of English as a Foreign Language) score of 575 PBT (84 iBT) or an IELTS (International English Language Testing Systems) score of 7.0 or higher to be considered for admission.	A minimum of 3.00 GPA and the GRE is required for all programs (Master of Science thesis and non-thesis option and Doctor of Philosophy). Individual faculty serving as major professors may have additional requirements for students they advise. Therefore, it is advisable that a prospective student contact faculty with whom he/she is interested in working to determine if they have additional admission requirements. An international applicant is required to have a TOEFL (Test of English as a Foreign Language) score of 575 PBT (84 iBT) or an IELTS (International English Language Testing Systems) score of 7.0 or higher to be considered for admission.
Provisional Admission	Provisional Admission
Provisional admission requirements may be indicated by the student's major professor or imposed by the Office of the Graduate School in accordance with University admission policies. See Provisional Admission Requirements in this catalog.	Provisional admission requirements may be indicated by the student's major professor or imposed by the Office of the Graduate School in accordance with University admission policies. See Provisional Admission Requirements in this catalog.
Academic Performance	Academic Performance
The Department of Animal and Dairy Sciences adheres to the academic performance standards of the Office of the Graduate School and CALS. Students are referred to these criteria for provisional admission , contingent admission , academic performance , and dismissal policies.	The Department of Animal and Dairy Sciences adheres to the academic performance standards of the Office of the Graduate School and CALS. Students are referred to these criteria for provisional admission , contingent admission , academic performance , and dismissal policies.
Continuous enrollment in the University in a specific graduate program is dependent upon satisfactory academic performance and progress toward the completion of the program. A candidate for a degree must average B or higher on all courses attempted for graduate credit after admission to a degree program;	Continuous enrollment in the University in a specific graduate program is dependent upon satisfactory academic performance and progress toward the completion of the program. A candidate for a degree must average B or higher on all courses attempted for graduate credit after admission to a degree program; this includes courses on

this includes courses on the program of study as well as non-program courses. A student cannot graduate with a grade of less than C on the program of study.

Graduate students are not permitted to enroll for courses carrying pass/fail credit. A student's progress is considered satisfactory unless determined to be unsatisfactory by the department and/or the Dean of the college offering the program. Unsatisfactory performance indicators may be defined as the following.

1. The failure to maintain a B average in graduate courses attempted after admission to the program
2. A grade of U, D or F in any course
3. More than two grades below a B
4. Any case of academic dishonesty or violation of research ethics
5. Failure of the preliminary/comprehensive examination
6. Unsatisfactory evaluation of a thesis or dissertation
7. Failure of the research defense
8. Any other failure of a required component of one's program of study

Any one of these or any combination of these shall constitute the basis for the termination of a student's grade study in a degree program.

Stipends

Students who have not met the requirements for full admission to their degree program are not eligible to receive an assistantship. Students with a GPA less than 3.00 or who have been admitted on a provisional/probationary status are not eligible to receive an assistantship. Graduate assistantships provide students a salary for 20 hours of work per week which is NOT part of their own research. These 20 hours per week may be spent on research, teaching, and/or service. The student is also expected to complete work toward *their* his or her own research IN ADDITION TO their assistantship duties.

The program of study is developed by the student and his/her major professor with approval by the student's graduate committee in accordance with Graduate School policy and must include core courses as specified below. In addition to the Graduate School requirements for a master's graduate committee, the department requires that at least two committee members must be from the Department of Animal and

the program of study as well as non-program courses. A student cannot graduate with a grade of less than C on the program of study. Graduate students are not permitted to enroll for courses carrying pass/fail credit. A student's progress is considered satisfactory unless determined to be unsatisfactory by the department and/or the Dean of the college offering the program. Unsatisfactory performance indicators may be defined as the following.

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2. A grade of U, D or F in any course
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4. Any case of academic dishonesty or violation of research ethics
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7. Failure of the research defense
8. Any other failure of a required component of one's program of study

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Students who have not met the requirements for full admission to their degree program are not eligible to receive an assistantship. Students with a GPA less than 3.00 or who have been admitted on a provisional/probationary status are not eligible to receive an assistantship. Graduate assistantships provide students a salary for 20 hours of work per week which is NOT part of their own research. These 20 hours per week may be spent on research, teaching, and/or service. The student is also expected to complete work toward his or her own research IN ADDITION TO their assistantship duties.

The program of study is developed by the student and his/her major professor with approval by the student's graduate committee in accordance with Graduate School policy and must include core courses as specified below. In addition to the Graduate School requirements for a master's graduate committee, the department requires that at least two committee members must be from the Department of Animal and Dairy Sciences.

For the master's degree in Agriculture with a concentration in Animal Science or the PhD degree in

<p>Dairy Sciences.</p> <p>For the master's degree in Agriculture with a concentration in Animal Science or the PhD degree in Agriculture with a concentration in Animal and Dairy Sciences, the student must have completed or will be required to complete in addition to the graduate coursework, 9 credit hours (4000 level or above) of animal/dairy sciences courses. These 9 credit hours must include at least one course in breeding, nutrition, or reproduction and at least one course in a species-specific production system. All students are expected to demonstrate a working knowledge of the Animal and Dairy Sciences field. Opportunities to meet this expectation include: audit additional animal sciences courses (below 4000 level), serve as a teaching assistant for Introduction to Animal Science, or attend departmental journal clubs. Students not holding a degree in Animal or Dairy Sciences (or related field) will be required to do at least one of the above, as directed by the major advisor.</p> <p>M.S. thesis candidates are required by the Department of Animal and Dairy Sciences to submit a written proposal of the intended research area during the first year of the graduate program, in addition to the submission of an annual progress report of research, teaching, extension and service activities, and a final written and oral presentation of the thesis work.</p>		<p>Agriculture with a concentration in Animal and Dairy Sciences, the student must have completed or will be required to complete in addition to the graduate coursework, 9 credit hours (4000 level or above) of animal/dairy sciences courses. These 9 credit hours must include at least one course in breeding, nutrition, or reproduction and at least one course in a species-specific production system. All students are expected to demonstrate a working knowledge of the Animal and Dairy Sciences field. Opportunities to meet this expectation include: audit additional animal sciences courses (below 4000 level), serve as a teaching assistant for Introduction to Animal Science, or attend departmental journal clubs. Students not holding a degree in Animal or Dairy Sciences (or related field) will be required to do at least one of the above, as directed by the major advisor.</p> <p>M.S. thesis candidates are required by the Department of Animal and Dairy Sciences to submit a written proposal of the intended research area during the first year of the graduate program, in addition to the submission of an annual progress report of research, teaching, extension and service activities, and a final written and oral presentation of the thesis work.</p>	
"[Click here and type old concentration description]"		"[Click here and type new concentration description]"	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses No college requirements		College Required Courses No college requirements	
Major Required Courses No major requirements		Major Required Courses No major requirements	
Concentration 1. Courses		Concentration 1. Courses	
<i>Graduate Seminar</i>	1	Graduate level coursework with at least 12 hours at the 8000-level. This will include:	
<i>ST 8114</i>	4	Statistics (ST 8114 and ST 8214 are suggested courses)	8
Graduate level coursework with at least 12 hours at the 8000-level	25	Biochemistry (ADS 8333, BCH 6013, BCH 6603, or BCH 6613 are suggested	3

		courses)	
		Graduate Seminar	2
		ADS 8000 Research/thesis credits	6
		Electives	11
Concentration 2. Courses		Concentration 2. Courses	
Total Hours	30	Total Hours	30

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

After review of our graduate curriculum, comparison to two peer institutions, and receiving feedback from current and former graduate students, we propose the above changes to our degree program. In 2010-2011, we changed our degree requirements to only include one semester of statistics and one semester of graduate seminar, in hopes that it would add flexibility to graduate programs for our students. We found out, however, that our students were not gaining the appropriate amount of statistical knowledge, nor were they well versed in biochemistry, both of which we know to be necessary for success in the animal agriculture field. Additionally, we recognized that our graduate students' ability to read, understand, and interpret published research was also not up to par. As a result, we propose adding 4 additional hours of statistics, 3 hours of biochemistry, and 1 additional hour of seminar to the Master of Science program in Animal Science. We believe that these courses lay a good foundation for the graduate program of study and will contribute to the success of our graduates.

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
Yes. We believe these changes to our curriculum will better prepare our students for a career in animal agriculture, whether it be in industry or academia. Through communication with our industry partners, we have learned that one characteristic typically lacking in new graduates is project management and design skills. The addition of a statistical course and graduate seminar to the plan of study will enhance these skills in our students.
2. Will this program change result in duplication in the System? If so, please describe.
No.
3. Will this program change/advance student diversity within the discipline? If so, please describe.
Likely no change.
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. As mentioned above, we believe that the addition of courses to the graduate plan of study will help increase the breadth of knowledge among our graduates and enhance their ability to gain positions within our industry.
5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.

It is not likely that these changes will increase the starting salary of graduates. However, we do believe it will better prepare them for the workforce, making promotions more likely.

4. SUPPORT
See attached.
5. PROPOSED 4-LETTER ABBREVIATION
ADSC
6. EFFECTIVE DATE
Fall (August) 2017



MISSISSIPPI STATE
UNIVERSITY.

**DEPARTMENT OF
ANIMAL AND DAIRY SCIENCES**
P.O. Box 9815
Mississippi State, MS 39762
P. 662.325.2802
F. 662.325.8873

September 2, 2016

To the Curriculum Committee,

The Graduate Curriculum Committee of the Animal and Dairy Sciences department voted unanimously and fully supports the degree program modification described in the attached proposal. We do not anticipate any change in personnel or material requirements.

Please consider supporting this proposal.

Graduate Curriculum Committee members include:

Mark Crenshaw

Dean Jousan

Jane Parish

Brandi Karisch

Rhonda Vann

Daniel Rivera

Jamie Larson (Chair)

Caleb Lemley

Shengfa Liao

Erdogan Memili

Molly Nicodemus

Brian Rude

Trent Smith

Thu Dinh

Derris Burnett

Clay Cavinder

Kindly,

Jamie Larson

Chair of the Graduate Curriculum Committee

Associate Professor

Animal and Dairy Sciences

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College or School: Education

Department: Counseling and Educational Psychology

Contact Person: Carlen Henington

Mail Stop 9727

E-mail: ch27@msstate.edu

Nature of Change: Modification

Date Initiated: 2/8/2015

Effective Date: Spring 2017

Degree to be offered at: Starkville Campus

Current Degree Program Name: Educational Specialist

Major: Education

Concentration: School Psychology

New Degree Program Name:

Major:

Concentration:

Summary of Proposed Changes:

This proposed modification to the Educational Specialist in Education with a Concentration in School Psychology will only modify the degree to adjust for changes in course titles already presented this year to the UCCC (i.e., EPY 6113, EPY 8493, EPY 8763) and to correct errors within the bulletin (e.g., the incorrect title for EPY 9713).

Approved:

Date:

[Signature]

Department Head

[Signature]

Chair, College or School Curriculum Committee

[Signature]

Dean of College or School

4/29/2016

4/29/2016

4/29/2016

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



IHL Action



SACS Letter

GRADUATE DEGREE MODIFICATION OUTLINE FORM
Specialist in Education with a concentration in School Psychology

Note: This degree modification addresses the recently proposed modifications courses within the school psychology program. It modifies the required course titles only. No other changes are being proposed for the program or for other concentrations in the education specialist within the College of Education.

CATALOG DESCRIPTION

The Ed.S. degree with a major in education and concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and requires an additional 39 hours beyond the M.S. degree in Educational Psychology with a concentration in Psychometry. The Ed.S. leads to AAA educator's licensure as a School Psychologist by the Mississippi Department of Education and qualifies students to become nationally certified school psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree is designed to be completed in four years which typically requires the equivalent of one additional academic year of formal coursework beyond the M.S. in Educational Psychology with a concentration in Psychometry including additional practica and a minimum of a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised directed independent study and pass the PRAXIS II examination in school psychology (i.e., obtain a passing score as established by the Mississippi Department of Education). **Students in the EdS and PhD School Psychology Program will meet the criteria for the Certificate in Applied Behavior Analysis.**

CURRENT Degree Description	PROPOSED Degree Description
Degree: Specialist Major: Education Concentration: School Psychology	Degree: Specialist Major: Education Concentration: School Psychology
CURRENT Description	PROPOSED CURRICULUM OUTLINE
The Ed.S. degree with a major in education and concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and requires an additional 39 hours beyond the M.S. degree in Educational Psychology with a concentration in Psychometry. The Ed.S. leads to AAA educator's licensure as a School Psychologist by the Mississippi Department of Education and qualifies students to become nationally certified school psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree is designed to be completed in four years which typically requires the equivalent of one additional academic year of formal coursework beyond the M.S. in Educational Psychology with a concentration in Psychometry including additional practica and a minimum of a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised directed independent study and pass the PRAXIS II examination in school psychology (i.e., obtain a passing score as established by the Mississippi Department of Education).	The Ed.S. degree with a major in education and concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and requires an additional 39 hours beyond the M.S. degree in Educational Psychology with a concentration in Psychometry. The Ed.S. leads to AAA educator's licensure as a School Psychologist by the Mississippi Department of Education and qualifies students to become nationally certified school psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree is designed to be completed in four years which typically requires the equivalent of one additional academic year of formal coursework beyond the M.S. in Educational Psychology with a concentration in Psychometry including additional practica and a minimum of a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised directed independent study and pass the PRAXIS II examination in school psychology (i.e., obtain a passing score as established by the Mississippi Department of Education).

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses:		College Required Courses:	
Major Required Courses:		Major Required Courses:	
Concentration. School Psychology Courses:		Concentration. School Psychology:	
EPY 7000 – Independent Study	3	EPY 7000 – Independent Study	3
EPY 8133 – Crisis Prevention and Intervention in Schools and Related Settings	3	EPY 8133 – Crisis Prevention and Intervention in Schools and Related Settings	3
EPY 8690 – Supervised Experiences I	3	EPY 8690 – Supervised Experiences I	3
EPY 8763 – <i>Advanced Child Behavior and Cognitive Behavior Interventions</i>	3	EPY 8763 – Advanced Applied Behavior Analysis	3
EPY 8790 – Supervised Experiences II	6	EPY 8790 – Supervised Experiences II	6
EPY/EDF 9443 – Single Subject Research Designs in Education	3	EPY/EDF 9443 – Single Subject Research Designs in Education	3
EPY 8780 – Internship in School Psychology	12	EPY 8780 – Internship in School Psychology	12
COE 8073 – Cultural Foundations in Counseling	3	COE 8073 – Cultural Foundations in Counseling	3
Select one of the following:	3	Select one of the following:	3
EPY 8123 – Assessment of Infants and Toddlers		EPY 8123 – Assessment of Infants and Toddlers	
EPY 8890 – Supervised Experiences III		EPY 8890 – Supervised Experiences III	
Total Hours	39	Total Hours	39

3. TARGET AUDIENCE

Students accepted into the School Psychology specialist program and others who will take the courses as part of their degree program (e.g., students in Educational Psychology, Counselor Education, Psychology).

4. JUSTIFICATION

The name changes have been proposed to the UCCC and better reflect the current terminology in the field and the content within the courses. The changes to the course requirements only reflect these changes and make corrections to errors within the Bulletin.

5. SUPPORT

A letter of support from the faculty in the Counseling, Educational Psychology, and Foundation Department is attached to this proposal.

6. PROPOSED ABBREVIATION

Specialist in Education with a concentration in:
School Psychology - EDSPY

7. EFFECTIVE DATE

Fall 2016

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College or School: Education **Department:** Counseling and Educational Psychology
Contact Person: Carlen Henington **Mail Stop** 9727 **E-mail:** ch27@msstate.edu
Nature of Change: Add Certificate **Date Initiated:** 2/8/2015 **Effective Date:** Spring 2017
Degree to be offered at: Starkville Campus

Current Degree Program Name:

Major: **Concentration:**

New Degree Program Name:

Major: Educational Psychology **Concentration:**

Certificate in Applied Behavior Analysis

Summary of Proposed Changes:

This proposed certification will bring a focus on those courses currently offered in the majors (EdS and PhD) of School Psychology that are related to applied behavior analysis. No new courses are proposed. The certification will require 6 courses that are currently offered [i.e., EPY 6113, EPY 6123, EPY 8493, EPY 8763, EPY/EDF 9443, EPY 9703]. Total required credit hours is 18. Students must be approved enrolled for the certificate program prior to enrollment in the certification program.

Approved:

Date:

[Signature]
 Department Head

4/29/2016

[Signature]
 Chair, College or School Curriculum Committee

4/29/2016

[Signature]
 Dean of College or School

4/29/2016

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐ IHL Action Required

☐ SACS Letter Sent

ADDITION OF CERTIFICATE

Applied Behavior Analysis

1. CATALOG DESCRIPTION

The certificate in Applied Behavior Analysis (ABA) is a sequenced set of 6 courses for a total of 18 credit hours. Students with a masters in a related field (e.g., psychology, education, counselor education) may be admitted to the certificate program during any semester (fall, spring, summer). All hours earned in the Applied Behavior Analysis certificate program must be taken at MSU. A minimum GPA of 3.0 is required in all courses in the certificate program. No undergraduate courses will be counted toward the certificate program (i.e., EPY 4113, EPY 4214, EPY 4123). The school psychology core faculty have oversight of the program and will make admissions decisions and approve the course credits for the certificate program in Applied Behavior Analysis. Sequence Coordinator of the certificate will be a Board Certified Behavior Analyst (BCBA) as required by the Behavior Analyst Certification Board. The certificate in Applied Behavior Analysis allows the individual to fulfill the course requirements for the BCBA examination. Students in the EdS and PhD School Psychology Program will meet the criteria for the Certificate in Applied Behavior Analysis.

Students seeking the ABA certificate will be required to complete the following courses:

EPY 6113 - Principles of Applied Behavior Analysis
EPY 6123 – Applications of School Psychology
EPY 8493 – Social-emotional and Behavior Assessment
EPY 8763 – Advanced Applied Behavior Analysis
EPY 9443 – Single Subject Design
EPY 9703 – Contemporary Ethics, Legal, and Professional Issues in School Psychology

2. CURRICULUM OUTLINE

PROPOSED Degree Description	
Degree: CERTIFICATE Major: Educational Psychology Concentrations:	
The certificate in Applied Behavior Analysis (ABA) is a sequenced set of 6 courses for a total of 18 credit hours. Students with a masters in a related field (e.g., psychology, education, counselor education) may be admitted to the certificate program during any semester (fall, spring, summer). All hours earned in the Applied Behavior Analysis certificate program must be taken at MSU. A minimum GPA of 3.0 is required in all courses in the certificate program. No undergraduate courses will be counted toward the certificate program (i.e., EPY 4113, EPY 4214, EPY 4123). The school psychology core faculty have oversight of the program and will make admissions decisions and approve the course credits for the certificate program in Applied Behavior Analysis. Sequence Coordinator of the certificate will be a Board Certified Behavior Analyst (BCBA) as required by the Behavior Analyst Certification Board. The certificate in Applied Behavior Analysis allows the individual to fulfill the course requirements for the BCBA examination. Students in the EdS and PhD School Psychology Program will meet the criteria for the Certificate in Applied Behavior Analysis.	
PROPOSED CURRICULUM OUTLINE	Required Hours
Certification Courses:	
EPY 6113 - Principles of Applied Behavior Analysis	3
EPY 6123 – Applications of School Psychology	3
EPY 8493 – Social-emotional and Behavior Assessment	3
EPY 8763 – Advanced Applied Behavior Analysis	3
EPY/EDF 9443 – Single Subject Design in Education	3

EPY 9703 – Ethics, Legal, and Professional Issues in School and Educational Psychology	3
Total Hours	18

3. TARGET AUDIENCE

Potential students with a masters degree in a related field (e.g., psychology, education, counselor education) may be admitted to the certificate program during any semester (fall, spring, summer). All hours earned in the Applied Behavior Analysis certificate program must be taken at MSU. A minimum GPA of 3.0 is required in all courses in the certificate program.

4. JUSTIFICATION

With the increasing numbers of individuals with autism and other behavioral difficulties, the Mississippi legislature recently approved a bill to, among other things, require insurance companies to provide coverage of behavioral intervention services to specific individuals (e.g., children ages 3 to 8 years who have autism). To address this need in the state, we are proposing the Applied Behavior Analysis (ABA) certificate. Additionally, with the ever increasing need for behavioral interventions in the schools to address those children with social/emotional/behavioral difficulties such as autism, the proposed certificate will provide students with a behavioral theoretical foundation within a problems solving model. The Behavior Analysis Certification Board has recognized the listed courses and has identified the school psychology program as a program that leads to certification as an Board Certified Behavior Analyst. We would like to open up this opportunity to students seeking masters, specialist, or doctorate in other related majors.

Learning outcomes associated with this certificate include:

- a) Knowledge of behavioral principles and theories;
- b) Skills to use this knowledge in applied settings such as home, school, and communities.
- c) Skills in behavior assessments such as functional behavioral assessment and experimental analysis.
- d) Skills in development, monitoring, and evaluation of behavioral intervention plans for individuals with behavior difficulties.

5. SUPPORT

A letter of support from the faculty in the Counseling, Educational Psychology, and Foundation Department is attached to this proposal.

6. PROPOSED ABBREVIATION

ABA Certificate

7. EFFECTIVE DATE

Fall 2016

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College or School: Education **Department:** Counseling and Educational Psychology
Contact Person: Carlen Henington **Mail Stop** 9727 **E-mail:** ch27@msstate.edu
Nature of Change: Modification **Date Initiated:** 2/8/2015 **Effective Date:** Spring 2017
Degree to be offered at: Starkville Campus

Current Degree Program Name: Masters of Science

Major: Educational Psychology **Concentration:** (1) General Educational Psychology
 (2) Psychometry

New Degree Program Name: Masters of Science

Major: Educational Psychology **Concentration:** (1) General Educational Psychology
 (2) Psychometry
 (3) Applied Behavior Analysis

Summary of Proposed Changes:

This proposed new concentration (applied behavior analysis) will bring a focus on those courses currently offered in the major that are related to applied behavior analysis. No new courses are proposed. The new concentration will require the current core courses in Educational Psychology for 10 hours (i.e., EPY 6214, EPY 8253, EPY 8263) and 7 additional courses currently offered 21 hours [i.e., EPY 6113, EPY 6123, EPY 8493, EPY 8763, EPY 8890 (3 hours), EPY/EDF 9443, EPY 9703]. The total required credit hours is 31. Individuals will be required to complete a master's examination. This is a non-thesis concentration. Additional changes reflect the new titles of required courses that have been submitted to UCCC and correct errors within the Bulletin.

Approved:

Date:

[Signature]
 Department Head

[Signature]
 Chair, College or School Curriculum Committee

[Signature]
 Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

4/29/2016

4/29/2016

4/29/2016

☐ IHL Action

☐ SACS Letter



MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

508 Allen Hall, Mailstop 9727

175 President's Circle

Mississippi State, MS 39762

Phone (662) 325-3426 Fax (662) 325-3263

March 24, 2016

Dear Curriculum Committee Members:

I have been told that the large number of hours required for our doctoral degree in Educational Psychology with a concentration in School Psychology may create some concern during the review of our proposed modifications to the program. Therefore, I wanted to communicate the following information to committee members.

The required hours listed in the bulletin have been consistent for more than 10 years. It is important to note that these are the required courses from the bachelor's degree. We are a professional practice area - similar to a medical doctor with practice requirements (similar to residency requirements that an MD must complete), as well as a research degree. A key difference between the medical field and psychology field is that nearly all of our practice hours must be completed prior to graduation and becoming a doctor. Specific to our program in school psychology it is also important to know the following:

1. We have a Master's degree that requires 43 hours. This is a non-terminal degree at MSU and all our students earn a master's on the way to their next degree - EdS or PhD.
2. The Specialist degree is considered the entry level for the field of school psychology and requires a standard set of competencies dictated by the National Association of School Psychologists (NASP) who accredits our specialist and doctoral program. To meet these competencies, our Specialist degree is an additional 39 hours. These courses are often related to what our field refers to as Profession Wide Competencies and the field requires a series of practica (field based experiences) to show these competencies. Our specialist and doctoral students must enroll in a 3-credit hour (300 hours) practicum each semester beginning in their second year and continuing until they complete their didactic coursework (for doctoral students that is in their fourth year). This allows the students to amass between 1800 and 2300 hours of applied experience prior to applying for a highly competitive internship at the national level. This is the norm within doctoral programs nationwide.
3. Our doctoral program is accredited by a second accrediting agency, the American Psychological Association (APA) that requires specific courses or knowledge bases beyond what is required by NASP. These are referred to as Discipline Specific Knowledge areas and are required to be demonstrated by all professional psychology doctoral students in accredited programs. So there are 4 to 5 courses beyond the specialist degree that are required of our doctoral students.
4. Of course, there are statistics and research requirements that comes with a PhD. We

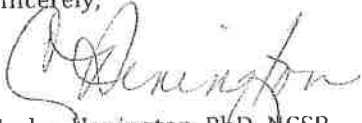
have 4 statistics classes and 2 research design classes. One of the statistics classes is a introductory class at the 6000-level (EPY 6214), I have included that in our sequence because many of our doctoral students have not had any statistics course at the undergraduate level and the next course in the sequence (EPY 8214) is notoriously difficult without a fresh exposure to statistical theories, formulas, and procedures. Including this as a required course communicates to the students that they must take this course as part of their course sequence. Another course in the statistics sequence required for APA accreditation is specific to evaluation and test design; most doctoral students in other program/degrees in the College of Education do not take.

5. The College of Education requires 20 hours of dissertation; so we have a large number of required dissertation hours.
6. In the field of professional psychology all students must complete a year-long 2000-hour internship that occurs after they have finished their didactic coursework. This requirement is similar to the residency medical doctors must complete. In most states, licensure laws dictate that in order to be licensed as a psychologist, professional. So in their fifth year, our doctoral students apply to very competitive internship sites (preferably those that are also APA accredited) usually at medical centers or school districts, and move away from campus to complete this portion of their degree. We require 6 credit hours of internship for each of the three semesters (this allows students to be considered half-time for financial aid purposes) within that year for a total of 18 credits.

When all of these requirements are considered, it can be easily seen why our degree requires 142 hours that includes 83 hours of didactic coursework, 21 hours of practica, 18 hours of internship, and 20 hours of dissertation. Professional psychology, including school psychologist is a very rigorous field. It is important to note that our students nearly universally complete on-campus coursework in 4 years and typically complete their internship and dissertation within 5 years. As a matter of fact, APA monitor programs for time-to-completion as a component of accreditation. The mean number of years to completion in the MSU school psychology doctoral program across the past 7 years is 5.24 years well within the average across the nation.

I hope this allows a better understanding of our program requirements and the field of psychology and school psychology in general to assist you, as a committee member, in determining the outcome of our proposals.

Sincerely,



Carlen Henington, PhD NCSP
Professor and Director of School Psychology
Graduate Coordinator of Educational Psychology



MISSISSIPPI STATE UNIVERSITYTM

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

508 Allen Hall, Mailstop 9727
175 President's Circle
Mississippi State, MS 39762
Phone (662) 325-3426 FAX (662) 325-3263

August 23, 2016

Dear UCCC members:

2015-2016 Members of Department Counseling and Educational Psychology (CEP) Starkville

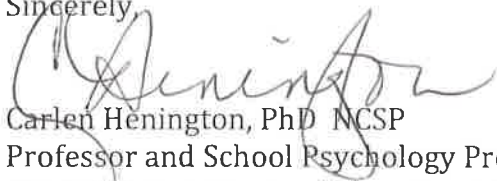
Campus: Carlen Henington, Kathy Dooley, Dan Gadke, Kasee Stratton, Tawny McCleon, Anastasia Elder, Laith Mazahreh, Joan Looby, Charles Palmer, Rebecca Goldberg, Cheryl Justice, Nicole Leach, Deborah Jackson, Tianlan Wei, Daniel Wong, Ty Abernathy, Jainzhong Xu, Dinetta Karriem, Kay Bracato, Debra Prince, Donna Gainer, Linda Morse, and Nicole Leach.

Members of Department Counseling and Educational Psychology (CEP) Meridian Campus: Kim Hall, Darren Wozney, and Julia Porter

The faculty in the have reviewed the proposed addition of a Masters of Science in Educational Psychology with as concentration in Applied Behavior Analysis, the certificate in Applied Behavior Analysis, and modifications to the curriculum requirements for the Masters of Science in EPY – Psychometry Concentration, Education Specialist in Education – School Psychology Concentration, and Doctor of Philosophy in Educational Psychology – School Psychology Concentration. Of these 26 faculty members, 21 have signed this letter or the approval sheet. The faculty at Meridian do not have an EPY degree program and only Drs. Linda Morse and Rebecca Goldberg were unavailable to sign the letter.

These changes will involve the use of currently taught courses and will not require additional resources in order to implement the new concentration. The new certificate will also utilize current resources and the course modifications are minor in nature also requiring no resources.

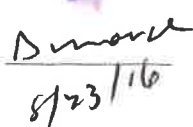
Sincerely,



Carlen Henington, PhD NCSP
Professor and School Psychology Program Coordinator
Graduate Coordinator, Educational Psychology


8/23/16

Approved, Dr. Daniel Gadke, Assistant Professor and Curriculum Chair


8/23/16

^{morese}
Approved, Dr. David T. Morese, Department Chair



MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

508 Allen Hall, Mailstop 9727
175 President's Circle
Mississippi State, MS 39762
Phone (662) 325-3426 Fax (662) 325-3263

We the faculty in Educational Psychology, School Psychology, and Counselor Education understand the changes and justification and hereby approve the modification to the courses and related modifications to the PhD in Educational Psychology with a concentration in School Psychology and EdS in Education with a concentration in School Psychology, the M.S. in Educational Psychology with a concentration in Applied Behavior Analysis, and the Certification in Applied Behavior Analysis.

Signature	Date	Signature	Date
<i>Deborah L. Jackson</i>	4-29-2016	<i>Tian'an Wei</i>	6/13/2016
<i>D. King Burdett</i>	4/29/2016	<i>Shubham</i>	6/13/16
<i>E. Jean Lohby</i>	4/29/16	<i>Joan Wong</i>	6-14-16
<i>Charles D. Palmer</i>	4/29/16	<i>[Signature]</i>	6/14/16
<i>D. Gainer</i>	4/29/16	<i>[Signature]</i>	6/14/16
<i>Jaunty E. McClain</i>	4/29/16	<i>D. King Burdett</i>	6/15/16
<i>Monetta Kauriem</i>	4/29/16	<i>Ly. Abernathy</i>	7/25/2016
<i>Winnington</i>	4/29/16		
<i>Laitha</i>	4/29/16		
<i>Charles D. Palmer</i>	6/10/16		
<i>Monetta Kauriem</i>	6/10/16		
<i>[Signature]</i>	6/10/16		
<i>Katherine Deaton</i>	6/10/16		
<i>Naseemah Shakke</i>	6/13/16		
<i>Cheryl A. Justice</i>	6/13/16		

GRADUATE DEGREE MODIFICATION OUTLINE FORM
Masters of Science in Educational Psychology

PLEASE NOTE: This modification is for the Masters of Science in Educational Psychology. There is no School Psychology concentration in the Masters of Science in Educational Psychology. The concentration in School Psychology only exists as the Educational Specialist in Education and the Doctor of Philosophy in Educational Psychology. This proposed catalogue description only applied to the Masters of Science in Educational Psychology.

CATALOG DESCRIPTION

The department prepares students for careers as behavioral science research and evaluators, school psychologists, and faculty position in behavior science or school psychology training programs. Teaching, service and research assistantships are available.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Masters of Science Major: Educational Psychology Concentrations: General Educational Psychology, Psychometry	Degree: Masters of Science Major: Educational Psychology Concentrations: General Educational Psychology, Psychometry, Applied Behavior Analysis
<p>The department prepares students for careers as behavioral science research and evaluators, school psychologists, and faculty position in behavior science or school psychology training programs. Teaching, service and research assistantships are available.</p> <p>Educational Psychology Program Accreditations</p> <p><i>The school psychology program degrees (Ed.S., Ph.D.) are accredited by the National Association of School Psychologists (NASP) an the American Psychological Association (APA).</i></p> <p><i>There are two concentrations in Educational Psychology, general educational psychology and school psychology, with the following degree options.</i></p> <ol style="list-style-type: none"> 1. The Masters of Science (M.S.) degree in general educational psychology and school psychology (psychometry, a non-terminal degree). 2. The Educational Specialist (Ed.S.) degree with a major in Education and a concentration in school psychology. The Ed.S. degree is the minimum requirement to work as a school psychologist. 3. Doctor of Philosophy (PhD.) degree with concentrations in general educational psychology and school psychology. 	<p>The department prepares students for careers as behavioral science research and evaluators, school psychologists, and faculty position in behavior science or school psychology training programs. Teaching, service and research assistantships are available.</p> <p>Educational Psychology Program Accreditations</p> <p>The Ed.S and Ph.D. school psychology program degrees are approved by the National Association of School Psychologists (NASP) and the Ph.D. degree is accredited by the American Psychological Association (APA).</p> <p>There are three concentrations in Educational Psychology: general educational psychology, school psychology, and applied behavior analysis with the following degree options.</p> <ol style="list-style-type: none"> 1. The Masters of Science (M.S.) degree with a major in Educational Psychology and a concentration in general educational psychology, psychometry (a non-terminal, dual-enrollment degree), or applied behavior analysis. 2. The Educational Specialist (Ed.S.) degree with a major in Education and a concentration in school psychology. The Ed.S. degree is the minimum requirement to work as a school psychologist. 3. Doctor of Philosophy (Ph.D.) degree with

	concentrations in general educational psychology and school psychology.
<p>General Educational Psychology Concentration</p> <p>The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The four-year doctoral program involves coursework in psychological foundations, research, educational psychology, and, if the student chooses, a minor. Within the Educational Psychology specialty, students can choose to specialize in either cognition, learning, instruction, or measurement, statistics, and testing.</p> <p>The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of 37-40 hours. The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of 120 hours of coursework beyond the baccalaureate degree.</p> <p>Applications are due March 1 each year. For further information, write to the Graduate Coordinator.</p>	<p>General Educational Psychology Concentration</p> <p>The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The four-year doctoral program involves coursework in psychological foundations, research, educational psychology, and, if the student chooses, a minor. Within the Educational Psychology specialty, students can choose to specialize in either cognition, learning, instruction, or measurement, statistics, and testing.</p> <p>The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of 37-40 hours. The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of 120 hours of coursework beyond the baccalaureate degree.</p> <p>Applications are due March 1 each year. For further information, write to the Graduate Coordinator.</p>
<p><i>School Psychology/Psychometry Concentration</i></p> <p><i>The School Psychology/Psychometry concentrations are based on a scientist-practitioner model with a behavioral focus. In addition to training assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students' academic, behavioral, and psychosocial problems.</i></p> <p>M.S. in Educational Psychology with Concentration in Psychometry</p> <p>The M.S. in Educational Psychology with a concentration in Psychometry is a non-terminal degree designed to begin in the fall semester and be completed in three years. The concentration in psychometry leads to AA licensure from the Mississippi Department of Education. The degree is currently a 33-hour program with a 300-hour</p>	<p>Psychometry, School Psychology, and Applied Behavior Analysis Concentrations</p> <p>The Psychometry, School Psychology, and Applied Behavior Analysis concentrations are based on a scientist-practitioner model with a behavioral focus. In addition to training in assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students' academic, behavioral, and psychosocial problems.</p> <p>Applications to the Specialist and Doctoral degrees only are due January 15th each year. For further information, write to the Graduate Coordinator.</p> <p>M.S. in Educational Psychology with Concentration in Psychometry</p> <p>The M.S. in Educational Psychology with a</p>

practicum. All students in this program must successfully complete the PRAXIS I examination en route to the degree and pass the master's comprehensive examination. Students in the M.S. program are expected to continue education at MSU in pursuit of either the educational specialist or doctoral degree.

concentration in Psychometry is a non-terminal **dual-enrollment** degree designed to begin in the fall semester and be completed in three years. The concentration in psychometry leads to AA licensure from the Mississippi Department of Education. The degree is currently a 33-hour program with a 300-hour practicum. All students in this program must successfully complete the PRAXIS I examination en route to the degree and pass the master's comprehensive examination. Students in the M.S. program are expected to continue education at MSU in pursuit of either the educational specialist or doctoral degree.

M.S. in Educational Psychology with Concentration in Applied Behavior Analysis

The M.S. in Educational Psychology with a concentration in Applied Behavior Analysis is a terminal degree designed to begin in the fall semester and be completed in two years. The concentration in Applied Behavior Analysis leads to certification in Applied Behavior Analysis from Behavior Analysis Certification Board. The degree is currently a 31-hour program. All students in this program must pass a master's comprehensive examination.

Applications are accepted throughout the year. For further information, write to the Graduate Coordinator.

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses		College Required Courses	
Major Required Courses:		Major Required Courses:	
EPY 6124 – Educational & Psychological Statistics	4	EPY 6214 – Educational & Psychological Statistics	4
EPY 8263 – Psychological Testing	3	EPY 8263 – Psychological Testing	3
EPY 8253 – Child & Adolescent Development & Psychopathology	3	EPY 8253 – Child & Adolescent Development & Psychopathology	3
Concentration 1. General Educational Psychology:		Concentration 1. General Educational Psychology:	
EPY 8293 – Cognitive Development	3	EPY 8293 – Cognitive Development	3
EPY 8223 – Psychological Foundations of Education	3	EPY 8223 – Psychological Foundations of Education	3
EDF 8263 – Function and Methods of Research in Education	3	EDF 8263 – Function and Methods of Research in Education	3

Cognitive elective ¹	3	Cognitive elective ¹	3
EPY electives ¹	9-12	EPY electives ¹	9-12
Related electives ¹	9-12	Related electives ¹	9-12
Total Hours	40-46	Total Hours	40-46
Concentration 2. Psychometry:		Concentration 2. Psychometry	
<i>EPY 6113 – Behavioral and Cognitive Behavioral Interventions</i>	3	EPY 6113 – Principles in Applied Behavior Analysis	3
EPY 6123 – Applications of School Psychology	3	EPY 6123 – Applications of School Psychology	3
EPY 6133 – Data-based Decision Making in Interventions in the School Setting	3	EPY 6133 – Data-based Decision Making in Interventions in the School Setting	3
<i>EPY 8493 – Child Behavior and Personality Assessment</i>	3	EPY 8493 – Social Emotional and Behavior Assessment	3
EPY 8690 – Supervised Experiences I	3	EPY 8690 – Supervised Experiences I	3
EPY 8703 – School Psychology	3	EPY 8703 – School Psychology	3
EPY 8723 – Individual Assessment for Educational and Related Settings	3	EPY 8723 – Individual Assessment for Educational and Related Settings	3
EPY 8773 – Assessment and Intervention for Academic Skills Deficits	3	EPY 8773 – Assessment and Intervention for Academic Skills Deficits	3
EPY 8933 – Integrated Psycho-Educational Assessment	3	EPY 8933 – Integrated Psycho-Educational Assessment	3
EPY 9703 – Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology	3	EPY 9703 – Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology	3
<i>EPY 9713 – Advanced Psychological Consulting: Theory and Practice</i>	3	EPY 9713 – Advanced Consultation and Supervision	3
Total Hours	33	Total Hours	33
		Concentration 3. Applied Behavior Analysis	
		EPY 6113 - Principles of Applied Behavior Analysis	3
		EPY 6123 – Applications of School Psychology	3
		EPY 8493 – Social-Emotional and Behavior Assessment	3
		EPY 8763 – Advanced Applied Behavior Analysis	3
		EPY/EDF 9443 – Single Subject Design	3
		EPY 9703 – Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology	3
		EPY 8890 – Supervised Experiences III	3
Total Hours		Total Hours	31

¹ See advisor

3. TARGET AUDIENCE

Potential Students seeking a master's degree to provide applied behavior analysis techniques to individuals exhibiting behavioral and/or social difficulties may be admitted to the Master's of

Educational Psychology with a concentration in Applied Behavior Analysis program during any semester (fall, spring, summer). All hours earned in the degree program must be taken at MSU. A minimum GPA of 3.0 is required in all courses in the program.

4. JUSTIFICATION

With the increasing numbers of individuals with autism and other behavioral difficulties, the Mississippi legislature recently approved a bill to, among other things, require insurance companies to provide coverage of behavioral intervention services to specific individuals (e.g., children ages 3 to 8 years who have autism). To address this need in the state, we are proposing the Applied Behavior Analysis (ABA) certificate. Additionally, with the ever increasing need for behavioral interventions in the schools to address those children with social/emotional/behavioral difficulties such as autism, the proposed certificate will provide students with a behavioral theoretical foundation within a problems solving model. The Behavior Analysis Certification Board has recognized the listed courses for master's degree and has identified the school psychology program as a program that leads to certification as a Board Certified Behavior Analyst. We would like to open up this opportunity to students seeking a master's degree.

Learning outcomes associated with this certificate include:

- a) Knowledge of behavioral principles and theories;
- b) Skills to use this knowledge in applied settings such as home, school, and communities.
- c) Skills in behavior assessments such as functional behavioral assessment and experimental analysis.
- d) Skills in development, monitoring, and evaluation of behavioral intervention plans for individuals with behavior difficulties.

5. SUPPORT

A letter of support from the faculty in the Counseling, Educational Psychology, and Foundation Department is attached to this proposal.

6. PROPOSED ABBREVIATION

Master of Science in EPY with a concentration in:

General Educational Psychology – EPYGEN

Psychometry – EPYPCHM

Applied Behavior Analysis - EPYABA

7. EFFECTIVE DATE

Fall 2016

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College or School: Education **Department:** Counseling, Ed. Psych, and Foundations
Contact Person: Carlen Henington **Mail Stop** 9727 **E-mail:** ch27@msstate.edu
Nature of Change: Modification **Date Initiated:** 2/8/2015 **Effective Date:** Spring 2017
Degree to be offered at: Starkville Campus

Current Degree Program Name: Doctor of Philosophy

Major: Educational Psychology

Concentration: School Psychology

New Degree Program Name:

Major:

Concentration:

Summary of Proposed Changes:

This proposed modification to the doctoral degree in Educational Psychology with a concentration in School Psychology will only modify the degree to adjust for changes in course titles already presented this year to the UCCC (i.e., EPY 6113, EPY 8493, EPY 8763) and to correct errors within the bulletin (e.g., the incorrect title for EPY 9713).

Approved:

Date:

David Hume
 Department Head

Rebecca Rohlfing-Davis
 Chair, College or School Curriculum Committee

Teresa Jayroe
 Dean of College or School

4/29/2014

4/29/2016

4/29/2016

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



IHL Action



SACS Letter

GRADUATE DEGREE MODIFICATION OUTLINE FORM
Doctor of Philosophy in Educational Psychology

Note: This degree modification addresses the recently proposed modifications courses within the program. It modifies the required course titles only. No other changes are being proposed for the program.

CATALOG DESCRIPTION

The department prepares students for careers as behavioral science research and evaluators, school psychologists, and faculty position in behavior science or school psychology training programs. Teaching, service and research assistantships are available.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Doctor of Philosophy Major: Educational Psychology Concentrations: General Educational Psychology, School Psychology	Degree: Doctor of Philosophy Major: Educational Psychology Concentrations: General Educational Psychology, School Psychology
CURRENT DESCRIPTION	PROPOSED DESCRIPTION
The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry or obtain AA certification in Psychometry within the first three years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the PhD. Program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition to required coursework, doctoral students in the School Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal, or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), doctoral written comprehensive exam, and doctoral oral comprehensive exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).	The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry or obtain AA certification in Psychometry within the first three years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the PhD. Program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition to required coursework, doctoral students in the School Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal, or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), doctoral written comprehensive exam, and doctoral oral comprehensive exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses		College Required Courses	
Major Required Courses:		Major Required Courses:	
EPY 6124 – Educational & Psychological Statistics	4	EPY 6214 – Educational & Psychological Statistics	4
EPY 8113 – History and Systems of Psychology	3	EPY 8113 – History and Systems of Psychology	3
EPY 8214 – Advanced Educational and Psychological Statistics	4	EPY 8214 – Advanced Educational and Psychological Statistics	4
EPY 8263 – Psychological Testing	3	EPY 8263 – Psychological Testing	3
EPY 8253 – Child & Adolescent Development & Psychopathology	3	EPY 8253 – Child & Adolescent Development & Psychopathology	3
EPY 8293 – Cognitive Development	3	EPY 8293 – Cognitive Development	3
EPY 8513 – Psychometric Theory	3	EPY 8513 – Psychometric Theory	3
EPY 9000 – Dissertation	20	EPY 9000 – Dissertation	20
Research/Dissertation in Educational Psychology		Research/Dissertation in Educational Psychology	
EPY 9213 – Advanced Analysis in Education Research	3	EPY 9213 – Advanced Analysis in Education Research	3
EPY 9723 – Seminar in Contemporary School Psychology	3	EPY 9723 – Seminar in Contemporary School Psychology	3
EDF 9373 – Educational Research	3	EDF 9373 – Educational Research	3
PSY 6403 – Biological Psychology (or equivalent)	3	PSY 6403 – Biological Psychology (or equivalent)	3
PSY 8613 – Advanced Social Psychology (or equivalent)	3	PSY 8613 – Advanced Social Psychology (or equivalent)	3
Concentration 1. General Educational Psychology Courses:		Concentration 1. General Educational Psychology:	
EPY 8523 – Psychology of the Gifted	3	EPY 8523 – Psychology of the Gifted	3
EDF 8533 – Practicum in Teaching Educational Psychology	3	EDF 8533 – Practicum in Teaching Educational Psychology	3
EPY 6613 – (<i>this is blank in the Bulletin</i>)	3	EPY 6613 – Seminar in Educational Psychology	3
EDF 8353 – Principles of Curriculum Development	3	EDF 8353 – Principles of Curriculum Development	3
EPY 9313 – Education Evaluation	3	EPY 9313 – Education Evaluation	3
EPY 8223 – Psychological Foundations	3	EPY 8223 – Psychological Foundations	3
EDF 8263 – Function and Methods of Research in Education	3	EDF 8263 – Function and Methods of Research in Education	3
EPY 9263 – Applied Research Seminar	3	EPY 9263 – Applied Research Seminar	3
EPY 7000 – Directed Individual Study	3	EPY 7000 – Directed Individual Study	3
PSY electives ¹	6	PSY electives ¹	6
EDS elective ¹	3	EDS elective ¹	3
Subspecialty electives ¹	9	Subspecialty electives ¹	9
Minor coursework	12-18	Minor coursework	12-18
Total Hours	115 -121	Total Hours	115 -121
Concentration 2. School Psychology Courses:		Concentration 2. School Psychology	
EPY 6113 – Behavioral and Cognitive	3	EPY 6113 – Principles of Applied Behavior Analysis	3

<i>Behavioral Interventions</i>		EPY 6123 – Applications of School Psychology	3
EPY 6123 – Applications of School Psychology	3	EPY 6133 – Data-based Decision Making in Interventions in the School Setting	3
EPY 6133 – Data-based Decision Making in Interventions in the School Setting	3	EPY 8123 – Assessment of Infants and Toddlers	3
EPY 8123 – Assessment of Infants and Toddlers	3	EPY 8133 – Crisis Prevention and Intervention in Schools and Related Settings	3
EPY 8133 – Crisis Prevention and Intervention in Schools and Related Settings	3	EPY 8493 – Social-emotional and Behavioral Assessment	3
<i>EPY 8493 – Child Behavior and Personality Assessment</i>	3	EPY 8690 – Supervised Experiences I	9
EPY 8690 – Supervised Experiences I	3	EPY 8703 – School Psychology	3
EPY 8703 – School Psychology	3	EPY 8723 – Individual Assessment for Educational and Related Settings	3
EPY 8723 – Individual Assessment for Educational and Related Settings	3	EPY 8763 – Advanced Applied Behavior Analysis	3
<i>EPY 8763 – Advanced Child Behavior and Cognitive Behavior Interventions</i>	3	EPY 8773 – Assessment and Intervention for Academic Skills Deficits	3
EPY 8773 – Assessment and Intervention for Academic Skills Deficits	3	EPY 8790 – Supervised Experiences II	9
EPY 8790 – Supervised Experiences II	9	EPY 8890 – Supervised Experiences III	3
EPY 8890 – Supervised Experiences III	3	EPY 8933 – Integrated Psycho-Educational Assessment	3
EPY 8933 – Integrated Psycho-Educational Assessment	3	EPY/EDF 9443 – Single Subject Research Designs in Education	3
EPY/EDF 9443 – Single Subject Research Designs in Education	3	EPY 9703 – Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology	3
EPY 9703 – Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology	3	EPY 9713 – Advanced Consultation and Supervision	3
<i>EPY 9713 – Advanced Psychological Consulting: Theory and Practice</i>	3	EPY 9730 – Doctoral Internship in School Psychology	18
EPY 9730 – Doctoral Internship in School Psychology	18	COE 8073 – Cultural Foundations in Counseling	3
COE 8073 – Cultural Foundations in Counseling	3		
Total Hours	142	Total Hours	142

See advisor

3. TARGET AUDIENCE

Students accepted into the School Psychology doctoral program and others who will take the courses as part of their degree program (e.g., students in Educational Psychology, Counselor Education, Psychology).

4. JUSTIFICATION

The name changes have been proposed to the UCCC and better reflect the current terminology in the field and the content within the courses. The changes to the course requirements only reflect these changes and make corrections to errors within the Bulletin.

5. SUPPORT

A letter of support from the faculty in the Counseling, Educational Psychology, and Foundation Department is attached to this proposal.

6. PROPOSED ABBREVIATION

Doctor of Philosophy in EPY with a concentration in:
General Educational Psychology - EPYGEN
School Psychology - EPYSLP

7. EFFECTIVE DATE

Fall 2016

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Educational Leadership

Contact Person: Stephanie King

Mail Stop: 9698

E-mail: sbk2@msstate.edu

Nature of Change: Modification

Date: September 2, 2016

Program will be offered at: Distance Learning (Campus 5)

Current Degree Program Name: Master of Science

Effective Date: Spring 2017

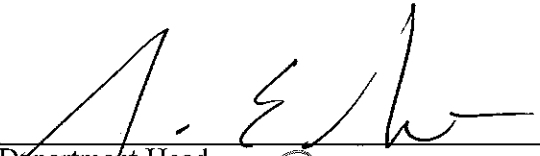
Major: Workforce Education Leadership Concentration: None


New Degree Program Name: Master of Science

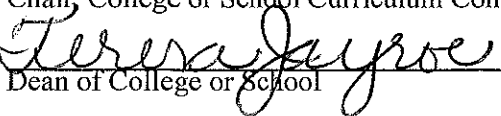
Major: Workforce Education Leadership Concentration: None

Summary of Proposed Changes:

We propose to remove AIS 8523 from the curriculum and replace it with CCL 8173.



Department Head


Chair, College or School Curriculum Committee


Dean of College or School

8/16/16

9/23/16

9/26/16

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



SACS Letter Sent

Graduate Degree Program Modification Proposal

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Master of Science Major: Workforce Education Leadership Concentration: N/A		No change	
Catalog Description: The Master of Science in Workforce Education Leadership is a distance learning program designed to prepare professionals for employment in workforce education in post-secondary educational institutions and social services entities, advancing the knowledge base of workforce preparation, workforce development education, and professional development. The program is offered through the Center for Distance Education.		No change	
CONCENTRATION DESCRIPTION: N/A		No change	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses: N/A		College Required Courses: N/A	
Major Required Courses	30	Major Required Courses	30
CCL 8113 Community College History/Philosophy		CCL 8113 Community College History/Philosophy	
CCL 8343 Community Development and Resources		CCL 8343 Community Development and Resources	
CCL 8133 Leadership Theory and Practice in the Community College		CCL 8133 Leadership Theory and Practice in the Community College	
CCL 8153 Human Resources Administration		CCL 8153 Human Resources Administration	
CCL 8143 Program Planning and Development		CCL 8143 Program Planning and Development	
<i>AIS 8523 Teaching Out-of-School Groups in Agricultural Information Science and Education</i>		CCL 8173 Community College Teaching and Learning (<i>already exists and taught in another master's program in department</i>)	
EDF 8363 Function and Methods of Research in Education		EDF 8363 Function and Methods of Research in Education	

CCL 8193 Issues in Community College and Workforce Leadership Any two TKT courses at the 6000 level or above.		CCL 8193 Issues in Community College and Workforce Leadership Any two TKT courses at the 6000 level or above.	
Total Hours	30	Total Hours	30

JUSTIFICATION AND STUDENT LEARNING OUTCOMES

This modification is being proposed because the AIS graduate faculty recently decided to absorb the AIS 8523 course content into another course and not offer AIS 8523. We feel our CCL 8173 course, which is already approved and taught in another master's degree program in our department, will provide our students appropriate instruction for working in workforce education departments at community colleges. The current learning outcomes of the program remain in place and are still being met.

This program has always been offered, and will continue to be offered, through distance learning. The target audience does not change. The program is designed for students who are not able to come to campus to attend classes due to occupational and/or family demands as well as their locations. Generally, only program students enroll in the courses in this program.

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe. *This change will meet these needs by better preparing our workforce development professionals to work with the students they will encounter.*
2. Will this program change result in duplication in the System? If so, please describe. *No*
3. Will this program change/advance student diversity within the discipline? If so, please describe. *No*
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. *No*
5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe. *No*

SUPPORT

A letter of support from program area faculty is included. There are no anticipated changes in support including personnel or material requirements as the added course is already taught in the department. An additional section of the course may need to be offered if enrollment is great enough, but the department is able to support the additional section. A letter of support from the department offering the course being removed is also included.

PROPOSED 4-LETTER ABBREVIATION

No change from current

EFFECTIVE DATE

Spring 2017


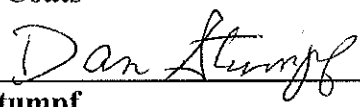

TO: Box Council and UCCC Committee Members

FROM: Stephanie King

RE: Support of Master of Science in Workforce Education Leadership Program Modification

DATE: 9/2/16

This letter of support is offered by the Workforce Education Leadership program area faculty for the proposed Master of Science in Workforce Education Leadership program modification to delete AIS 8523 and add CCL 8173. As indicated by the signatures below, all of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

 _____ Linda Coats	8/22/16 _____ [Date]
 _____ Dan Stumpf	08-19-16 _____ [Date]
 _____ Stephanie King	8/19/16 _____ [Date]

King, Stephanie

From: Swortzel, Kirk
Sent: Monday, August 22, 2016 11:21 AM
To: King, Stephanie
Subject: Re: letter of support needed

Good morning Stephanie,

The AIS faculty are in support of you removing AIS 8523 from the degree program in Workforce Education Leadership. We are deleting the course and combining course content within other courses we teach.

Please let me know if you have any questions.

KAS

From: King, Stephanie
Sent: Wednesday, August 17, 2016 12:18 PM
To: Swortzel, Kirk
Subject: letter of support needed

Hi, Kirk, I hope your semester is off to a good start. I am beginning the paperwork to replace the AIS 8523 course with a CCL course in our Master of Science in Workforce Education Leadership program. Would you provide me with a letter (or email) of support for this change? Thanks! Stephanie

Stephanie King, Ph.D.
Associate Professor
Mississippi State University

P.O. Box 6037
Mississippi State, MS 39762
662.325.0969

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Educational Leadership

Contact Person: Dr. Danielle Molina

Mail Stop: 9698 **E-mail:** dmolina@colled.msstate.edu

Nature of Change: Name Change **Date Initiated:** 01/01/16 **Effective Date:** Spring 2017

Degree to be offered at: Campus 1 Mississippi State University, Starkville Campus
Campus 2 Mississippi State University, Meridian Campus

Current Degree Program Name: Master of Science

Major: School Administration

Concentration: N/A

New Degree Program Name: Master of Science

Major: Educational Leadership

Concentration: School Administration

Summary of Proposed Changes:

The proposed change is to modify the name of the Master of Science in School Administration to the Master of Science in Educational Leadership with a concentration in School Administration.

Approved:

Date:

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



IHL Action Required



SACS Letter Sent

**Appendix 9a: Modifications to Existing Degree Program Proposal
(Renaming)**

Institution: Mississippi State University			
Date of Implementation:		Present Six Digit CIP Code(s):	
1/1/2017		13.0408	
		New Six Digit CIP Code:	
		13.0401	
Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:		New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:	
<i>Master of Science in School Administration</i>		Master of Science in Educational Leadership	
Degree(s) to be Awarded:		Credit Hour Requirements:	
Master of Science in Educational Leadership		33	
List any institutions within the state offering similar programs:			
University of Southern Mississippi, University of Mississippi			
Responsible Academic Unit(s):		Institutional Contact:	
Educational Leadership		Dr. James E. Davis	
Number of Students Enrolled in Last Six Years:		Number of Graduates Expected in Next Six Years:	
Year One	10	Year One	10
Year Two	10	Year Two	10
Year Three	10	Year Three	10
Year Four	10	Year Four	10
Year Five	10	Year Five	10
Year Six	10	Year Six	10
Total	60	Total	60
Program Summary:			

The program for the Master of Science degree in School Administration is designed for experienced professional educators interested in leading and managing schools, school districts, and higher education institutions. Program candidates learn state-of-the-art executive skills, applied theory, ethical decision making and problem solving, organizational structure and function, systems analysis, strategic planning, curriculum assessment and improvement, human resource management, law & finance, facility design and public relations.

Institutional Executive Officer Signature

Date

Institution:

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

In its mission statement, Mississippi State University states that it "is committed to its tradition of instilling among its students and alumni ideals of diversity, citizenship, leadership, and service." In accordance with this statement, the proposed name change refocuses the program from practical goals associated with teaching administrative skills to aspiration goals related to developing educational leaders for the benefit of the state of Mississippi and beyond.

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

No

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

The proposed name change will clarify the program's mission and draw increased enrollment from prospective students who are interested in the value-added outcomes a leadership (vs. an administration) degree might yield for long-term career advancement. Additionally, the broader umbrella of educational leadership will help faculty and students explore the possibility of collaborative research, teaching, and service ventures focused on special subpopulations/topics such as women's leadership in education, rural educational leadership, educational leadership across the P-20 education pipeline (creating seamless educational experiences across the continuum of preschool through college graduation and workforce development), diversity leadership in education, and innovative educational leadership.

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

No

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

No

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

No

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

The proposed name change will affect program faculty: a) administratively in terms of being able to market to a wider prospective student base; b) pedagogically in terms of foregrounding a more dynamic lens for developing classroom content; c) academically in terms of opening new avenues for scholarly collaboration, research, and publication; and d) structurally in terms of suggesting a reorganization of program relationships within the department.

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

In July 2015, the College of Education relocated the Student Affairs graduate program from another department to the Department of Leadership and Foundations, alongside the existing Community College Leadership, School Administration, and Elementary, Middle, and Secondary Education Administration graduate programs. As a result, the Department was renamed Educational Leadership and the faculty met to identify common goals and values across the new set of departmental stakeholders. Consensus pointed to our strengthened focus on educational leadership across the P-20 education pipeline (creating seamless educational experiences across the continuum of preschool through college graduation and workforce development). The faculty agreed that changing the name to reflect the Department's new identity was both necessary and relevant for consistent and effective program delivery. Additionally, research of other regional and aspirational school administration programs demonstrated how this broader title might open pathways for new, dynamic, and competitive program development in the future. As such, the Educational Leadership nomenclature will be used as a consistent label for both master's level and doctoral level programs in our department moving forward.

CURRENT TITLE AND DESCRIPTION:

Master of Science in School Administration

The program for the Master of Science (M.S.) degree in School Administration prepares educators for careers as school administrators. Program candidates learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

PROPOSED TITLE AND DESCRIPTION:

Master of Science in Educational Leadership with a concentration in School Administration

The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.

Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

JUSTIFICATION:

In July 2015, the College of Education relocated the Student Affairs graduate program from another department to the Department of Leadership and Foundations, alongside the existing Community College Leadership, School Administration, and Elementary, Middle, and Secondary Education Administration graduate programs. As a result, the Department was renamed Educational Leadership and the faculty met to identify common goals and values across the new set of departmental stakeholders. Consensus pointed to our strengthened focus on educational leadership across the P-20 pipeline (creating seamless educational experiences across the continuum of preschool through college graduation and workforce development). The faculty agreed that changing the name to reflect the Department's new identity was both necessary and relevant for consistent and effective program delivery. Additionally, research of other regional and aspirational school administration programs demonstrated how this broader title might open pathways for new, dynamic, and competitive program development in the future. As such, the Educational Leadership nomenclature will be used as a consistent label for both master's level and doctoral level programs in our department moving forward.

RELATION TO EXISTING CURRICULA:

The proposed curriculum of Master of Science in Educational Leadership with concentration in School Administration will match the current curriculum of Master of Science in School Administration.

PROPOSED ABBREVIATION:

Remain EDLS

EFFECTIVE DATE:

Spring, 2017



MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF EDUCATION
Department of Educational Leadership

P.O. Box 6037
245 Allen Hall
175 President's Circle
Mississippi State, MS 39762

P. 662.325.0969
F. 662.325. 0975
educ.msstate.edu

March 31, 2016

The department of Educational Leadership, listed below, support the name change of the following Master's programs: Educational Administration and Counselor Education with a Concentration in Student Affairs to become one program entitled a Master's in Educational Leadership with concentrations in P-12 Leadership and Student Affairs & Higher Education Leadership.

Dr. James E. Davis, Department Head

Dr. Jack Blendinger

Dr. Matt Boggan

Dr. Linda Coats

Dr. Angela Farmer

Dr. Leigh Ann Hailey

Dr. Stephanie King

Dr. Danielle Molina

Dr. Dan Stumpf

Dr. Patsy Wallin

J. E. Davis
Jack Blendinger
M. Boggan
Linda Coats
Angela Farmer
Leigh Ann Hailey
Stephanie King
Danielle Molina
Dan Stumpf
P. K. Wallin

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Educational Leadership

Contact Person: Dr. Danielle Molina

Mail Stop: 9698 E-mail: dmolina@colled.msstate.eduNature of Change: Name/Concentrations Date Initiated: 4/01/16 Effective Date: upon approval

Degree to be offered at: Campus 1 Mississippi State University, Starkville Campus
Campus 2 Mississippi State University, Meridian Campus

Current Degree Program Name: Master of Science

Major: School Administration

Concentration: N/A

New Degree Program Name: Master of Science

Major: Educational Leadership

Concentration: (1) School Administration
(2) Student Affairs & Higher Education

Summary of Proposed Changes:

The following name/concentration modifications are requested in an effort to: a) better align the degree programs administered by the Department of Educational Leadership through common nomenclature and curricular goals for that field of study; and b) Show the capacity for clear progression between the master's and doctoral programs of the same name.

- Modify the Program Name from *MS in School Administration* to *MS in Educational Leadership with a concentration in School Administration*
- Relocate the Student Affairs master's program, which is currently housed as a concentration under the MS in Counselor Education program, to a second concentration under the MS in Educational Leadership program.
- Modify this second concentration name from *Student Affairs* to *Student Affairs & Higher Education*

In accordance with the development of concentrations under the Educational Leadership master's program, consideration has been paid to the Programs of Study for each. No modifications are requested for the School Administration concentration Program of Study.

With regards to the Student Affairs & Higher Education concentration's program of Study, the following modifications are requested to: a) align MSU's program requirements/student affairs courses with professional standards in the field of Student Affairs rather than counseling; b) become more commensurate with regional/aspirational master's programs in Student Affairs; and c) strengthen the competitiveness of our graduates in the job market for Student Affairs:

- Decrease the total credit hours required for graduation from the Student Affairs & Higher Education concentration from 48 (current) to 42 (proposed);
- Modify the list of courses required to complete the Program of Study;
- Modify five existing courses that are being shifted from Counselor Education (COE) to Higher Education (HED) and are integral to the proposed Program of Study;
- Create three additional courses under Higher Education (HED) that are integral to the proposed Program of Study (please note that a fourth new class, HED 8623, shared with the proposed doctoral program is requested under separate cover with the Ph.D. in

Educational Leadership Program Modification proposal);

- **Create a new Practicum course under Higher Education (HED) that serves the same function as the Practicum course available in Counselor Education (COE)**

The current Master's program in School Administration was previously approved for both Campus 1 and Campus 2. We request that both the School Administration and the Student Affairs & Higher Education concentrations will be approved for Campus 1. We also request that only the School Administration concentration of the proposed Educational Leadership degree will be approved for Campus 2.

Approved:

Date:

Department Head

Rebecca Bichany Davis

Chair, College or School Curriculum Committee

Dean of College or School

8/26/16

8/26/16

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐

IHL Action Required

☐

SACS Letter Sent

GRADUATE DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing Graduate Degree. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Please include the course prefix, number, and title in both columns. Expand rows as needed.

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Master of Science Major: <i>School Administration</i> Concentration: <i>N/A</i> Degree: Master of Science Major: <i>Counselor Education</i> Concentration: <i>Student Affairs</i>		Degree: Master of Science Major: Educational Leadership Concentrations: <ol style="list-style-type: none"> School Administration Student Affairs & Higher Education 	
The program for the Master of Science (M.S.) degree in School Administration prepares educators for careers as school administrators. Program candidates learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.		The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments. Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director. Program candidates in the Student Affairs & Higher Education concentration are prepared for careers in higher education management, administration, and leadership with a particular emphasis on the college student experience and services related to supporting college student success.	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
<i>MS in School Administration</i>		MS in Educational Leadership Concentration 1: School Administration	
EDL 8413 School Legal and Ethical Perspectives	3	EDL 8413 School Legal and Ethical Perspectives	3
EDL 8423 School Leadership	3	EDL 8423 School Leadership	3
EDL 8433 Using Data for School Improvement	3	EDL 8433 Using Data for School Improvement	3
EDF 8443 Evaluation of School Programs	3	EDF 8443 Evaluation of School Programs	3
EDL 8523 Educating Diverse Learners	3	EDL 8523 Educating Diverse Learners	3
EDL 8623 Leading Curriculum, Instruction and Assessment	3	EDL 8623 Leading Curriculum, Instruction and Assessment	3
EDL 8633 Human Resources Leadership for Schools	3	EDL 8633 Human Resources Leadership for Schools	3

EDL 8713 School Business and Facilities	3	EDL 8713 School Business and Facilities	3
EDL 8723 Leadership for Positive School Culture	3	EDL 8723 Leadership for Positive School Culture	3
EDL 8513 School Leadership Internship I	3	EDL 8513 School Leadership Internship I	3
EDL 8613 School Leadership Internship II	3	EDL 8613 School Leadership Internship II	3
A culminating assessment is also held during the second summer term		A culminating assessment is also held during the second summer term	
Total Hours	33	Total Hours	33
<i>MS in Counselor Education Concentration: Student Affairs</i>		MS in Educational Leadership Concentration 2: Student Affairs & Higher Education	
Prerequisites and Core Courses			
COE 8023 Counseling Theory	3	COE 8023 Counseling Theory	3
COE 8013 Counseling Skills Development	3	COE 8013 Counseling Skills Development	3
COE 8043 Group Techniques and Procedures (Delete)	3		
COE 8063 Research Techniques for Counselors (Delete)	3	HED 8573 Applied Assessment in Student Affairs & Higher Education (New)	3
EPY 8263 Psychological Testing in Educational and Related Settings (Delete)	3		
Concentration Requirements			
COE 8553 Student Affairs in Higher Education	3	HED 8553 Student Affairs in Higher Education	3
COE 8523 Student Development Theory	3	HED 8523 Student Development Theory	3
COE 8203 Placement and Career Development Counseling (Delete)	3		
COE 8543 Legal Issues	3	HED 8543 Legal Issues in Student Affairs	3
COE 8563 Introduction to Assessment in Student Affairs	3	HED 8563 Assessment Strategy in Student Affairs & Higher Education	3
HED 8113 Administration of Student Personnel Services in Higher Education	3	HED 8113 Administrative Leadership in Student Affairs & Higher Education	3
		HED 8623 Diversity, Globalization, and The College Student (New)	3
		HED 8583 Administrative Competency in Student Affairs & Higher Education: Budgets & Supervision (New)	3
		HED 8593 Administrative Competency in Student Affairs & Higher Education: Technology, Communication, & Crisis (New)	3
Approved Electives	6	Approved Electives	3
Fieldwork Experience		Fieldwork Experience	
COE 8053/8150 Practicum	3	HED 8010 Practicum	6
COE 8730/8740 Internship	6		

<i>Total Hours</i>	48	Total Hours	42

*In the past, the Student Affairs coursework has been housed either under the COE or HED prefix. In an effort to clearly delineate coursework related to Student Affairs & Higher Education, but not to Counselor Education, Dr. Molina has worked closely with Dr. Morse (Counseling, Educational Psychology, and Foundations), Dr. Davis (Educational Leadership), and Jenny Turner (UCCC) to shift all of the Student Affairs COE prefixes to HED in Banner as technical changes. All course numbers, titles, and content have been maintained unless otherwise proposed in separate online course modification requests. The proposed curriculum outline includes the modified prefixes and titles requested in these separate technical and course modification requests.

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

MS in Educational Leadership

In Summer 2015, the home department's name was changed to Educational Leadership and acquired the Student Affairs graduate program faculty from the Department of Counseling and Educational Psychology. As part of the ongoing transition to the new name and focus, and after a review and assessment of all programs in the department, it was determined by the faculty that the academic programming that the doctoral program in educational leadership should be expanded to include concentrations in both P-12 School Leadership and Higher Education Leadership.

In accordance with that shift, the faculty recognized a need to create parallel tracks for Educational Leadership (i.e., in School Administration and Student Affairs & Higher Education) at the Master's level that would allow for a clear progression between master's preparation and doctoral preparation in the corresponding degree concentrations. The two concentrations share a similar curriculum structure including coursework in the foundations of administration in their corresponding educational environments, student development and diversity, program assessment, administrative/managerial competencies, legal issues, and supervised fieldwork. Ultimately, the program includes a combination of focused courses at both levels, foundational courses, research courses, and other organized learning experiences for serving in entry- to mid-level leadership positions for schools, school districts, higher education institutions, educational associations, foundations, state educational agencies, and other P-12 or higher education environments.

The program modification will not result in duplication in the system. The MS in Workforce Education Leadership is provided for aspiring practitioners at the two-year college level and/or who presently work in community college settings.

Concentration 1: School Administration

With a change in the degree program name to Educational Leadership, the first concentration will maintain the name, "School Administration." Maintaining the School Administration title will be important for relevant P-12 accreditation and licensing processes. No additional modifications for the School Administration program of study are requested.

Concentration 2: Student Affairs & Higher Education

The proposed title for the second concentration is "Student Affairs & Higher Education." Maintaining "Student Affairs" in the title is an important signal that the goals of the mission and goals of the Student Affairs program have not significantly changed with the physical move and proposed curricular

modifications. Student Affairs is a sub-specialty of Higher Education administration that has a specific, shared history and philosophy of work centering on student development and the skills required to administer services in the interest of college student success. However, as discussed above, adding “Higher Education” to the title is also important in the interest of showing a clear connection between master’s and doctoral level academic career pursuits.

The Student Affairs master’s program currently exists as a concentration under the Counselor Education in the Department of Counseling and Educational Psychology. However, in Fall 2017 the requirements for licensing counselors along with accreditation requirements set out by CACREP will mandate 60 credit hour graduate preparation programs, a course load that far exceeds the total credit hours required by both competitor and aspirational Student Affairs programs. Therefore, the move to Educational Leadership strengthens the Student Affairs program’s capacity to remain competitive as the standards for professional preparation in student affairs and counseling have diverged significantly from one another over the past decade.

To that point, the proposed program of study notably requests a reduction of the credit hours required to complete the master’s program in the Student Affairs & Higher Education from 48 to 42. A 48 credit hour program is at the low end of a counselor-based program in, or outside of, a Student Affairs focus. However, an analysis of contemporary Student Affairs programs (many of which have left CACREP accreditation for its divergent curricular requirements) demonstrates a goal of 42 credit hours for institutions that specifically serve practitioner training purposes.

Ultimately, moving Student Affairs to Educational Leadership and shifting its curriculum in accordance with this move allows Mississippi State University’s Student Affairs program to continue its long tradition of excellent recruitment of diverse students, graduation, and career placement for students from Mississippi, the region, and nation-wide. Finally, the move will allow the department to coalesce faculty, administrative, and student resources that inherently share similar underlying principles, philosophies, and practices across different leadership environments in education.

Technical modification for course prefixes, course titles, and alterations of content (to replace counseling accreditation requirements with student affairs standards) have been requested to separate the Student Affairs & Higher Education courses from Counselor Education. However, less than 50% of the courses in the curriculum will be modified for the proposed Student Affairs & Higher Education concentration. Although there are no accrediting boards specifically governing Student Affairs work, leaders of the field’s scholarly and practitioner associations have established common standards that establish best practice in graduate preparation. The CAS Professional Standards are published by the Council for the Advancement of Standards in Higher Education for Higher Education (CAS) and the ACPA/NASPA Professional Competencies are jointly published by the ACPA: College Student Educators International and the National Association of Student Personal Administrators (NASPA). The proposed program of study aligns the focus of the Student Affairs & Higher Education concentration with the guidelines for practice outlined in these two documents.

To derive the proposed Program of Study and course list for the concentration in Student Affairs & Higher Education, former and current faculty sought feedback from several sources. First, the Student Affairs program convenes a program review with its advisory board each fall. The board membership includes sitting Student Affairs administrators at Mississippi State University, local and regional administrators, and alumni working at institutions outside of the region all who employ entry-level student affairs professionals and have considered Mississippi State University candidates in their search pools recently. The charge of the board is to assess the Program of Study in relation to trends in Student Affairs hiring and practice to determine whether the program and its graduates remain competitive via their graduate preparation at MSU. For the past three years, the board has requested that we consider the

modifications proposed in this document. Their feedback comes largely due to the aforementioned philosophical and substantive shifts in accreditation requirements by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the body that regulates MSU's Student Affairs program as an arm of Counselor Education. By Fall 2017 CACREP intends to shift its requirements in a direction that is ultimately unsustainable for the Student Affairs emphasis area. Namely, CACREP will align its requirements with emerging changes in licensing standards that require 60 credit hour preparation programs and a substantially increased focus on counseling-specific skills and competencies. While practitioners in the field benefit from a basic understanding of counseling skills, contemporary Student Affairs workers require a broader set of knowledge and skills to be competitive in the field, including experience in administration, management, and leadership. Moreover, the counseling credits required by CACREP for licensing have served as a barrier for addressing other competencies of more value to employers in the field (e.g., administration, management, and leadership). As a result, Student Affairs programs across the country have allowed their affiliations with CACREP to dissolve and have turned to alternative guidelines for graduate preparation programs.

In addition to the recommendations forwarded by the advisory board, program faculty have performed side by side comparisons of the current and proposed Programs of Study against regional/aspirational Student Affairs programs as well as professional standards to ensure that MSU continues to be competitive, innovative, and attractive to prospective students and the employers who hire our graduates (please see attached).

Students will become more marketable for positions across the field of Student Affairs & Higher Education via a modified program of study. Opportunities for career advancement are likely to result from the acquisition of administrative, management, and leadership skills that will more astutely position graduates for mid-level positions. Graduates will have the opportunity for positions at colleges and universities across the state, Southeast, and the U.S. Graduates from the program will be able to earn competitive salaries nationally.

Student Learning Outcomes:

1. Students will demonstrate content knowledge and skill in leading and managing in educational environments at the P-12 School building/Higher Education departmental level. (Leading and Managing at the Building Level)
2. Students will demonstrate professional knowledge and best practices in educational leadership at the P-12 school building /Higher Education departmental level. (Practices in Educational Leadership)
3. Students will demonstrate professional knowledge and skill in educational research (Educational Research)

4. SUPPORT

Letters of support are provided by: a) the faculty in the Department of Educational Leadership; and b) the Student Affairs Graduate Program Advisory Board. Excerpts from the professional standards that provide guidelines for Graduate Preparation Programs in Student Affairs are also included with this proposal to support curriculum design choices and the addition of field-specific coursework.

5. PROPOSED 4-LETTER ABBREVIATION EDLS

6. EFFECTIVE DATE Upon Approval



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April 6, 2016

August 23, 2016 (updated to reflect technical changes requested by the Box Council)

To: The Box Council and the University Committee on Courses and Curricula

We the undersigned faculty members in the department of Educational Leadership, have reviewed and approve the proposals listed below, in support of the name change for the M.S. in School Administration to the M.S. in Educational Leadership with proposed concentrations in School Administration and Student Affairs & Higher Education.

1. Request a modification of the M.S. in School Administration to the M.S. in Educational Leadership with a concentration in School Administration.

Program Modification: The request is being made to create a degree program that is consistent with the nomenclature of the new title for the Ph.D. program/concentration. The title, Educational Leadership, more accurately reflects the focus of its home department. Additionally, the name changes suggest a clearer progression from M.S. to Ph.D. programs for students interested in advancing their academic careers accordingly.

2. Request to add a second concentration to the M.S. in Educational Leadership: concentration in Student Affairs & Higher Education.

Program Modification: The request is being made to expand the master's degree in educational leadership by adding a concentration in Student Affairs & Higher Education to the existing concentration in School Administration. The proposed concentration will relocate an existing concentration in Student Affairs (current name) from the M.S. in Counselor Education program to the M.S. in Educational Leadership program.

This requested move results from a significant philosophical shift in CACREP accreditation requirements that would otherwise make the Student Affairs concentration non-competitive in its field and ultimately unsustainable. Motivated by these concerns, the Student Affairs program was relocated by Dean Blackburn to the Department of Educational Leadership (both in terms of physical office space and organizational reporting structure) in July 2015. The Student Affairs program will cease affiliation with CACREP in Fall 2016 and will no longer serve as an arm of professional training for the counseling field. The requested relocation of the Student Affairs concentration will complete the transition of the program out of Counselor Education and into Educational Leadership. Additionally, the name change to Student Affairs & Higher Education suggests both a continuing mission to serve the specialized field of Student Affairs and a clearer progression from M.S. to Ph.D. programs for students interested in advancing their academic careers accordingly.



3. Request to modify the total credit hours for Program of Study for the proposed Student Affairs & Higher Education concentration from 48 (current) to 42 (proposed).

Program Modification: The request is being made to align the Student Affairs & Higher Education concentration more closely with regional/aspirational graduate preparation programs in the field of Student Affairs.

4. Requests for Course Modifications to the following existing courses for inclusion in the curriculum of the proposed Student Affairs & Higher Education concentration*

- a. Course Modification – HED 8553 Student Affairs in Higher Education
- b. Course Modification – HED 8523 Student Development Theory
- c. Course Modification – HED 8563 Introduction to Assessment in Student Affairs & Higher Education
- d. Course Modification – HED 8543 Legal Issues in Student Affairs
- e. Course Modification – HED 8113 Administrative Leadership in Student Affairs & Higher Education

* *A prefix change from COE to HED and the transition of workflow authority for the courses in question have been previously approved by the corresponding Departments and Dean Blackburn, and executed by Jenny Turner.*

5. Requests for exclusion of the following courses from the curriculum of the proposed concentration in Student Affairs & Higher Education **.

- a. Course Exclusion – COE 8053 Practicum in Student Affairs (to be replaced by proposed course addition, HED 8010 Practicum in Student Affairs & Higher Education)
- b. Course Exclusion – COE 8063 Research Techniques for Counselors (to be replaced by proposed course addition, HED 8573 Applied Assessment in Student Affairs & Higher Education)
- c. Course Exclusion – COE 8043 Group Techniques & Procedures
- d. Course Exclusion – COE 8203 Placement and Career Development
- e. Course Exclusion – EPY 8263 Psychological Testing in Educational and Related Settings
- f. Course Exclusion – COE 8730 Internship in Student Affairs
- g. 1 Approved Elective

** *Although proposed for exclusion from the Student Affairs concentration in the Educational Leadership master's program, courses on this list will remain in place for the Programs of Study for Counselor Education programs.*

6. Requests for Course Additions for the following courses for inclusion in the curriculum of the proposed concentration in Student Affairs & Higher Education.

- a. Course Addition – HED 8010 Practicum
- b. (Course Addition -- HED 8623 Diversity, Globalization, and the College Student)***
- c. Course Addition – HED 8573 Applied Assessment in Student Affairs & Higher Education



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- d. Course Addition -- **HED 8583** Administrative Competency in Student Affairs & Higher Education: Budget and Supervision
- e. Course Addition -- **HED 8593** Administrative Competency in Student Affairs & Higher Education: Technology, Communication, & Crisis

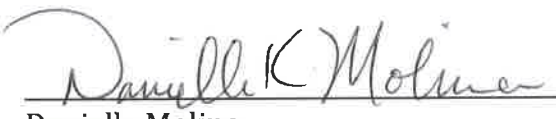
****Requested under separate cover with the proposed Higher Education Leadership concentration under the Ph.D. in Educational Leadership.*

Signed,



James E. Davis, Interim Department Head


Stephanie King

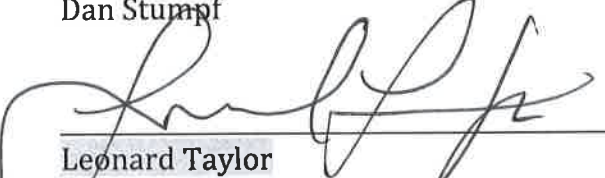

Jack Blendinger

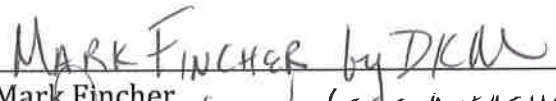

Danielle Molina

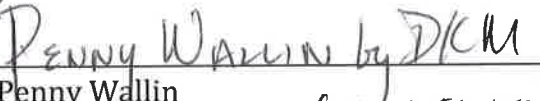

Linda Coats

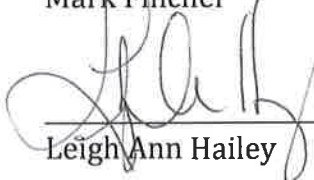

Dan Stumpf


Angela Farmer


Leonard Taylor


Mark Fincher (SEE ATTACHED)


Penny Wallin (SEE ATTACHED)


Leigh Ann Hailey

Molina, Danielle

From: Wallin, Penny
Sent: Thursday, August 25, 2016 7:43 AM
To: Molina, Danielle; Fincher, Mark
Cc: Davis, James
Subject: Re: Request for Departmental Signature

I have read the letters and concur with the message.
Please sign my name to both letters to submit to UCCC.
Wishing you well,
Penny Wallin

Penny Wallin, Ed.D.
Assistant Professor, Educational Leadership
Mississippi State University-Meridian
1000 Highway 19 N.
Meridian, MS 39307-5799
601.310.1095

From: Molina, Danielle
Sent: Wednesday, August 24, 2016 4:56 PM
To: Fincher, Mark; Wallin, Penny
Cc: Davis, James
Subject: Request for Departmental Signature

Mark and Penny,

As you know, I submitted a series of program proposals to the Box Committee in Spring 2016 to relocate my master's program in Student Affairs from Counselor Education to Educational Leadership. In addition, we have proposed a doctoral concentration in Higher Education through the Department of Educational Leadership. The changes were passed by Box pending edits. Those edits are now complete and I am working to get the final paperwork to UCCC by this Friday. One of the requests was to have a clean set of faculty signatures in support of the proposals. Therefore, I was wondering if you would be willing to review the enclosed proposals and either provide permission to sign in your name or sign the signature page and return a copy to me via email.

Thanks so much for your time.

Take care.

Danielle

Danielle K. Molina, Ph.D.
Program Coordinator/Assistant Professor of Student Affairs

Department of Educational Leadership
Allen 250B, Mailstop 9698

Molina, Danielle

From: Fincher, Mark
Sent: Thursday, August 25, 2016 10:09 AM
To: Molina, Danielle
Subject: Re: Request for Departmental Signature

That makes perfect sense. Go ahead and sign with my permission. We are having printer problems at the moment and I don't want you to have to wait.

Mark

From: Molina, Danielle
Sent: Thursday, August 25, 2016 9:59 AM
To: Fincher, Mark; Wallin, Penny
Cc: Davis, James
Subject: RE: Request for Departmental Signature

We are absolutely open to that possibility, just didn't want to step on the toes of the Community College programs from the perspective of program duplication. ☺

Yes, if you would like, please just sign and scan back to me (or I can sign with your permission, whichever is easier).

Take care.

Danielle

Danielle K. Molina, Ph.D.
Program Coordinator/Assistant Professor of Student Affairs

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Allen 250B, Mailstop 9698
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P: 662-325-9324
F: 662-325-0975
DMolina@colled.msstate.edu
www.msstate.edu

From: Fincher, Mark
Sent: Thursday, August 25, 2016 9:39 AM
To: Molina, Danielle <dmolina@colled.msstate.edu>; Wallin, Penny <PWallin@meridian.msstate.edu>
Cc: Davis, James <jed11@colled.msstate.edu>
Subject: Re: Request for Departmental Signature

Danielle,



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January 27, 2016

Ms. Turner:

In an effort to properly adjust technical aspects of the UCCC online course submission system prior to submitting course and program modifications, this letter outlines key administrative changes related to recent reorganization efforts in the College of Education:

1. The Department of Leadership and Foundations has been renamed The Department of Educational Leadership
2. Previously housed in Counselor Education under the Department of Counseling and Educational Psychology, The Student Affairs master's program has been moved to the Department of Educational Leadership.
3. The Department of Counseling and Educational Psychology has been renamed The Department of Counseling, Educational Psychology, and Foundations.
4. Previously housed in the Department of Leadership and Foundations, the Educational Foundations area has been moved to the Department of Counseling, Educational Psychology, and Foundations.

As a result, the following changes to course oversight should be reflected in the UCCC online course submission system:

1. The Department designated with oversight for the following courses should be changed to Counseling, Educational Psychology, and Foundations:
 - a. EDF 9353 Interdisciplinary Seminar in Education (currently deleted)
 - b. EDF 8613 Leadership Intern II (currently deleted)
2. The Department designated with oversight for the following courses should be changed to Educational Leadership:
 - a. COE 3883: Student Leadership in Higher Education
 - b. COE 4513: Paraprofessionals in Student Affairs
 - c. COE 6513: Paraprofessionals in Student Affairs
 - d. COE 8523: Student Development Theory
 - e. COE 8533: Literature of Student Affairs
 - f. COE 8543: Legal Issues
 - g. COE 8553: Student Affairs in Higher Education
 - h. COE 8563: Introduction to Assessment in Student Affairs



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- i. HED 2990: Special Topic in HED (currently deleted)
- j. HED 4990: Special Topic in HED (currently deleted)
- k. HED 6990: Special Topic in HED (currently deleted)
- l. HED 7000: Individual Study in Higher Education
- m. HED 8113: Administrative Leadership in Higher Education and Student Affairs
- n. HED 8123: University and Community College Governance
- o. HED 8133: University and Community College Instruction
- p. HED 8143: U/CC Seminar
- q. HED 8153: U/CC Curriculum Development (currently deleted)
- r. HED 8710: Practicum in University and Community College (currently deleted)
- s. HED 8720: U/CC Internship (currently deleted)
- t. HED 8990: Special Topics in Higher Education

Also, the following workflow changes should be reflected in the UCCC online course submission system:

- 1. The workflow for all courses listed under the HED prefix should be changed to reflect the Educational Leadership hierarchy of signatories (e.g., Dr. Coats, Dr. Davis)
- 2. The workflow for all COE courses listed above should be changed to reflect the Educational Leadership hierarchy of signatories (e.g., Dr. Coats, Dr. Davis)
- 3. The workflow for all courses listed under the EDF prefix listed above should be changed to reflect the Counseling, Educational Psychology, and Foundations hierarchy of signatories (e.g., Dr. Gadke, Dr. Morse)

This request has been reviewed and approved by the following departmental administrators at Mississippi State University:

1/27/2016

Dr. David T. Morse

Department Head, Department of Counseling, Educational Psychology, and Foundations

Dr. Ed Davis

Department Head, Department of Educational Leadership



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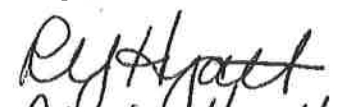

April 6, 2016

To: The Box Council and The University Committee on Courses and Curricula

We the undersigned members of the Student Affairs Graduate Program Advisory Board have reviewed the proposed changes to the student affairs master's program at Mississippi State University and enthusiastically support the direction that these changes suggest for graduate professional preparation at our institution and in our region. In particular, we support:

- The dissolution of CACREP accreditation in the interest of providing students a more well-rounded professional development experience.
- Decreasing the program credit hours from 48 to 42, which provides increased opportunities for professional development and requirements that are more commensurate with other graduate programs in Student Affairs.
- The new curriculum, especially the addition of a diversity course and 2 administrative courses. We believe that these skills are critical to our profession and that graduate courses are ideal for developing the necessary knowledge and experience in these areas.
- The expansion of the assessment coursework in lieu of Research for Counselors. We believe that two course sequence will provide a more realistic timeline to accomplish meaningful theory-to-practice exercises and will also bring practical meaning to discussions about data collection, analysis, and reporting.

Thank you.


Thomas Berger

Cat Walker

Regina Hight
Vice President for
Student Affairs

Jeremy Bohan

Office of the Dean of Students

112 Lee Hall • P. O. Box DS • Mississippi State, MS 39762
(662) 325-3611 Office • (662) 325-0637 Fax • Mail Stop 9505

Comparison of MSU's Current and Proposed Student Affairs Programs of Study with Regional/Aspirational Student Affairs master's programs

	University of Alabama	University of Maryland	Bowling Green State University	Clemson University	Indiana University	Florida State University	MSU Program (Proposed)	University of South Carolina	University of Vermont	Texas A&M University	University of Florida	MSU Program (Current)
Total Credit Hours	36	40	42	42	42	42	42	42	42	45	46	48
History/Foundations of the Student Affairs Profession		3	3	3		3	3	3	3	3	3	3
History/Foundations of Higher Education Administration	3				3							
History/Foundations of Higher Education					3	3		3	3		3	
International Organization of Higher Education											3	
The American College Student	3			3		3	1.5	3	1.5	3		
Diversity/Multiculturalism/Social Justice		3	3	3	3	3	1.5		3	3	3	
Student Development Theory	3	3	3	3	3	3	3		4.5	3	3	3
Educational Environments in Higher Education			3		3						3	
Educational Outcomes/Success/Policy			3			6					3	
Legal Issues				3	3		3	3	3	3	3	3
Administration/Organization/Management in Student Affairs/Higher Education	3	3		3			6		3	9	6	
Administrative Leadership/Current Issues/Capstone	3		3	3	3	3	3	3	3		3	3
Academic Program Development	3											
Assessment in Higher Education/Student Affairs				3			6	3		3		3
Research Methods	3	2	3	3		3			3			3
Statistics		3	3							3		
Educational Inquiry/Reading Research	3				3							
Counseling Theory		3		3			3	3				3
Counseling Skills	3			3			3			3	3	3
Group Techniques & Procedures												3
Placement/Career Counseling												3
Psych Testing												3
Counseling Assessment		3										
Counseling Elective					3							
Supervised Practice in Student Affairs/Higher Education (Practicum/Internship)	3	8	6	9	3	9	6	6	6	6	10	9
Elective	6	9	12	0	12	6	3	15	9	6	0	6



Support Documents for the Proposed MS in Educational Leadership Concentration 2: Student Affairs & Higher Education

Professional Standards

Two sets of standards guide Graduate Preparation Programs in Student Affairs Master's programs:

- Council for the Advancement of Standards. (2015). Master's level student affairs preparation programs. In Council for the Advancement of Standards, *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.
- ACPA & NASPA. (2015). *Professional competency areas for student affairs educators*. Washington, DC: Author.

The attached excerpt from the *CAS Standards* e-book (Master's Level Student Affairs Professional Preparation Programs) and the *ACPA & NASPA Professional Competencies* document support the proposed changes included in our larger MS curriculum redesign initiative and the addition of specific courses within the program of study. Of particular note:

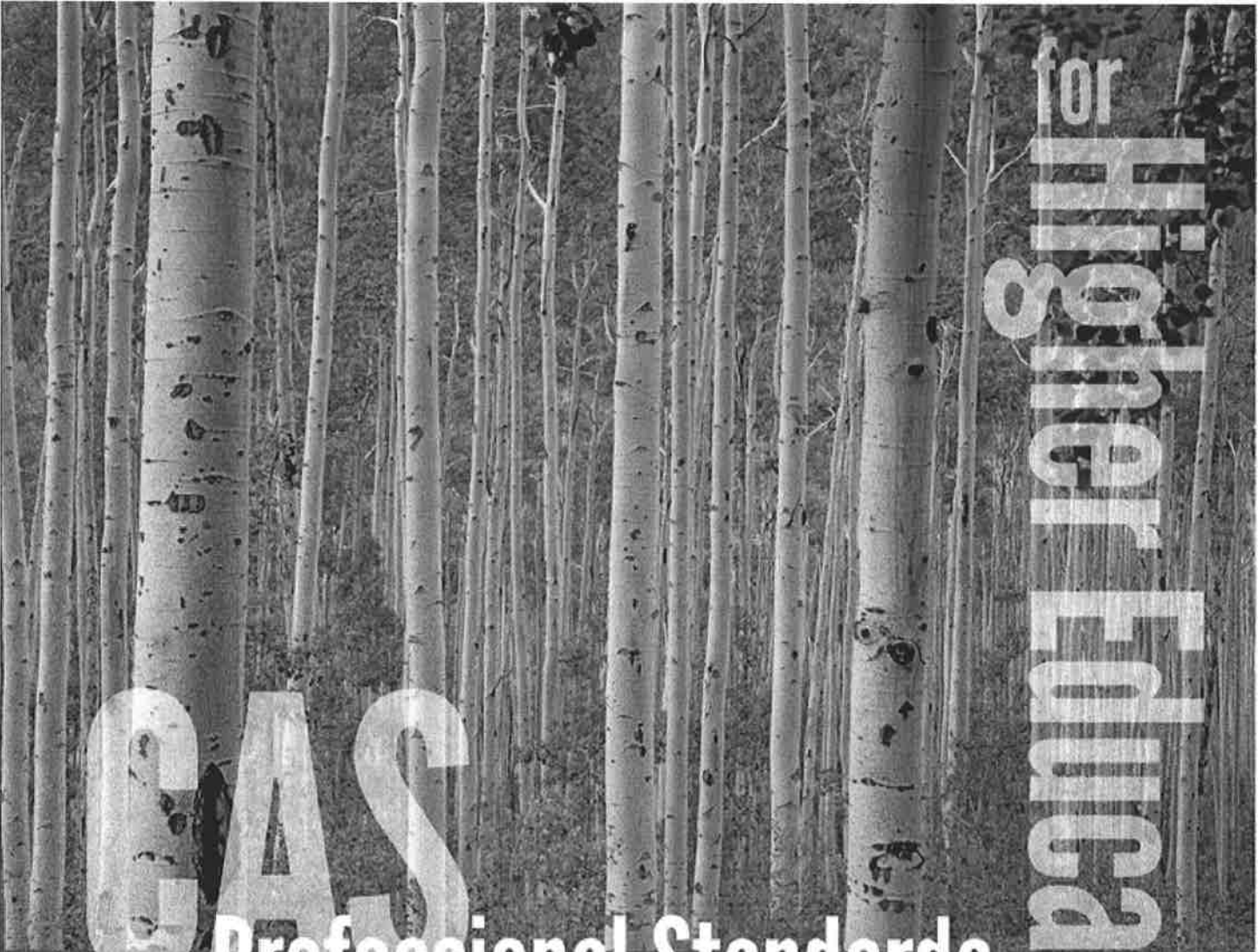
- Part 5 of the *CAS Standards* outlines guidelines for graduate preparation program curriculum. The attached side-by-side comparison provides a quick overview of how the proposed Educational Leadership program of study meets the *CAS Standards* requirements more effectively than the current Counselor Education program of study.
- Subpart 5b.1 and 5b.2 of the *CAS Standards* excerpt (re: Student Learning & Development Theory and Student Characteristics and Effects of College on Students) and pp. 30-31 of the *ACPA & NASPA Competencies* (Social Justice & Inclusion) support the creation of HED 8623: Diversity, Globalization, and the College Student within the Student Affairs & Higher Education master's curriculum.
- Subpart 5b.4 of the *CAS Standards* excerpt (re: Organization and Administration of Student Affairs) and pp. 24-26, 33-35 (Organizational & Human Development and Technology) of the *ACPA & NASPA Competencies* support the creation of HED 8583: Administrative Competencies in Student Affairs & Higher Education: Budgets & Supervision and HED 8593: Administrative Competencies in Student Affairs & Higher Education: Technology, Communication, & Crisis.
- Subpart 5b.5 of the *CAS Standards* excerpt (re: Assessment, Evaluation, & Research) and pp. 20-21 of the *ACPA & NASPA Competencies* (Assessment, Evaluation, and Research) support the reorganization/addition of the coursework focused on evidence-based practice, HED 8563 Assessment Strategy in Student Affairs & Higher Education and HED 8573 Applied Assessment in Student Affairs & Higher Education.

Side by Side Comparison

Student Affairs CURRENT and PROPOSED Programs of Study in Relation to CAS Standards (2015)

CAS STANDARD CURRICULUM REQUIREMENTS	Foundational Studies	Professional Studies				Supervised Practice
	Historical and philosophical foundations of higher education and student affairs	Student development theory	Student characteristics and the effect of college on students	Individual and group interventions	Organization and administration of student affairs	Assessment, evaluation, and research
48 Credit Hours						
CURRENT CURRICULUM						
COE 8553 Student Affairs in Higher Education	x		x			
COE 8523 Student Development Theory	x	x	x	x		
COE 8023 Counseling Theory						
COE 8013 Counseling Skills						
COE 8203 Placement and Career Development						
COE 8043 Group Techniques & Procedures						
COE 8053 Psychological Testing in Educational and Related Settings						
COE 8543 Legal Issues in Student Affairs	x					
COE 8113 Administrative Leadership in Student Affairs						
COE 8563 Introduction to Assessment in Higher Education and Student Affairs						
COE 8063 Research Techniques for Counselors						
Elective						
Elective						
COE 8053 Practicum in Higher Education and Student Affairs						x
COE 8730 Internship in Higher Education and Student Affairs						x
6						
PROPOSED CURRICULUM						
HED 8553 Student Affairs in Higher Education	x		x			
HED 8523 Student Development Theory	x	x	x	x		
HED 8623 Diversity, Globalization, and the College Student	x	x	x	x		
COE 8023 Counseling Theory						
COE 8013 Counseling Skills						
HED 8583 Administrative Competency in SA/HE: Budget & Supervision					x	
HED 8593 Administrative Competency in SA/HE: Technology, Communication, & Crisis					x	
HED 8543 Legal Issues in Student Affairs	x				x	
HED 8113 Administrative Leadership in SA/HE					x	
HED 8563 Assessment Strategy in SA/HE						x
HED 8564 Applied Assessment in SA/HE						x
Elective						
HED 8010 Practicum						x
6						

Council for the Advancement of Standards in Higher Education. (2015). *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.



CAS

Professional Standards

for
Higher Education

9th Edition



Council for the
Advancement of
Standards in Higher Education



**CAS PROFESSIONAL STANDARDS FOR HIGHER
EDUCATION**

**Ninth Edition
2015**

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in Higher Education**

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Master's Level Student Affairs Professional Preparation Programs

CAS Contextual Statement

Master's-level professional preparation programs provide individuals entering the field of student affairs the requisite knowledge, perspectives, and skills to serve students and foster their learning and development. Aside from acquiring skills and knowledge, students that complete a master's program in student affairs are socialized into the field. They learn about the culture of the profession and the values that guide it. These preparation programs may have different foci, including administration, counseling, or student development; all, however, should prepare students to work in a wide variety of functional areas within higher education. Although this diversity of preparation programs is valuable to the field, a set of shared standards is essential to serve as a foundation for all programs. The primary value of the CAS student affairs professional preparation standard is to assist in ensuring that an academic program is offering what the profession, through representative consensus, has deemed necessary to graduate prepared student affairs and student services professionals.

Standards for the professional education of student affairs practitioners have largely been established during the past five decades. In 1964 the Council of Student Personnel Associations in Higher Education (COSPA) drafted *A Proposal for Professional Preparation in College Student Personnel Work*, which subsequently evolved into *Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education*, dated March 5, 1967. The change in title from "proposal for" in the 1964 version to "guidelines for" in the fourth revision exemplifies the movement from a rather tentative statement of what professional preparation should entail to one asserting specific guidelines that should be followed in graduate education programs. A final statement, popularly recognized as the COSPA Report, was actually published some time after the dissolution of the Council (1975).

During this period, others concerned with the graduate education of counselors and other helping professionals established counselor education standards and explored the possibilities for accrediting graduate academic programs. A moving force in this effort was the Association of Counselor Educators and Supervisors (ACES), a division of the American Personnel and Guidance Association (APGA), now called the American Counseling Association (ACA). In 1978, ACES published a set of professional standards to accredit counseling and personnel services education programs. APGA recognized ACES as its official counselor education accrediting body and moved to establish an inter-association committee to guide counselor education program accreditation activity and the review and revision of the ACES/APGA preparation standards. In response to this initiative, the American College Personnel Association (ACPA) established an *ad hoc* Preparation

Standards Drafting Committee to create a set of standards designed to focus on the special concerns of student affairs graduate education. At its March 1979 meetings, the ACPA Executive Council adopted the Committee's statement entitled "Standards for the Preparation of Counselors and College Student Affairs Specialists at the Master's Degree Level."

ACPA then initiated a two-pronged effort in the area of professional standards. One was a collaborative effort with the National Association of Student Personnel Administrators (NASPA) to establish a profession-wide program of standards creation, and the other was a concerted effort to work under the then-APGA organizational umbrella to establish an agency for the accreditation of counseling and student affairs preparation programs. The former initiative resulted in the creation of the Council for the Advancement of Standards in Higher Education (CAS) and the latter in the establishment of the Council for the Accreditation of Counseling and Other Related Educational Programs (CACREP), an academic program-accrediting agency. Both the CAS and CACREP professional preparation standards reflected the influence of the ACPA standards for student affairs preparation.

The foregoing process was a prelude to the *CAS Masters-Level Student Affairs Professional Preparation Program Standards and Guidelines*, which follow. A major value of graduate standards is that they provide criteria by which an academic program of professional preparation can judge its educational efforts. Whether used for accreditation or program development and improvement purposes, standards provide faculty, staff, administrators, and students alike a tool to measure a program's characteristics against a set of well-conceived criteria designed to ensure educational quality.

The CAS standards for student affairs graduate programs were revised in 2012 and offer standards and guidelines based on profession-wide inter-association collaboration. Topics addressed in the standards include the program's mission; recruitment and admission policies and procedures; curriculum policies; pedagogy; the curriculum; equity and access; academic and student support; professional ethics and legal responsibilities; and program evaluation. The standards recognize that each program must also be responsive to the host department and institution. The standards support the need for life-long learning and professional development for all professionals. The ACPA and NASPA document of *Professional Competency Areas for Student Affairs* (2011) is a useful guide for professional preparation and professional development.

Curriculum standards are organized around Foundation Studies, Professional Studies, and Supervised Practice. Foundation Studies pertains to the historical and philosophical foundations of higher education and student affairs. This includes historical documents of the profession such as *Learning Reconsidered I and II* (2004, 2006), *Student Personnel Point of View* (ACE, 1937), *Return to the Academy* (Brown, 1972), the *Student Learning Imperative* (ACPA, 1996), *Principles of Good Practice* (Blimling & Whitt, 1999), *Powerful Partnerships*

(Joint Task Force, 1998), and *Reasonable Expectations* (Kuh et al, 1994) among others. Professional Studies pertains to student development theory, student characteristics, the effects of college on students, individual and group interventions, the organization and administration of student affairs, and assessment, evaluation, and research. Supervised Practice includes practica, internships, and externships under professionally supervised work conditions.

There are a number of emerging trends influencing today's professional preparation programs. Students entering these programs are more diverse than they have been in the past. More adult students have entered preparation programs as advanced degrees become more important for promotion and advancement. Changes in higher education, such as the increased emphasis on accountability, including assessment of graduate learning outcomes, are influencing curriculum. The changing demographics of college students have required expanded discussion in areas such as student learning and development theory, program development, and cultural competency. Graduates of professional preparation programs need to be ready to document the impact of programs and services they provide. The tools of the profession are changing; technology from hardware to software to social media is having a significant impact on how we connect with students and do our work. Finally, there is an emerging discussion of professionalism in the field, including consideration of the ACPA/NASPA Professional Competencies. Standards for preparation programs provide anchors guiding students with a strong foundation while adapting to emerging issues affecting the field.

Two groups that exist to support and promote the preparation of professionals are the Commission for Professional Preparation of ACPA and NASPA's Faculty Fellows. The Association for the Study of Higher Education (ASHE) has a commission on graduate preparation that has drafted standards for the study of higher education as a discipline. Through the use of the CAS Professional Preparation standards, programs can ensure that what the field has deemed appropriate education will produce succession student affairs and services professionals.

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Master's Level Student Affairs Professional Preparation Programs

CAS Standards and Guidelines

Part 1. Mission and Objectives

The mission of professional preparation programs must be to prepare persons through graduate education for professional positions in student affairs practice in higher education. Each program mission must be consistent with the mission of the institution offering the program.

Program missions should reflect particular emphases, such as administration, counseling, student learning and development, student cultures, social justice, or other appropriate emphases as long as the standards herein are met.

The program's mission may include inservice education, professional development, research, and consultation for student affairs professional staff members working at the institution.

Each professional preparation program must publish a clear statement of mission, objectives, and desired outcomes prepared by the program faculty in consultation with collaborating student affairs professionals and relevant advisory committees. The statement must be readily available to current and prospective students and to appropriate faculty and staff members and agencies. It must support accurate assessment of student learning and program effectiveness. The statement must be reviewed periodically.

This review may be conducted with the assistance of stakeholders, including current students and faculty, graduates of the program, student affairs professionals, and personnel in cooperating entities such as practicum or internship sites, affiliated academic departments, other institutions, or employers.

The program faculty should consider recommendations of governing bodies and professional groups concerned with student affairs when developing, revising, and publishing the program's mission and objectives. The mission and objectives should reflect consideration of the current issues and needs of society, higher education, and student populations served. Personnel in cooperating agencies and faculty members with primary assignments in other disciplines should be aware of and should be encouraged to work toward the achievement of the program's mission and stated objectives.

The mission and objectives should specify both mandatory and elective areas of study. The mission and objectives may address socialization into the field as well as recruitment,

selection, retention, employment recommendations, curriculum, instructional methods assessment, research activities, administrative policies, and governance.

Part 2. Recruitment and Admission

Accurate descriptions of the graduate program, including the qualifications of its faculty and records of students' persistence, degree completion, and subsequent study and employment, must be made readily available for review by both current and prospective students.

Students selected for admission to the program must meet the institution's criteria for admission to graduate study. Program faculty members must make admission decisions using written criteria that are disseminated to all faculty members and to prospective students.

Students admitted to the program should demonstrate academic capability interpersonal skills, demonstrated interest in the program, commitment to pursuing a career in student affairs, the potential to serve a wide range of students of varying developmental levels and backgrounds, and the capacity to be open to self-assessment and growth. Criteria known to predict success in the program should be used in selection of candidates. Students from diverse backgrounds should be encouraged to apply.

Admission goals and practices must reflect the need to achieve a diverse group of program students with recruitment of under-represented student applicants where deemed appropriate by the program.

Admissions materials must be clear about criteria for particular student status, such as full-time students, currently employed students, or students seeking distance learning opportunities, and the manner in which such preferences may affect admissions decisions.

Design of admissions materials, from informational brochures to Internet resources and forms, must ensure they are useable by persons utilizing varied access means and tools.

Universal design concepts should be incorporated to develop admissions materials that pertain to, appeal to, and are useable by all prospective applicants.

Faculty members in institutions that are signatories to the Council for Graduate School's *Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants* must comply with the April 15th acceptance deadline for graduate student admission decisions, including graduate student employment or fellowship offers made by the graduate program.

Faculty members should encourage those offering employment to graduate students to abide by the acceptance deadline. Faculty members at non-signatory institutions should also comply with the Council for Graduate School policy.

Part 3. Curriculum Policies

The preparation program must specify its curriculum and graduation requirements in writing and distribute them to prospective students. The program must conform to institutional policy and must be fully approved by the institution's administrative unit responsible for graduate programs. The institution must employ faculty members with credentials that reflect professional knowledge, ability, and skill to teach, advise, produce scholarship, and supervise students.

Any revisions to the publicized program of studies must be published and distributed to students in a timely fashion. Course syllabi must be available that reflect purposes, teaching/learning methods, and outcome objectives.

All prerequisite studies and experiences should be identified clearly in course descriptions and syllabi.

To accomplish the goals of the curriculum as outlined later in this document, a program must include an equivalent total of 40-48 semester credit hours or two years of full-time academic study.

Programs should provide opportunities for part-time study.

Appropriate consideration and provisions for curriculum adjustments should be made for students with extensive student affairs experience.

Distance learning opportunities may be used in the program.

Distance learning, including distance degree programs, must comply with all standards herein.

Successful completion of the program must be based on achievement of clearly articulated learning goals and outcomes.

Programs must demonstrate that the full curriculum, as outlined in Part 5 of these standards and guidelines, is covered and that graduates have mastered relevant competencies.

There must be a sequence of basic to advanced studies. Any required associated learning experiences must be included in the required program of studies.

Associated learning experiences may include comprehensive examinations, portfolios, service-learning, internship/practicum, and research requirements.

Opportunity for students to develop understandings and skills beyond minimum program requirements must be provided through elective course options, supervised individual study, and/or enrichment opportunities.

Programs should encourage students to take advantage of special enrichment opportunities and education that encourages learning beyond the formal curriculum, e.g., experiences in student affairs organizations, professional associations and conferences, and outreach projects.

An essential feature of the preparation program must be to foster an appreciation of intellectual inquiry in faculty members and students, as evidenced by active involvement in producing and using research, evaluation, and assessment information in student affairs.

Research, program evaluation, and assessment findings should be used frequently in instructional and supervised practical experience offerings. The study of methods of inquiry should be provided in context of elected program emphasis, such as administration, counseling, student learning and development, student cultures, or other program options.

Part 4. Pedagogy

Each program and all faculty members must indicate their pedagogical philosophy and strategies in the appropriate program media. Faculty members must accommodate multiple student learning styles.

Teaching approaches must be employed that lead to the accomplishment of course objectives, achievement of student learning outcomes, and evaluation by academic peers for the purpose of program improvement.

Pedagogy should employ principles of universal design for learning principles to meet the educational needs of all students and minimize the need for individual accommodations.

Teaching approaches include active collaboration, service-learning, problem-based learning, community-based learning, experiential learning, and constructivist learning. Faculty members should use multiple teaching strategies.

Part 5. The Curriculum

All programs of study must include (a) foundational studies, (b) professional studies, and (c) supervised practice. Demonstration of necessary knowledge and skill in each area is required of all program graduates.

Programs should use capstone experiences as a culminating activity.

Foundational studies must include the study of the historical and philosophical foundations of higher education and student affairs.

Professional studies must include (a) student learning and development theories, (b) student characteristics and the effects of college on students, (c) individual and group strategies, (d) organization and administration of student affairs, and (e) assessment, evaluation, and research.

Supervised practice must include practicums and/or internships consisting of supervised work involving at least two distinct experiences.

The curriculum described above represents areas of study and should not be interpreted as specific course titles. The precise nature of courses should be determined by a variety of factors, including institutional mission, policies and practices, faculty judgment, current issues, and student needs. It is important that appropriate courses be available within the institution or from another institution, but it is not necessary that all be provided directly within the department or college in which the program is located administratively. Although all areas of study must be incorporated into the academic program, the precise nature of study may vary by institution, program emphasis, and student preference. The requirements for demonstration of competence and minimum knowledge in each area should be established by the faculty and regularly reviewed to assure that students are learning the essentials that underlie successful student affairs practice. A formal comprehensive examination or other culminating assessment project designed to provide students the opportunity to exhibit their knowledge and competence toward the end of their programs of study is encouraged.

Programs of study may be designed to emphasize one or more distinctive perspectives on student affairs such as educational program design, implementation, and evaluation; individual and group counseling and advising; student learning and human development; and/or administration of student affairs in higher education. Such program designs should include the most essential forms of knowledge and groupings of skills and competencies needed by practicing professionals and should be fashioned consistent with basic curriculum requirements. The wide range of expertise and interest of program faculty members and other involved and qualified contributors to curriculum content should be taken into account when designing distinctive perspectives in programs of study.

Each program must specify the structure of its degree options including which courses are considered core, thematic, required, and elective.

A “core” course is one that is principal to the student affairs preparation program. Theme courses are those that center on a common content area (such as introduction to student development theory, the application of student development theory, and using student development theory for environmental assessment).

Programs may structure their curriculum according to their distinctive perspectives and the nature of their students to ensure adequacy of knowledge in foundation, professional, and supervised experience studies.

Adoption and selection of instructional materials must give consideration to accessibility features to ensure they are useable by all students.

Part 5a: Foundational Studies

This component of the curriculum must include study in the historical, philosophical, ethical, cultural, and research foundations of higher education that informs student affairs practice.

Graduates must be able to reference historical and current documents that state the philosophical foundations of the profession and to communicate the relevance of these documents to current student affairs practice.

Graduates must also be able to articulate the values of the profession that are stipulated or implied in these documents and indicate how these values guide practice.

These values should include educating the whole student, treating each student as a unique individual, offering seamless learning opportunities, and ensuring the basic rights of all students.

This standard encompasses studies in other disciplines that inform student affairs practice, such as cultural contexts of higher education; governance, public policy, and finance of higher education; the impact of environments on behavior, especially learning; history of higher education for majority, minority and disabled students, and international education and global understanding, including the implications of internationalization. Studies in this area should emphasize the diverse character of higher education environments including minority-serving institutions. The foundational studies curriculum component should be designed to enhance students' understanding of higher education systems and exhibit how student affairs programs are infused into the larger educational picture.

Graduates must be knowledgeable about and be able to apply a code of ethics or ethical principles sanctioned by a recognized professional organization that provides ethical guidance for their work.

Part 5b: Professional Studies

This component of the curriculum must include studies of basic knowledge for practice and all programs must encompass at least five related areas of study including (a) student learning and development theories; (b) student characteristics and effects of college on students; (c) individual and group strategies; (d) organization and administration of student affairs; and (e) assessment, evaluation, and research.

Other areas of study, especially when used as enrichment or cognate experiences, are encouraged. Studies in disciplines such as sociology, psychology, political science, public administration, disability studies, and ethnic studies, for example, may be helpful to students depending upon the particular program emphasis.

Communication skills and use of technology as a learning tool must be emphasized in all the professional studies areas listed above.

Subpart 5b.1: Student Learning and Development Theory

*HED 8623
DIVERSITY,
GLOBALIZATION
+ THE COLLEGE
STUDENT

This component of the curriculum must include studies of student development theories and research relevant to student learning and personal development. There must be extensive examination of theoretical perspectives that describe students' growth in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development; racial, cultural, ethnic, gender, abilities, socioeconomic status, and sexual identity; the intersection of multiple identities; and learning styles throughout the late adolescent and adult lifespan. Study of collegiate environments and how person-environment interactions affect student learning and development must also be required.

Graduates must be able to demonstrate the ability to use and critique appropriate theory to understand, support, and advocate for student learning and development by assessing needs and creating opportunities for learning and development.

This component should include studies of and research about human development from late adolescence through the adult life span and models and processes for translating theory and research into practice. Studies should stress differential strengths and applications of student development theories relative to student age, gender, ethnicity, race, culture, sexual identity and expression, abilities, spirituality, national origin, socioeconomic status, and resident/commuter status. Studies should also include specialized theories of learning and development particular to certain populations or groups.

Subpart 5b.2: Student Characteristics and Effects of College on Students

This component of the curriculum must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience and institutional characteristics on student learning and development.

Graduates must be able to demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students.

This area should include studies of the following: effects of college on students, campus climate, satisfaction with the college experience, student involvement in college, student culture, campus environment, and factors that correlate with student persistence and attrition. This curriculum component should include, but is not limited to, student characteristics such as age, gender, ethnicity, race, religion, sexual identity and expressions, academic ability and preparation, learning styles, socioeconomic status, national origin, immigrant status, abilities, developmental status, cultural background and orientation, transfer status, and family situation. Also included should be the study of specific student populations such as residential, commuter, distance learner; part-time and full-time; transfer; first generation; student-athlete; fraternity/ sorority member; adult learner; active duty military and veteran; and international.

Subpart 5b.3: Individual and Group Strategies

This component of the curriculum must include studies, techniques, and methods of advising and helping skills as well as assessing, designing, implementing, and evaluating developmentally appropriate strategies with individuals and organizations.

Graduates must be able to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups. Graduates must be able to identify and appropriately refer persons who need additional resources.

This curriculum component should include opportunities for study, skill building, and strategies for the implementation of advising, counseling, disciplining, instructing, mediating, arbitrating, and facilitating to assist individuals and groups. The program of study should include substantial instruction in counseling skills, helping skills, and group dynamics. Students should be exposed to a variety of theoretical perspectives, provided opportunities to practice individual and group interventions, and receive extensive supervision and feedback. Intervention skills are complex and require periods of time to practice under supervised conditions.

Programs of study should include instruction in individual and group techniques and practices for addressing personal crises as well as problem solving, self-assessment, and growth needs. Further, studies should include problem analyses, intervention design, and subsequent evaluation. Studies should emphasize theory plus individual and group strategies that are appropriate for and applicable to diverse populations.

Subpart 5b.4: Organization and Administration of Student Affairs



HED 8583 ADMIN
HED 8593 COMPETENCIES
COURSES

This component of the curriculum must include studies of organizational, management, and leadership theory and practice; student affairs functions, organizational models, and partnerships; legal issues in higher education; human and organizational resources; and professional issues, ethics, and standards of practice in the context of diverse institutional types.

Graduates must be able to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their missions.

This curriculum component should include opportunities for the study of student affairs programs and services including but not limited to those for which CAS has developed standards and guidelines. Studies of organizational culture; collaboration and partnerships; budgeting, finance, and resource management; planning; technology as applied to organizations; and the selection, supervision, development, and evaluation of staff should be included as well.

Subpart 5b.5: Assessment, Evaluation, and Research



HED 8563 ASSEMT. STRATEGY
HED 8573 APPLIED ASSEMT.

This component of the curriculum must include the study of assessment, evaluation, and research that centers on evidence-based practice to further accountability and continuous improvement. Studies must include assessment planning and design, outcome development, both qualitative and quantitative research methodologies, measurement of learning processes and outcomes, assessment of environments and organizations, measurement of program and environment effectiveness, effective reporting, and critiques of published studies.

Graduates must be able to critique a study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature. Graduates must be able to use assessment results to inform and improve professional practice and student learning.

Graduates must be aware of research ethics and legal implications of research, including the necessity of adhering to a human subjects review.

This curriculum component should include studies of the design of student learning and developmental outcomes, assessment of student needs and developmental attributes, satisfaction studies, the assessment of educational environments that influence student learning, the assessment of resource effectiveness, and the assessment of student outcomes of the educational experience particular to student affairs work. This curriculum component also should include studies of program evaluation models and processes suitable for use in evaluating the impact of a wide range of programs and services. Students should be introduced to methodologies and techniques of quantitative and qualitative research, plus the philosophical foundations, assumptions, methodologies, and criteria of worthiness of both. Students should understand their roles, responsibilities, and personal perspectives as researchers. Students should be familiar with prominent research in student affairs that has greatly influenced the profession.

Part 5c: Supervised Practice

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students

must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

Supervision must be provided onsite by competent professionals, who are approved by, and working in cooperation with qualified program faculty members. Onsite supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA - College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, and other recognized professional associations.

Qualified student affairs professionals possessing appropriate student affairs education and experience should be invited to sponsor and supervise students for practicum, internship, and assistantship experiences. Typical qualifications include at least a master's degree in student affairs or a related area of professional study, and a minimum of one year of successful full-time post-master's professional experience and experience at that institution.

Site supervisors must be approved in advance by program faculty. Program faculty must offer clear expectations of learning goals and supervision practices to site supervisors. Site supervisors must involve students in developing reasonable, attainable, and measureable learning outcomes from their practical experiences.

Supervised practice includes practicums and internships consisting of supervised work completed for academic credit in student programs and services in higher education including higher education organizations. The exposure of students to diverse settings and work with diverse clientele or populations should be encouraged.

Because individual supervision of students in practicums and internships is laborious for faculty with this instructional responsibility, supervision must be limited to a small group of students per faculty member to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both.

When determining practicum and internship course loads, faculty members who provide direct practicum or internship supervision during any academic term should receive instructional credit for the equivalent of one academic course for each small group. Likewise, students enrolled in such internships should receive academic credit.

A graduate assistantship in programs and services in higher education, which provides both substantive experience and professional supervision, may be used in lieu of a practicum or internship. To ensure effectiveness, faculty members responsible for assuring quality learning outcomes should work closely with graduate assistantship supervisors in students' assignment and evaluation processes. Appropriate consideration and provisions should be made for students with extensive experience in student affairs.

Preparation of students for practicums and internships is required. Practicums and internship experiences must be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. Before participating in practicums and internships, students must demonstrate basic knowledge and skills in interpersonal communication, consultation, and referral skills. Students must comply with all ethical principles and standards of appropriate professional associations.

Preparation of students for supervised practice may be accomplished through special pre-practicum seminars, laboratory experiences, and faculty tutorials as well as coursework.

Disability accommodations needed during supervised practice should be approached collaboratively between the student and his or her graduate practicum advisor, including site personnel if necessary.

Graduates must develop and maintain personal plans for professional development and habits that support life-long learning.

Student membership in professional associations should be expected. Attendance at professional conferences, meetings, or other professional development opportunities should also be encouraged and supported.

Since the allocation of students in supervised practice experiences represents distribution of institutional resources and by their nature can be political, care should be given to ensure a fair and equitable allocation. The selection and assignment process should ensure that student educational needs are met and that sponsoring programs and supervisors are equally respected so that promised commitments are honored throughout the supervised practice.

Part 6. Equity and Access

A graduate program must adhere to the spirit and intent of equal opportunity in all activities. The program must foster an inclusive community in which diversity is viewed as an ethical responsibility. The program must implement practices of universal design in its services, programs, and facilities. Programs that indicate in their admissions materials convenience and encouragement for distance learners or working students must provide services, classes, and resources that respond to the needs of evening, part-time, distance, and commuter students.

Programs and services must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

Graduate programs must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable statutes and regulations.

Graduate programs must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Graduate programs must modify or remove policies, practices, facilities, structures, systems, and technologies that create barriers access, discriminate, or produce inequities.

Programs and services must recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting students to gain access to other appropriate services and resources in students' geographic regions.

Consistent with the mission and goals, programs must take action to remedy situations in which student enrollment and staffing are not representative of diversity.

The program should recognize the important educational opportunities that diversity among its students and faculty brings to student affairs preparation. Therefore, programs should encourage the recognition of and adherence to the diversity of all who are allied with the educational program.

Part 7. Academic and Student Support

Institutions must provide sufficient faculty and staff members, resource materials, advising, career services, student financial support, facilities, technology, and funding resources for the program.

Outcome indicators should be developed, such as student and faculty retention, student-faculty ratio, and availability of assistantships to determine that the program has adequate resources.

Part 7a: Faculty and Staff Members

The institution must provide adequate faculty and support staff members for the various aspects of the student affairs graduate program.

The institution must provide an academic program coordinator who is qualified by preparation and experience to manage the program.

The program coordinator or administrative director should have responsibility for managing the program's day to day operations, convening the program faculty as required, developing curriculum, and generally administering the preparation program within the context of the academic unit to which it is assigned. This individual should be the person responsible for guiding faculty teaching assignments, establishing and maintaining connections with student affairs staff members who serve as practicum/ internship site supervisors or in adjunct teaching roles, guiding general program activities, and representing the program to internal and external constituencies.

Faculty assignments must demonstrate a commitment to the preparation of student affairs professionals. Sufficient full-time core faculty members must be devoted to teaching and administering the program to produce not only employable students but also students capable of designing, creating, and implementing learning opportunities.

At least one faculty member must be designated full-time to the program. Faculty must be adequate for the student enrollment and nature of the program requirements.

Faculty members should be available according to a reasonable faculty-student ratio that permits quality teaching, advising, supervision, research, and professional service. A core faculty member is one who identifies principally with the preparation program. Primary teaching responsibility in the program is recognized when core faculty member's instructional responsibilities are dedicated half-time or greater to teaching the program's curriculum. Devoted full-time to the program is defined as a faculty member whose institutional responsibilities are fully dedicated to the program. Teaching loads should be established on the basis of institutional policy and faculty assignments for service, research,

and supervision. A system within the program and the institution should exist for involving professional practitioners who are qualified to assist with program responsibilities such as teaching and advising. Collaboration between full-time faculty members and student affairs practitioners is recommended for the instruction, advisement, and practicum and internship supervision of students in the preparation program. Student affairs practitioners should be consulted in the design, implementation, and evaluation of the preparation program, particularly regarding practicum and internship requirements.

Faculty members must be skilled as teachers and knowledgeable about student affairs in general, plus current theory, research, and practice in areas appropriate to their teaching or supervision assignments.

Faculty members must also have current knowledge and skills appropriate for designing, conducting, and evaluating learning experiences using multiple pedagogies.

Faculty members must specify how and when they are available to students in the program.

Faculty members must act in accordance with ethical principles and standards of good practice disseminated by recognized professional organizations.

The institution must provide opportunity and resources for the continuing professional development of program faculty members. To ensure that faculty members can devote adequate time to professional duties, the academic program must have sufficient clerical and technical support staff.

Technical support must be of sufficient quality and quantity to meet the technical needs of the program. Equipment sufficient for electronic communications and Internet use is essential.

Technical support should include regular training in software upgrades and new hardware developments, hardware and software repairs, virus protection, access to the Internet, online journals, courseware, presentation software, accessible teaching and learning software/hardware, e-text access and library resource access.

Classroom facilities should have the capacity to offer classes using electronic technologies.

Adjunct and part-time faculty must be qualified and adequately trained to serve as teachers, advisors, and internship supervisors.

Adjuncts and part-time faculty should be informed about institutional policies and procedures, provided access to program resources and faculty, and given feedback about their performance.

Faculty, staff, and affiliated faculty should be familiar with their institution's emergency management, threat assessment, and classroom safety policies and procedures.

Part 7b: Resource Materials

Adequate resource materials must be provided to support the curriculum.

Resources may include career information; standardized tests and technical manuals; and materials for simulations, structured group experiences, human relations training, and data-based interventions for human and organization development. In addition, resources may include instruments and assessment tools that measure development, and leadership from various theoretical points of view and materials that facilitate leadership, organizational design, management style, intercultural sensitivity, conflict management, and time management development. Resources should include software that allows for the analysis of qualitative and quantitative data.

Adequate library resources must be provided for the program including current and historical books, periodicals, online journals, search mechanisms, and other media for the teaching and research aspects of the program. Library resources must be accessible to all students and must be selected carefully, reviewed, and updated periodically by the program faculty.

The library resources should be available days, evenings, and weekends and should include adequate interlibrary loan services, Education Resources Information Center (ERIC), and similar data sources, computerized search capabilities, and photocopy services. The most recent version of the *CAS Professional Standards for Higher Education* should be in the library collection.

Research support must be adequate for both program faculty and students.

Computing services, data collection and storage services, research design consultation services, and adequate equipment for transcription should be available in support of research activities of both students and faculty members. The program should provide students with individualized research project development, implementation, and training on the use of equipment and resources.

Part 7c: Advising

Faculty members must provide high quality academic and professional advising.

Academic advising must be viewed as a continuous process of clarification and evaluation.

Academic advising should include, but is not limited to, development of suitable educational plans; selection of appropriate courses and other educational experiences; clarification of professional and career goals; knowledge of and interpretation of institutional and program policies, procedures, and requirements; knowledge of course contents, sequences, and support resources; evaluation of student progress; referrals to and use of institutional and community support services; support for and evaluation of scholarly endeavors including research and assessment; and knowledge and interpretation of professional ethics and standards.

Advisors should

- be able to engage in research advising using both qualitative and quantitative methodologies when directing student research such as a thesis;
- be readily available to students and should possess abilities to facilitate a student's career exploration, self-assessment, decision-making, and responsible behavior in interactions with others;
- be able to guide the student's self-assessment utilizing the CAS Characteristics for Individual Excellence and other statements of professional competencies established in the field of student affairs; and
- be able to use the interpretation of the scores of assessment tools used in the advising process.

The number of faculty advisees should be monitored and adjusted as necessary to ensure that faculty can give adequate attention to all advisees.

Part 7d: Career Services

The institution must provide career assistance, either by institutional career services or by the program faculty.

Students should be assisted in clarifying objectives and establishing goals; exploring the full range of career possibilities; disclosing disability and requesting workplace accommodations; preparing for the job search including presenting oneself effectively as a candidate for employment; and making the transition from graduate student to professional practitioner. Faculty members should collaborate with campus career service providers to develop an active program of assistance, including acquiring job listings; the preparation of credentials such as recommending applications, correspondence, and résumés; development of employment interview skills; identification of appropriate job search networks including professional associations; selection of suitable positions; and communication of ethical

obligations of those involved in the employment process. Ideally, these services should be available to graduates throughout their professional careers.

Part 7e: Student Financial Support

Students must be informed about the availability of graduate assistantships, fellowships, work-study, research funding, travel support, and other financial aid opportunities.

Graduate assistantships should be made available to students to provide both financial assistance and opportunities for supervised work experience. Travel support should be made available for students to engage in professional development activities.

Part 7f: Facilities and Funding Resources

The institution must provide facilities accessible to all students and a budget that ensures continuous operation of all aspects of the program.

A program office should be located in reasonable proximity to faculty offices, classrooms, and laboratory facilities. Adequate and appropriate space, equipment, and supplies should be provided for faculty members, staff members, and graduate assistants. There should be facilities for advising, counseling, and student development activities that are private, adequate in size, and properly equipped. Special facilities and equipment may include audio and video recording devices, one-way observation rooms, small group rooms, and computer labs. Adequate classroom, seminar, and laboratory facilities to meet program needs also should be available. Adequate office and technical equipment should be provided including access to email and other relevant technological resources. For online learning, resources and tools should be available to fulfill the responsibilities described above.

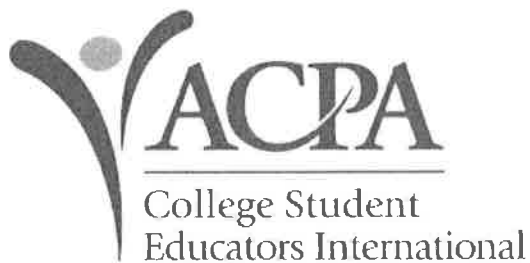
Part 8. Professional Ethics and Legal Responsibilities

Faculty members must comply with institutional policies and ethical principles and standards of ACPA – College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, American Association of University Professors, and the CAS Statement of Shared Ethical Principles. Faculty members must demonstrate the highest standards of ethical behavior and academic integrity in all forms of advising, teaching, research, publication, and professional service and must instruct students in ethical practice and in the principles and standards of conduct of the profession.

Ethical expectations of graduate students must be disseminated in writing on a regular basis to all students.

Ethical principles and standards of all relevant professional organizations should be consulted and used as appropriate. An ethical climate should prevail throughout the

Professional Competency Areas for Student Affairs Educators



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Background Information and Changes

In 2009, ACPA—College Student Educators International and NASPA—Student Affairs Administrators in Higher Education collaborated to establish a common set of professional competency areas for student affairs educators. The *Joint Task Force on Professional Competencies and Standards*, which consisted of representatives from both associations, analyzed 19 core documents produced by ACPA, NASPA, and the Council for the Advancement of Standards in Higher Education (CAS), and then proposed a framework that included 10 competency areas. The memberships of the two associations were invited to comment on preliminary drafts of the proposed document in spring 2010, and then the boards of ACPA and NASPA adopted the competency document in a joint meeting in July 2010. Among the recommendations included in the final document was a call for periodic review and updates to the professional competencies.

In August 2014, ACPA and NASPA formed the *Professional Competencies Task Force* to review the professional competencies and recommend changes as needed. Beginning in October 2014, we—the members of this task force—began to study the original document and to review scholarly works published over the previous 10 years that aimed to identify areas of professional competence in student affairs (Burkard, Cole, Ott, & Stoflet, 2005; Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012; Weiner, Bresciani, Oyler, & Felix, 2011). Central to this work was consideration of applications of the competencies to practice, professional development, and the preparation of new professionals through graduate study. Additionally, we considered recommendations from ACPA's Digital Task Force and a formal proposal from NASPA's Technology Knowledge Community (Valliere, Endersby, & Brinton, 2013) to add a competency addressing the use of technology in student affairs work.

Through several months of bi-weekly, web-based meetings and a single in-person meeting, we generated a preliminary draft of proposed changes. We presented these changes for consideration and feedback to ACPA and NASPA at their annual meetings in March 2015. Later in April 2015, we reached out to several specific constituency groups and utilized ACPA's and NASPA's websites and membership rosters

to distribute the proposed changes to the full membership of the two associations for review and feedback. We compiled and analyzed this feedback in May 2015, made final revisions to our proposed changes, and presented them to the boards of ACPA and NASPA for formal adoption in July 2015.

Summary of Changes

Whereas we made several significant changes, we intentionally preserved most of the work of the 2010 *Joint Task Force on Professional Competencies and Standards* in this document. We did not eliminate any of the original 10 competency areas, though we renamed two competency areas, introduced one new competency areas, and combined two areas. What follows is a summary of the most significant changes.

Social justice and inclusion. Our most substantial change was in relation to the *Equity, Diversity, and Inclusion* competency from the 2010 document, which we renamed *Social Justice and Inclusion*. When reviewing the literature, we found studies published since 2010 referred to similar knowledge and skill sets as “incorporating diversity into curricular and co-curricular experiences” (Weiner et al., 2011, p. 88), “diversity and social justice” (Hoffman & Bresciani, 2012, p. 31), or “dedication to social justice” (Hickmott & Bresciani, 2010, p. 10) and “understanding diversity” (p. 8). Each of these suggests a shift from awareness of diversity, as implicit in prior competency literature (e.g. Lovell & Kosten, 2000) to a more active orientation. In changing the name to ‘*Social Justice and Inclusion*,’ we aimed to align this competency with research, practice, and a commonly utilized definition of social justice as “a process and a goal” where the goal is “full and equal participation of all groups in a society that is mutually shaped to meet their needs” (Bell, 2013, p. 21). Though an important concept, diversity can imply a static, non-participatory orientation where the term diverse is associated with members of non-dominant groups. In contrast, we aimed to frame inclusiveness in a manner that does not norm dominant cultures but that recognizes all groups and populations are diverse as related to

all other groups and populations. Bell's (2013) definition of social justice further necessitates that social justice include "a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure" (p. 21). This definition subsumes the construct of equity as more than a goal, but a precondition of a larger good. In sum, our intent was to integrate the concepts of equity, diversity, and inclusion within the active framework of social justice.

Technology. In 2010, technology was included as a "thread" or "an essential element of each competency area" (ACPA & NASPA, 2010, p. 5). However, an unintended consequence was that technology was often omitted from practical applications of the competencies. Responding to similar observations, ACPA's Digital Task Force and NASPA's Technology Knowledge Community each submitted recommendations to add technology as a distinct competency area. We also observed that technology emerged as a distinct competency in three of the four empirical studies published within the past 10 years that have aimed to identify professional competencies (Burkard, et al., 2005; Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012). The only study that did not identify technology as a separate competency (Wiener et al., 2011) was based more narrowly on an analysis of professional association documents. Additionally, several recent professional works have noted the importance of integrating technology into the educational work of student affairs educators (e.g. Ahlquist, 2014; Brown, 2013; Junco, 2015; Sabado, 2015).

When gathering feedback on a proposed technology competency, two themes became apparent. First, in order for technology to be a student affairs competency area, we needed to keep its focus on applications to the holistic, developmental work of student affairs educators. Student learning and success spans environments that are both physical and virtual; thus, student affairs educators must proactively engage students within these settings. Second, common connotations of 'technology' construe it largely in terms of hardware, software, and other digital tools. Our focus is broader and inclusive of innovation, meaning that student affairs work is

dynamic and must use a variety of tools to engage students in learning.

Personal and ethical foundations.

The 2010 ACPA and NASPA Professional Competencies document included *Ethical Professional Practice and Personal Foundations* as separate competency areas. In our review of scholarly literature, personal foundations only emerged as a distinct competency area in Hickmott and Bresciani's (2010) analysis of graduate preparation program outcomes. Further, Sriram (2014) questioned the validity of *Personal Foundations* as its own competency area. Perhaps of greater importance to us was the conceptual convergence and apparent interdependence of these two areas. Believing that these two areas are stronger together, we combined them into a single competency area, *Personal and Ethical Foundations*.

Advising and supporting. In changing the name of this competency area from *Advising and Helping* to *Advising and Supporting*, a primary objective was to use language that emphasizes the agency of college students in their development of self-authorship. The new name distances student affairs educators from roles that are directive or service-oriented in a narrow sense, and it underscores the importance of the relational and facilitative nature of student affairs advising work. We also intended to better distinguish the role of student affairs educators from those of counselors, psychologists, nurse practitioners, among others. We acknowledge this line is not easy to draw as many student affairs educators earn master's degrees in counseling or have titles that include the word "counselor." Yet, even in student affairs roles that require a degree in counseling (e.g. many community college educational counseling positions), individuals within those roles do not provide therapeutic or formal helping services. For this reason, we believe the new name better clarifies the competency as it applies "regardless of area of specialization or professional role within the field" (ACPA & NASPA, 2010, p. 3).

Language. We introduced three noteworthy changes in language related to the competency areas. In 2010, ACPA and NASPA referred to competencies as encompassing

"knowledge, skills, and in some cases, attitudes expected of student affairs professions" (p. 3). We chose to replace the term *attitudes* with *dispositions* because the latter term (a) is consistent with the language used in the education discipline and by multiple accrediting agencies, (b) is more consistent with the language used in recent empirical studies (e.g. Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012), and (c) is a broader and more inclusive term. Regarding this final point, NCATE (2008) referred to dispositions as encompassing "attitudes, values, and beliefs" (p. 80), and Thornton (2006) further defined dispositions as "habits of the minds. . . that filter one's knowledge, skills, and beliefs and impact the action one takes in professional settings" (p. 62).

Second, the authors of the original ACPA and NASPA competency document introduced the concept of "threads" and defined them as components that are "woven into most of the competency areas" (ACPA & NASPA, 2010, p. 5). We extended this concept suggesting there is significant overlap of most of the competency areas that are also woven into other competency areas. For example, there are significant aspects of leadership embedded within each of the other nine competency areas. We elected to shift from the language of threads to intersections in order to stress the integrative character of all 10 competency areas as well as connections to multiple points of emphasis (formerly threads) that include globalism, sustainability, and collaboration. The addition of collaboration as a point of emphasis was informed by recent competency-related research (Cho & Sriram, in press; Sriram, 2014) and the prevalence of collaboration-related outcomes spanning the majority of the competency areas.

Lastly, when referring to the three levels within each competency area, we replaced the term *basic* with *foundational*. Our primary rationale was to emphasize the idea from the original document that "all student affairs professionals should be able to demonstrate their ability to meet the basic [foundational] list of outcomes under each competency area regardless of how they entered the profession" (ACPA & NASPA, 2010, p. 3). Additionally, we received feedback that the term "basic" carries connotations of being underdeveloped or lacking in sophistication.

The lists of foundational outcomes for each competency area represent reasonable expectations for professionals entering the field of student affairs and provide groundwork for future development to intermediate and advanced levels of proficiency. Conceptually, no matter the professional level of an individual, the foundational competency outcomes allow for a starting point within a competency area from which to build and progress in a particular area of student affairs.

Audience. The intended audience for this document reflects the voices that contributed to its content and development. These voices reflect the significant diversity of ACPA and NASPA in terms of age, gender identity and expression, ethnicity, sexual orientation, years of experience in the field, functional areas of expertise, institutional type (e.g. public, private, and faith-based; two-year and four-year), and geographic region. Additionally, the task force consisted of student affairs educators serving a range of students including those in noncredit courses, career and technical programs, and transfer programs as well as those pursuing associate, bachelor's, and graduate degrees in various disciplines.

In 2010, ACPA and NASPA identified their primary audience as student affairs professionals in the United States while inviting international colleagues to apply the competencies as applicable. Though we largely continued with this approach, we recognize that it reflects a form of privilege held by U.S. institutions within a broader global context, and that failure to consider student affairs work from an international perspective is a liability that we can no longer afford. We aimed to broaden our audience as much as possible, while acknowledging that all the members of our task force are from the United States and work at U.S. colleges and universities. We recognize that this effort reflects the very orientation toward inclusivity that we intended to deconstruct in our revision of the social justice and inclusion competency area. We recommend that future reviews and revisions of the competency areas be conducted in a manner that does not norm the work of student affairs in the U.S., but considers student affairs work from an international perspective.

Higher education is a dynamic enterprise facing unprecedented change. Among the associated opportunities are increased

demand for access to higher education, greater demographic diversity, technological innovations leading to new educational pedagogies and delivery systems, and a growing number of global interactions, exchanges, and educational experiences for students. Among the most significant challenges are the mounting costs of higher education, increased expectations by employers, and heightened calls for accountability from a range of constituencies. Within this context, there is a danger of exchanging holistic educational practices for narrowly crafted content outcomes in order to simplify metrics and minimally comply with regulations. Further, student affairs work, which is heavily dependent upon human resources, will remain a target for budget cuts aimed at reducing the cost of education. This document is intended to set out the scope and content of professional competencies required of student affairs educators in order for them to succeed within the current higher educational environment as well as projected future environments. The full range of these competencies is especially important as student affairs educators cannot afford to engage in advocacy efforts without an understanding of how students learn and develop or to demonstrate

business savvy while failing to understand the core educational values of the profession.

The 10 professional competency areas presented in this document lay out essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialization within the field. Whereas effective student affairs practice requires proficiency in many areas such as critical thinking, creativity, and oral and written communication, the competency areas presented here are intended to define students affairs work and lay out directions for the future development of student affairs educators both individually and as a profession. For example, student affairs educators must be able think critically in order to be successful, but the nature of their critical thinking skills are in effect the same as those required of faculty and other educators. In contrast, whereas both faculty and counselors (among others) engage in a range of advising and supporting activities, the nature of student affairs advising and supporting is distinct and that distinctiveness helps to define the nature of the student affairs profession. What follows is an elaboration on several important characteristics of the competency areas presented in this document.

The Professional Competency Areas for Student Affairs Educators

Higher education is a dynamic enterprise facing unprecedented change. Among the associated opportunities are increased demand for access to higher education, greater demographic diversity, technological innovations leading to new educational pedagogies and delivery systems, and a growing number of global interactions, exchanges, and educational experiences for students. Among the most significant challenges are the mounting costs of higher education, increased expectations by employers, and heightened calls for accountability from a range of constituencies. Within this context, there is a danger of exchanging holistic educational practices for narrowly crafted content outcomes in order to simplify metrics and minimally comply with regulations. Further, student affairs work, which is heavily dependent upon human resources, will remain a target

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Competency Levels and Professional Development

For each of the 10 competency areas, descriptions are provided along with a set of discrete outcome statements categorized as foundational, intermediate, or advanced. Assessing one's level of proficiency for a given competency area using these three levels is a complex process. To begin with, the outcome statements are intended to be representative of the scope of the competency area, but they are not exhaustive. Individuals who have met the full breadth of outcomes within a level for a given competency area should be reasonably confident that this demonstrates proficiency at that level. For each outcome, however, it is important to distinguish between meeting the outcome in a singular setting and mastering that outcome in multiple contexts and situations. Furthermore, it is likely that an individual may begin work on several intermediate or advanced-level outcomes before demonstrating full foundational-level proficiency for that competency area. For example, a student affairs educator may develop the capacity to "assess the effectiveness of the institution in removing barriers to addressing issues of social justice and inclusion" (an advanced-level social justice and inclusion outcome) especially as related to socioeconomic issues. This same educator may not yet fully "understand how one is affected by and participates in maintaining

systems of oppression, privilege, and power" (a foundational-level outcome) in terms of race or gender identity or sexual orientation and attraction. To further complicate the process of assessing one's proficiency within a competency area, one must recognize that most outcomes are dynamic and expected to evolve over time. Thus, ongoing professional development is necessary to maintain proficiency within a competency area as well as to advance within it.

Understanding the nature of the three levels of outcomes is vital to their application in practice. Foundational outcomes are intended to be precisely what their name implies—a requisite foundation upon which intermediate and advanced proficiencies in a competency area are built. Whereas it is reasonable to assume that some student affairs educators may enter the field prior to demonstrating foundational level proficiency in each of the 10 competency areas, mastering the foundational outcomes for all of the competency areas should be a professional development priority. Further, whereas some student affairs educators who are still developing foundational proficiency in a competency area may meet some intermediate or even advanced outcomes within that area, this should not be confused with intermediate or advanced-level capability. The outcomes should not be viewed as checklists, but as sets of indicators mapping development in and around each of the competency areas. Viewed this way, progressive development builds on the work of prior levels and moves from foundational knowledge to increased capacity for critique and synthesis, from introductory skills to application and leadership within larger venues and multiple arenas, and from attitudes to values and habits of the mind.

Competency development that draws on the three levels of outcomes introduces an important paradox. On the one hand, advancement from foundational to intermediate and then advanced proficiency within a competency area should not be equated with either years of experience or positional role or title. It is feasible that some entry-level student affairs educators may approach advanced proficiency in one or two competency areas relatively early in their careers, while some highly experienced senior-level administrators may have largely foundational proficiency in one or two competency areas. Advancement in rank is not a guarantee of higher-order proficiency. On the

other hand, some aspects of mastering outcomes are associated with human as well as professional development. Other aspects are difficult to learn without direct experience. In other words, some elements of the progression from foundational to

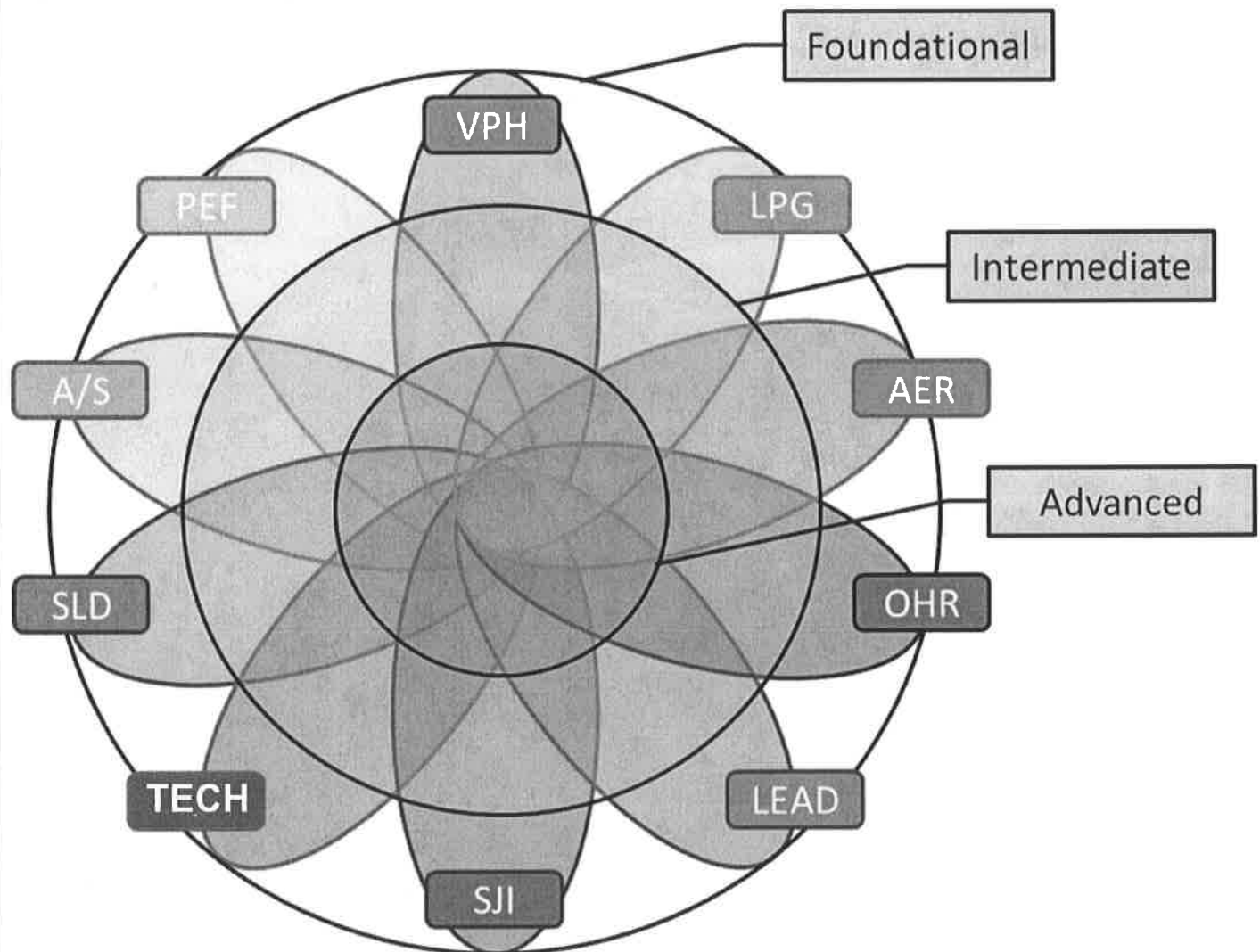
advanced proficiency require human development that is associated with age-dependent aspects of maturation, and some outcomes are difficult to master without certain experiences associated with positions of leadership and responsibility.

Intersection of Competencies

For each of the 10 competency areas, there is a distinct central idea that differentiates it from the other nine areas. That said, there is also significant overlap or intersection among the outcomes associated with the various competency areas. Though each outcome is aligned primarily with just one competency, well over half of the outcomes also intersect with other areas. This

suggests that professional development work in any one competency area is related to work in multiple other areas. Further, as one moves from foundational to advanced, each subsequent level includes an increased number of outcomes that intersect with other competency areas, reflecting higher order synthesis and complexity. (See Figure 1)

Figure 1. Visual Representation of the Intersection of the 10 Competency Areas



In addition to intersections with other competencies, most outcomes intersect, whether directly or indirectly, with three points of emphasis identified for the competencies: globalism, sustainability, and collaboration. None of these three points of emphasis stands on its own as a distinct competency area because development in these areas does not necessarily serve to define the distinctive nature of student affairs work. However, each of the points of emphasis does inform student affairs work in significant ways. Essentially, they contribute to a mindset or disposition that permeates each of the competency areas and informs various knowledge and skill outcomes. Higher education is becoming an increasingly global enterprise. Not only are a growing number of students from many countries engaging in study abroad experiences and completing degrees in international settings, recent growth in distance education provides access to global experiences for all students. The implications of this trend extend beyond the classroom and present noteworthy challenges and opportunities for student affairs work.

Environmental sustainability efforts are also changing student affairs. Many sustainability efforts begin as student-initiated activities, and all have implications for ongoing resource allocations. This is especially pertinent to student affairs given its vulnerability in periods of budget reallocations and cutbacks. Thus, student affairs educators must consider the sustainability of their practices both in terms of the impact on institutional resources and the environments in which students learn. Lastly, student affairs work is largely a collaborative endeavor. In the absence of student affairs educators, classroom learning suffers in substantial ways. However, in the absence of faculty and classroom learning, student affairs ceases to exist. For this reason, student affairs educators should serve as leaders in forging mutual partnerships with faculty to co-create seamless learning experiences for students. Further, among best practices of the student affairs profession are partnerships that engage communities and constituencies that extend beyond and blur campus boundaries.

Implications and Applications

Of central importance to any discussion of the competencies are implications for policy, practice, and the scholarship of student affairs. That being said, applications must be mindful of the unique missions, contexts, and needs of various colleges, universities, and professional associations. Thus, the work of applying the competencies in practice will likely consist more of varied best practices than of standardized approaches, and these practices will likely evolve over time reflecting the dynamic nature of the competencies. The following are examples of areas where the competencies may have particular utility to practice:

- Individual student affairs educators are encouraged to use the competency areas and their associated outcomes for self-assessing their current levels of proficiency and for setting goals and tracking professional development work toward the attainment of those goals.
- Working in partnership with human resource professionals, the competencies should aid student affairs administrators when creating job postings and position descriptions

as well as frameworks for performance evaluations. To ensure success and continuous improvement, divisions of student affairs should utilize the competencies when designing orientation and onboarding experiences for newly hired professionals and planning ongoing, cross-departmental professional development experiences. The competencies may also have utility when conducting divisional performance reviews or when justifying resources for ongoing talent development efforts.

- Graduate preparation programs at the certificate, master's, and doctoral level should utilize the competencies as a means of reviewing program- and course-level learning outcomes as well as setting expectations for cocurricular learning experiences. In particular, the lists of foundational outcomes should inform minimum expectations for master's level graduates. Faculty members may also wish to use the competencies to inform the content of research agendas as well as their ongoing professional development work.

- Student affairs professional associations should utilize the competency areas as an educational framework for local, regional, international, and virtual conferences along with certificate offerings and member portfolios. Examples of such applications might include the content of conference themes, the review and selection of educational and research proposals, and the assessment and evaluation of educational sessions.
- Lastly, the competencies should prove valuable in supporting the work of all student affairs educators to promote and advocate for the profession. Among the examples of this are outreach, recruitment, and career development efforts aimed at individuals interested in careers in student affairs; educating institutional constituencies regarding the purpose and function of student affairs work; and advocacy for the importance of holistic student learning, development, and success within larger policy arenas.

Overview of the Competency Areas

Competency Area	Description	Professional Development
Personal and Ethical Foundations (PEF)	Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.	Foundational outcomes emphasize awareness and understanding of one's values and beliefs, especially as related to professional codes of ethics and principles for personal wellness. Professional development to advanced-level proficiency involves higher order critique and self-awareness, applications to healthy living and professional practice, and modeling, mentoring, and facilitating the same among others.
Values, Philosophy, and History (VPH)	Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.	Progression from foundational to advanced level proficiency for this competency area largely involves movement from basic understanding of VPH to a more critical understanding of VPH as applied in practice and then to the use and critical application of VPH in practice.
Assessment, Evaluation, and Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	Professional growth in this competency area is broadly marked by shifts from understanding to application, and then from smaller scale applications focused on singular programs or studies to larger scale applications that cut across departments or divisions. Many advanced level outcomes involve the leadership of AER efforts.

Overview of the Competency Areas

Competency Area	Description	Professional Development
Law, Policy, and Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	Progression from foundational to advanced level proficiency reflects shifts from understanding to critical applications enacted primarily at the departmental level to institutional level applications that are mindful of regional, national, and international contexts.
Organizational and Human Resources (OHR)	Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.	In addition to the shift from understanding to application, professional development within this competency reflects shifts in the scale, scope, and interactivity of the human and organizational resources with which one works.
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.	Professional growth within this competency area reflects shifts from knowledge to critical application and then to fostering the development of leadership within and among others.

Overview of the Competency Areas

Competency Area	Description	Professional Development
Social Justice and Inclusion (SJI)	<p>While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.</p>	<p>Professional development within this competency areas assumed that student affairs educators need to understand oppression, privilege, and power before they can understand social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.</p>
Student Learning and Development (SLD)	<p>Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.</p>	<p>At the foundational level, SLD involves a critical understanding of learning and development theories and their use in constructing learning outcomes. Intermediate and advanced proficiency involves greater application in utilizing various forms of programs and applications within increasingly large and complex venues.</p>

Overview of the Competency Areas

Competency Area	Description	Professional Development
Technology (TECH)	Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	Professional growth in this competency area is marked by shifts from understanding to application as well as from application to facilitation and leadership. Intermediate and advanced level outcomes also involve a higher degree of innovativeness in the use of technology to engage students and others in learning processes.
Advising and Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	Progression from foundational to advanced level proficiency involves the development of higher order capacities for listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.

Comprehensive Presentation of the Competency Areas

This final section consists of comprehensive presentations of descriptions for each competency area followed by lists of outcomes for student affairs educators organized at the foundational, intermediate, and advanced level. The competencies are presented in a

manner that reflects both a theoretical alignment and observed intersections of competency outcomes. The sequence does not imply either the importance of the various competency areas or any form of an intended developmental progression.

Personal and Ethical Foundations (PPF)

The *Personal and Ethical Foundations* competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Foundational Outcomes

- Articulate key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
- Articulate one's personal code of ethics for student affairs practice, informed by the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context.
- Identify ethical issues in the course of one's job.
- Explain how one's behavior reflects the ethical statements of the profession and address lapses in one's own ethical behavior.
- Appropriately question institutional actions which are not consistent with ethical standards.
- Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with appropriate mentors, supervisors and/or colleagues, consultation with an association's ethics committee).
- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.
- Take responsibility to broaden perspectives by participating in activities that challenge one's beliefs.
- Identify the challenges associated with balancing personal and professional responsibilities, and recognize the intersection of one's personal and professional life.
- Identify one's primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.
- Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.
- Recognize and articulate healthy habits for better living.
- Identify positive and negative impacts on wellness and, as appropriate, seek assistance from available resources.
- Identify and describe personal and professional responsibilities inherent to excellence in practice.
- Recognize the importance of reflection in personal, professional, and ethical development.

Intermediate Outcomes

- Identify the present and future meaningfulness of key elements in one's set of personal beliefs and commitments.
- Articulate and implement a personal protocol for ethical decision-making.
- Explain how one's professional practice aligns with both one's personal code of ethics and ethical statements of professional student affairs associations.
- Identify and manage areas of incongruence between personal, institutional, and professional ethical standards.
- Distinguish the legal and moral influences on varying codes of ethics.
- Identify and articulate the influence of culture in the interpretation of ethical standards.
- Identify and address lapses in ethical behavior among self, colleagues, and students.
- Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible.
- Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response.
- Develop and implement plans to manage competing priorities between one's professional and personal lives.
- Bolster one's resiliency, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships inside and outside of the workplace.
- Explain the process for executing responsibilities dutifully and deliberatively.
- Analyze the impact one's health and wellness has on others, as well as our collective roles in creating mutual, positive relationships.
- Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.
- Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.

Advanced Outcomes

- Evolve personal beliefs and commitments in a way that is true to one's internal voice while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities).
- Engage in effective consultation and provide advice regarding ethical issues with colleagues and students.
- Model for colleagues and others adherence to identified ethical guidelines and serve as mediator to resolve disparities.
- Actively engage in dialogue with others concerning the ethical statements of professional associations.
- Actively support the ethical development of other professionals by developing and supporting an ethical organizational culture within the workplace.
- Serve as a role model for integrity through sharing personal experiences and nurturing others' competency in this area.
- Attend to areas of growth relating to one's anticipated career trajectory.
- Exercise mutuality within relationships and interconnectedness in work/life presence.
- Create and implement an individualized plan for healthy living.
- Demonstrate awareness of the wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness.
- Serve as model and mentor for others in their search for excellence, taking measures to encourage and inspire exceptional work in self and others.
- Design naturally occurring reflection processes within one's everyday work.
- Transfer thoughtful reflection into positive future action.

Values, Philosophy, and History (VPH)

The *Values, Philosophy, and History* competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

Foundational Outcomes

- Describe the foundational philosophies, disciplines, and values of the profession.
- Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
- Describe the various research, philosophies, and scholars that defined the profession.
- Demonstrate responsible campus citizenship and participation in the campus community.
- Describe the roles of faculty, academic affairs, and student affairs educators in the institution.
- Explain the importance of service to the institution and to student affairs professional associations.
- Learn and articulate the principles of professional practice.
- Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
- Explain the role and responsibilities of student affairs professional associations.
- Explain the purpose and use of publications that incorporate the philosophy and values of the profession.
- Explain the public role and societal benefits of students affairs in particular and of higher education in general.
- Articulate an understanding of the ongoing nature of the history of higher education and one's role in shaping it.
- Be able to model the principles of the profession and expect the same from colleagues and supervisees.
- Explain how the values of the profession contribute to sustainable practices.
- Articulate the changing nature of the global student affairs profession and communicate the need to provide a contextual understanding of higher education.

Intermediate Outcomes

- Through critical examination, explain how today's practice is informed by historical context.
- Explore new philosophical contexts and approaches.
- Participate in opportunities to identify and incorporate emerging values of the profession into one's professional practice.
- Engage in service to the profession and to student affairs professional associations.
- Articulate the similarities and differences of varying and emerging global student affairs philosophies.
- Teach the principles of the student affairs profession to staff while incorporating the equity, diversity, and inclusion of varying identities and global perspectives.
- Be able to explain to staff the public responsibilities of a student affairs professional and the resulting benefits to society.
- Identify enduring questions, issues, and trends from the history of higher education and discuss their relevance to current and emergent professional practice.
- Acknowledge, critically question, and bring together diverging philosophies of student affairs practice.

Advanced Outcomes

- Participate in developing new philosophical approaches and responsive values of the profession.
- Partner with faculty for teaching, research, and scholarship regarding the profession.
- Expand personal and professional opportunities for civic and global engagement.
- Actively engage and lead in service and leadership within the profession and in student affairs professional associations.
- Model, encourage, and promote community by reinforcing the long-standing values of the profession.
- Contribute to the research, scholarship, and expansion of knowledge within the profession.
- Draw upon one's knowledge of history to inform analysis of trends in order to anticipate and plan for the future.
- Engage staff in critically examining history for contemporary meaning.
- Demonstrate visionary- and forward-thinking in the work of the student affairs profession.
- Identify other countries' history and development of student affairs practice.

Assessment, Evaluation, and Research (AER)

The *Assessment, Evaluation, and Research* competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

- Design program and learning outcomes that are appropriately clear, specific, and measureable, that are informed by theoretical frameworks and that align with organizational outcomes, goals, and values.
- Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.

Foundational Outcomes

- Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each.
- Select AER methods, methodologies, designs, and tools that fit with research and evaluation questions and with assessment and review purposes.
- Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.
- Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.
- Assess the legitimacy, trustworthiness, and/or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).
- Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
- Ensure all communications of AER results are accurate, responsible, and effective.
- Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies.

Intermediate Outcomes

- Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.
- Effectively manage, align, and guide the utilization of AER reports and studies.
- Educate stakeholders in the institution about the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional level.
- Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s).
- Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.
- Actively contribute to the development of a culture of evidence at the department level wherein assessment, program review, evaluation, and research are central to the department's work and ensure that training and skill development in these areas is valued, budgeted for, and fully embedded in day-to-day procedures.
- Apply the concepts and procedures of qualitative research, evaluation, and assessment including creating appropriate sampling designs and interview protocols with consultation, participating in analysis teams, contributing to audit trails, participating in peer debrief, and using other techniques to ensure trustworthiness of qualitative designs.
- Participate in the design and analysis

Intermediate Outcomes (cont.)

of quantitative AER studies including understanding statistical reporting that may include complex statistical methods such as multivariate techniques, and articulating the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability.

- Demonstrate a working knowledge of additional methodological approaches to AER (e.g. mixed methods, historical or literary analysis, or comparative study) including elements of design, data collection, analysis, and reporting as well as strategies for ensuring the quality.
- Communicate and display data through a variety of means (publications, reports, presentations, social media, etc.) in a manner that is accurate; transparent regarding the strengths, limitations, and context of the data; and sensitive to political coalitions and realities associated with data as a scarce resource.
- Manage and/or adhere to the implementation of institutional and professional standards for ethical AER activities.
- Utilize formal student learning and development theories as well as scholarly literature to inform the content and design of individual and program level outcomes as well as assessment tools such as rubrics.
- Prioritize program and learning outcomes with organization goals and values.

Advanced Outcomes

- Effectively lead the conceptualization and design of ongoing, systematic, high-quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel.
- Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its missions/goals, re-allocation of resources, and advocacy for more resources.
- Lead a comprehensive communication process to the campus community of the relationship of institutional AER processes to

learning outcomes and goals at the student, department, division, and institution level.

- Lead the design and writing of varied and diverse communications (e.g. reports, publications, presentations, social media, etc.) of assessment, program review, evaluation, and other research activities that include translation of data analyses into goals and action.
- Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning.
- Lead, supervise, and/or collaborate with others to design and analyze assessment, program review, evaluation, and research activities that span multiple methodological approaches (qualitative, quantitative, and mixed methods, among others) including writing and disseminating results in a manner that critically considers the strengths and limitations of implications for practice, policy, theory, and/or future study in a sophisticated way.
- Anticipate and proactively address challenges related to individual and institutional politics, competing constituencies and interests, and divergent values especially as related to communications, reporting, and utilization of data to inform practice. Create a culture of evidence in which the institution, division, or unit expects AER to be central to professional practice and ensures that training/skill development happens across the organization.
- Ensure institutional, divisional, or unit compliance with professional standards concerning ethical AER activities.
- Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.

Law, Policy, and Governance (LPG)

The *Law, Policy, and Governance* competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

Foundational Outcomes

- Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation.
- Explain the differences between public, private, and for-profit higher education with respect to the legal system and what they may mean for respective students, faculty, and student affairs professionals.
- Describe how national and state/provincial constitutions and laws influence the rights of students, faculty, and staff on all types of college campuses.
- Describe evolving laws, policies, and judicial rulings that influence the student-institutional relationship and how they affect professional practice.
- Act in accordance with national, state/provincial, and local laws and with institutional policies regarding non-discrimination.
- Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels.
- Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students.
- Describe how policy is developed and implemented in one's department and institution, as well as the local, state/province, and national levels of government.
- Know when and how to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.
- Explain concepts of risk management, reasonable accommodation, and enact liability reduction strategies .
- Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations at national, state/provincial, local, and institutional levels.
- Describe the student conduct process at the institutional level and demonstrate concern for the legal, social, moral, educational, and ethical expectations of the community.
- Encourage and advocate participation in national, state/provincial, local, and institutional electoral processes as applicable.

Intermediate Outcomes

- Identify emerging law and policy trends and discuss how they affect current case precedent.
- Explain parameters established by relevant external and internal governing systems as related to one's professional practice.
- Explain legal theories related to tort liability, negligence, the exercise and limits of free speech, discrimination, and contract law and how these theories affect professional practice.
- Implement policies developed by one's department and institution, as well as the local, state/provincial, and national levels of government.
- Critically examine laws and policies to ensure their equitable and fair use on campus.
- Implement best practices of the profession to advance one's institution with respect to access, affordability, accountability, and quality.
- Incorporate best practices of the profession when managing institutional and personal tort liability.
- Appropriately consult with students and/or represent the student voice in departmental, divisional, and institutional policy development efforts.
- Develop, implement, and assess the rules, procedures, and standards for student conduct processes and ensure that policies and procedures meet the legal, compliance, and policy mandates for the institution.
- Ensure departmental programs, services, and facilities are compliant with any applicable legal, compliance, environmental policies and/or mandates from governing bodies.
- Use data appropriately to guide the analysis and creation of policy.

Advanced Outcomes

- Develop institutional policies and practices consistent with national, state/province, and local laws related to institutional and personal tort liability; contracts; the exercise and limits of free speech by faculty, student affairs professionals, and students; and civil rights, desegregation, and affirmative action.
- Provide appropriate and ethical influence with the governing bodies to which one's institution reports. Challenge biased laws and policies and advocate for the design and advocate for their equitable use on campuses.
- Participate effectively in the governance system of one's institution when appropriate.
- Influence policy making at the local, state/province and federal levels of government when appropriate.
- Critically examine policy compliance and development efforts related to programs, practices, and services to ensure that they are socially justice, equitable, and inclusive.

Organizational and Human Resources (OHR)

The *Organizational and Human Resources* competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

Foundational Outcomes

- Demonstrate effective stewardship/use of resources (i.e., financial, human, material)
- Describe campus protocols for responding to significant incidents and campus crises.
- Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability.
- Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.
- Describe ethical hiring techniques and institutional hiring policies, procedures, and processes.
- Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.
- Explain how job descriptions are designed and support overall staffing patterns in one's work setting.
- Design a professional development plan that assesses one's current strengths and weaknesses, and establishes action items for fostering an appropriate pace of growth.
- Explain the application of introductory motivational techniques with students, staff, and others.
- Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution.
- Develop and utilize appropriate meeting materials (e.g. facilitation skills, agenda, notes/minutes).
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom you are engaged prefers.
- Recognize how networks in organizations play a role in how work gets accomplished.
- Understand the relational roles partners, allies, and adversaries play in the completion of goals and work assignments.
- Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.
- Provide constructive feedback in a timely manner.
- Advocate for equitable hiring practices.
- Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures.
- Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.
- Demonstrate an understanding of how physical space impacts the institution's educational mission.
- Understand the basic concepts of facilities management and institutional policies related to energy usage and environmental sustainability.

Intermediate Outcomes

- Effectively develop and manage human resources, facilities, policies, procedures, processes, and materials.
- Construct unit's operation to function in a sustainable fashion.
- Explain the interaction and integration of campus crisis intervention systems (e.g. National Incident Management System, behavioral intervention teams, critical incident response teams).
- Engage in policy and procedure development, implementation and decision-making that minimize risk to self, students, other constituents, and the institution.
- Identify and allocate the technological needs of the unit; maintain a level of technical knowledge that allows one to effectively use existing technologies as well as to incorporate new emerging technologies as they may benefit one's work.
- Implement strategies, interview protocols and decisions regarding staff selection that adheres to institutional policy and meets organizational goals.
- Develop recruitment and hiring strategies that increase individuals from under-represented groups to apply for positions.
- Demonstrate applications of appropriate techniques (e.g. coaching, performance accountability) for supervising a range of staff performance levels.
- Identify the pros and cons of various staffing patterns, supporting job descriptions and work process configurations related to one's work setting.
- Assist and/or direct individuals to create professional development plans that are appropriate for individual growth while also serving the current and future needs of the unit where they are employed.
- Apply a range of strategies available for motivating others.
- Effectively resolve conflict within the unit and among unit members and others in a timely manner.
- Effectively manage and lead meetings through the use of agenda management strategies.
- Adapt to situation-appropriate communication strategies that effectively communicate with various groups.
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation.
- Determine if messages (verbal and written) communicated are congruent with the desired outcome with the intended recipient or audience.
- Create and present materials for formal presentations in the work setting and for professional associations.
- Develop appropriate alliances with others as a means to efficiently and effectively complete work assignments; recognize how the formation of alliances can either enhance or detract from one's professional credibility or the use of teams.
- Advocate for advancement opportunities for staff.
- Implement advanced accounting techniques that include forecasting, efficient use of fiscal resources, and interpretation of financial reports.
- Describe how various fundraising strategies should be facilitated by student affairs professionals.
- Assess the usage of various spaces to guide space-planning processes.
- Advocate for the needs of diverse populations through and regarding space management.
- Implement and coordinate sustainability efforts in a range of types of spaces.

Organizational and Human Resources (OHR)

(cont.)

Advanced Outcomes

- Assess resources (e.g. people, space, financial, materials) in regard to institutional or divisional long-range planning and budget processes.
- Teach resource stewardship to others.
- Champion sustainability efforts within unit and across the organization, and facilitate institutional support for broadening sustainability efforts.
- Participate in developing, implementing, and assessing the effectiveness of the campus crisis management program.
- Effectively assess the level of individual and institutional risk and liability associated with programs and services offered; ensure that professionals are trained to deliver programs and services at the lowest level of risk possible.
- Ensure multiple identities are represented on every level of staff at the institution, especially those who are marginalized or underrepresented.
- Effectively intervene with employees in regard to morale, behavioral expectations, conflict, and performance issues.
- Evaluate the effectiveness of current staffing patterns and supporting job descriptions in regard to a unit's ability to effectively meet institutional, divisional, and unit mission and goals.
- Anticipate how future needs of students, the unit, or the division may affect staffing levels or structures and make proactive adjustments to meet those needs.
- Develop or lead professional development initiatives that regularly assess the strength and weakness of professionals and provide them with purposeful opportunities to advance their skills and knowledge.
- Implement strategies for motivating individuals and groups who are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale.
- Manage and facilitate conflict at a level of complexity where multiple entities are often in disagreement with each other and lead groups to effective and fair resolutions.
- Discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff and other constituents).
- Assess the relationship between agenda management and the group dynamics that occur in meetings and how this relationship influences the realization of goals, the accomplishments of tasks, and any impacts on participants.
- Effectively speak on behalf of the institution with internal and external stakeholders (e.g., parents, prospective students, external organizations).
- Assess the level of complexity of networks established and use this information to determine the strengths of these networks and how these networks may benefit or detract from the mission and goals of the institution or the division.
- Assess the costs and benefits of current established political alliances, in particular, their relationships to fostering collaboration and organizational transparency.
- Develop long-range budgets that creatively and ethically apply fiscal resources to the needs and priorities of the unit, division, or organization.
- Effectively implement fundraising initiatives that support divisional and institutional goals.
- Align evidence-based decision making strategies and planning with resource allocation and re-allocation.
- Lead cross-divisional teams engaged in facilities master planning processes spanning design, construction, and management of various types of spaces.

Leadership (LEAD)

The *Leadership* competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members. This section is organized by the leadership learning concepts of Education, construct knowledge and articulation; Training, skill identification and enhancement; Development, personal reflection and growth; and Engagement, active participation and application.

Foundational Outcomes

Education.

- Articulate the vision and mission of the primary work unit, the division, and the institution.
- Identify and understand individual-level constructs of “leader” and “leadership.”
- Explain the values and processes that lead to organizational improvement.
- Explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority).
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.

Training.

- Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills.

- Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice.
- Describe and apply the basic principles of community building.

Development.

- Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority.
- Build mutually supportive relationships with colleagues and students across similarities and differences

Engagement.

- Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one’s work.
- Use appropriate technology to support leadership processes (e.g. seeking input or feedback, sharing decisions, posting data that supports decisions, use group support website tools).
- Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
- Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions.
- Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice.
- Exhibit informed confidence in the capacity of individuals to organize and take action to transform their communities and world.
- Within the scope of one’s position and expertise, lead others to contribute toward the effectiveness and success of the organization.

Leadership (LEAD) (cont.)

Intermediate Outcomes

Education.

- Identify and understand systemic and organizational constructs of “leader” and “leadership.”
- Compare and contrast appropriate leadership models to create organizational improvement.
- Identify potential obstacles or points of resistance when designing a change process.

Training.

- Seek out training and feedback opportunities to enhance one’s leader and leadership knowledge and skill.
- Encourage colleagues and students to engage in team and community building activities.
- Create environments that encourage others to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities.
- Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders.
- Serve as a mentor or role model for others.

Development.

- Use reflection to constantly evolve and incorporate one’s authentic self into one’s identity as a leader.
- Recognize the interdependence of members within organizational units and throughout the institution.

Engagement.

- Advocate for change that would remove barriers to student and staff success.
- Share data used to inform key decisions in transparent and accessible ways while using appropriate technology.
- Seek entrepreneurial and innovative perspectives when planning for change.
- Facilitate consensus processes where wide support is needed.
- Ensure that decision making processes include the perspectives of various groups on campus, particularly those who are underrepresented or marginalized, or who may experience an unintended negative consequence of the proposed change.
- Convene appropriate personnel to identify and act on solutions to potential issues.
- Inform other units about issues that may impact/influence their work.
- Willingly engage in campus governance in a manner that exemplifies responsible campus citizenry.
- Within one’s department and areas of interest, lead others to contribute toward the effectiveness and success of the organization.

Advanced Outcomes

Education.

- Seek out and develop new and emerging constructs of “leader” and “leadership.”

Training.

- Establish systems to provide opportunities for staff to engage in leadership development such as committees, task forces, internships, and cross-functional teams.
- Create a culture that advocates the appropriate and effective use of feedback systems (e.g., 360 feedback processes) for improving individual leader and team leadership performance.
- Establish and sustain systems of mentoring to ensure individuals receive the training and support needed.

Development.

- Display congruence between one’s identity as a leader and one’s professional actions.
- Facilitate reflective learning and relationship building across campus, community, and the profession.

Engagement.

- Develop and promote a shared vision that drives unit, divisional, and institutional short-term and long-term planning and the ongoing organizing of work.
- Implement divisional strategies that account for ongoing changes in the cultural landscape, political landscape, global perspectives, technology, and sustainability issues.
- Promote, facilitate, and assess the effectiveness of collaborative initiatives and team building efforts, using technology as appropriate to support such work.
- Embrace responsibility for unit and divisional decisions.

Social Justice and Inclusion (SJI)

For the purpose of the *Social Justice and Inclusion* competency area, social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Foundational Outcomes

- Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.
- Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.
- Engage in critical reflection in order to identify one's own prejudices and biases.
- Participate in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.
- Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice.
- Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold.
- Articulate a foundational understanding of social justice and inclusion within the context of higher education.
- Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.

Intermediate Outcomes

- Design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression.
- Effectively facilitate dialogue about issues of social justice, inclusion, power, privilege, and oppression in one's practice.
- Engage in hiring and promotion practices that are non-discriminatory and work toward building inclusive teams.
- Identify systemic barriers to social justice and inclusion and assess one's own department's role in addressing such barriers.
- Advocate for the development of a more inclusive and socially conscious department, institution, and profession.
- Provide opportunities to reflect and evaluate on one's participation in systems of oppression, privilege, and power without shaming others.
- Provide opportunities for inclusive and social justice educational professional development.
- Effectively address bias incidents impacting campus communities.
- Implement appropriate measures to assess the campus climate for students, staff, and faculty.

Advanced Outcomes

- Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people.
- Assess the effectiveness of the institution in removing barriers to addressing issues of social justice and inclusion.
- Take responsibility for the institution's role in perpetuating discrimination or oppression.
- Advocate for social justice values in institutional mission, goals, and programs.
- Create ongoing strategic plans for the continued development of inclusive initiatives and practices throughout the institution.
- Link individual and departmental performance indicators with demonstrated commitment to social justice and inclusion.
- Provide consultation to other units, divisions, or institutions on strategies to dismantle systems of oppression, privilege, and power on campus.
- Foster and promote an institutional culture that supports the free and open expression of ideas, identities, and beliefs, and where individuals have the capacity to negotiate different standpoints.
- Demonstrate institutional effectiveness in addressing critical incidents of discrimination that impact the institution.
- Ensure campus resources are distributed equitably and adequately meet the needs of all campus communities.

Student Learning and Development (SLD)

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

Foundational Outcomes

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development (e.g. learning, psychosocial and identity development, cognitive-structural, typological, environmental, and moral).
- Articulate how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, dis/ability, and religious belief can influence development during the college years.
- Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.
- Articulate one's own developmental journey in relation to formal theories.
- Identify one's own informal theories of student development ('theories in use') and how they can be informed by formal theories to enhance work with students.
- Identify dominant perspectives present in some models of student learning and development.
- Construct learning outcomes for both daily practice as well as teaching and training activities.
- Assess teaching, learning, and training and incorporate the results into practice.
- Assess learning outcomes from programs and services and use theory to improve practice.

Intermediate Outcomes

- Design programs and services to promote student learning and development that are based on current research on student learning and development theories.
- Utilize theory-to-practice models to inform individual or unit practice.
- Justify using learning theory to create learning opportunities.

- Identify and take advantage of opportunities for curriculum and program development to encourage continual learning and developmental growth.
- Construct effective programs, lesson plans, and syllabi.
- Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution.
- Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice.
- Critique the dominant group perspective present in some models of student learning and development and modify for use in practice.

Advanced Outcomes

- Utilize theory to inform divisional and institutional policy and practice.
- Translate theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy-makers) and use it effectively to enhance understanding of the work of student affairs.
- Analyze and critique prevailing theory for improved unit, division, or campus practice.
- Contribute to the development of theories.
- Identify staff members' level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts.
- Evaluate and assess the effectiveness of learning and teaching opportunities at the divisional level and communicate their effectiveness to the larger campus community as well as explain opportunities for collaboration and integrated learning opportunities.
- Build and support inclusive, socially-just, and welcoming campus communities that promote deep learning and foster student success.
- Communicate the learning orientation of student affairs to the campus community.
- Provide alternative models that explore student learning and development from an inclusive paradigm.

Technology (TECH)

The *Technology* competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities.

Foundational Outcomes

- Demonstrate adaptability in the face of fast-paced technological change.
- Remain current on student and educator adoption patterns of new technologies and familiarize oneself with the purpose and functionality of those technologies.
- Troubleshoot basic software, hardware, and connectivity problems and refer more complex problems to an appropriate information technology administrator.
- Draw upon research, trend data, and environmental scanning to assess the technological readiness and needs of students, colleagues, and other educational stakeholders when infusing technology into educational programs and interventions.
- Critically assess the accuracy and quality of information gathered via technology and accurately cite electronic sources of information respecting copyright law and fair use.
- Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data.
- Ensure compliance with accessible technology laws and policies.
- Demonstrate awareness of one's digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement as related to their digital reputation and identity.
- Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success.
- Appropriately utilize social media and other digital communication and collaboration tools to market and promote advising, programming, and other learning-focused interventions and to engage students in these activities.
- Engage in personal and professional digital learning communities and personal learning networks at the local, national, and/or global level.
- Design, implement, and assess technologically-rich learning experiences for students and other stakeholders that model effective use of visual and interactive media.
- Ensure that one's educational work with and service to students is inclusive of students participating in online and hybrid format courses and programs.
- Incorporate commonly utilized technological tools and platforms including social media and other digital communication and collaboration tools into one's work.

Technology (TECH) (cont.)

Intermediate Outcomes

- Model and promote adaptability among students, colleagues, and educational stakeholders in the face of fast-paced technological change and demonstrate openness to the introduction of new digital tools by others.
- Anticipate potential problems with software, hardware, and connectivity and prepare multiple strategies to troubleshoot these problems and/or prepare alternative means of achieving learning and productivity outcomes.
- Facilitate educational interventions that are based upon research, trend data, and needs assessments of participants and that increase the technological competencies and digital literacy of those participants.
- Utilize multiple strategies for accessing and assessing information, critically considering the sources of information as well as the purposes or agendas that led to the dissemination of the data as presented.
- Teach and facilitate the legal and ethical use of digital information in a manner that complies with law and policy and that addresses the larger values and principles underlying these laws and policies.
- Draw upon universal design principles to model and promote compliance with accessibility laws and policies among students, colleagues, and educational partners.
- Proactively cultivate a digital identity, presence, and reputation for one's self and by students that models appropriate online behavior and positive engagement with others in virtual communities.
- Demonstrate a willingness and capacity to generate, critically examine, and change technology-related policies and practices that privilege one group of students or educational stakeholders over another.
- Design and assess outcomes that utilize social media and other digital communication and collaboration tools for promoting learning-focused interventions and engaging students in these activities.
- Utilize local, national, and global digital professional learning communities and personal learning networks to enhance intra- and inter-institutional collaboration and ongoing professional development in educational, customer service, marketing, and community engagement efforts that reflect the mission and values of the organization.
- Generate a wide and varied array of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies.
- Initiate the development of holistic educational interventions designed for students participating in courses and other educational experiences delivered via hybrid and online formats.

Advanced Outcomes

- Anticipate technological change and allocate personal, departmental, and/or institutional resources to foster in others dispositions of adaptability, flexibility, and openness to technological innovation.
- Provide leadership for the proactive creation, use, and empirical evaluation of technological tools and digital spaces for students including those drawing on social media and other digital communication and collaboration tools.
- Develop contingency plans for the continual operation of basic college and university functions in the event of software, hardware, or connectivity failures as a result of routine issues or in response to crises and emergencies.
- Contribute to the generation of research, trend analyses, and needs assessments related to digital technologies that inform efforts to meet the technological needs of students, colleagues, and educational stakeholders.
- Support, promote, and/or lead efforts to create a culture in which information is both valued and systematically scrutinized prior to its use to inform educational practice.
- Provide leadership that demands digital information and technologies be used in a manner that is ethical and in full compliance with national and state/province laws as well as with institutional policies.
- Lead and demonstrate a commitment to universal design principles in technological implementations that ensures the frictionless use and application of technology by all.
- Provide leadership and ongoing training to colleagues and students for the cultivation of a genuine digital identity, presence, and reputation that models appropriate online behavior and enables open access and engagement with virtual communities as appropriate.
- Engage in systematic practices aimed at ensuring students and professionals across all demographics have access to technological resources and are educated in their intelligent use and implementation for solving problems and enhancing learning.
- Provide leadership for the seamless integration of social media and other digital communications with broader educational, customer service, marketing, and community engagement efforts that communicate and develop dialogue and community around shared common institutional values.
- Contribute to, partner with, and/or provide leadership for local, state/provincial, national, and global digital professional learning communities and personal learning networks in promoting the use of technology for educational purposes.
- Provide training and instruction for the use, adoption, and evaluation of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies by students, colleagues, and other educational stakeholders.
- Collaborate with and support faculty by developing holistic educational and co-curricular opportunities for students in online and hybrid programs promoting the relevance and vision of what student affairs practice in new educational delivery formats.
- Provide leadership in the development of new means of leveraging technology for assessing, certifying, and credentialing the holistic learning and development of students through co-curricular learning endeavors.

Advising and Supporting (A/S)

The *Advising and Supporting* competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

Foundational Outcomes

- Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.
- Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).
- Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others.
- Conscientiously use appropriate nonverbal communication.
- Facilitate problem-solving.
- Facilitate individual decision-making and goal-setting.
- Appropriately challenge and support students and colleagues.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Identify when and with whom to implement appropriate crisis management and intervention responses.
- Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
- Seek opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or suicidality) as well as interfacing with specific populations within the college student environment (e.g., student veterans, low-income students, etc.).
- Utilize virtual resources and technology to meet the advising and supporting needs of students.
- Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development.

Intermediate Outcomes

- Perceive and analyze unspoken dynamics in a group setting.
- Facilitate or coach group decision-making, goal-setting, and process.
- Assess the developmental needs of students and organizational needs of student groups.
- Strategically and simultaneously pursue multiple objectives in conversations with students.
- Identify patterns of behavior that may signal mental health or other wellness concerns.
- Manage interpersonal conflict between/among individuals and groups.
- Mediate differences between/among individuals or groups.
- Mentor students and staff.
- Demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies.
- Initiate and exercise appropriate institutional crisis intervention responses and processes.
- Develop and implement successful prevention/outreach programs on campus, including effective mental health publicity/marketing.
- Utilize communication and learning technology (e.g., websites, social networking, video clips, podcasts) to address students' holistic wellness issues.
- Provide advocacy services to survivors of violence.
- Develop and distribute accurate and helpful mental health information for students, faculty, and staff.
- Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations).
- Consult with mental health professionals as appropriate.
- Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills.
- Develop virtual programs and initiatives to meet the needs of students with limited access to campus services (i.e. commuter, graduate, evening, distance, online, among others).

Advanced Outcomes

- Engage in research and publication of holistic student wellness issues.
- Assess responses to advising and supporting interventions, including traditional campus-based as well as virtual interventions.
- Coordinate and lead response processes as they relate to crisis interventions.
- Collaborate with other campus departments and organizations as well as surrounding community agencies and other institutions of higher education to address students' holistic wellness needs in a comprehensive, collaborative way.
- Provide mental health consultation to faculty, staff, and campus behavioral assessment teams.
- Provide effective post-traumatic response to campus events/situations, collaborating with other appropriate campus departments.
- Develop liaisons with community providers and support systems to ensure seamless and coordinated holistic care (e.g., with hospitalizations, transfer of care, public benefits, support groups, family/parent/guardians, etc.).

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APPROVAL FORM FOR
DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: College of Education

Department: Educational Leadership

Contact Person: Dr. Danielle Molina

Mail Stop: 9698 **E-mail:** dmolina@colled.msstate.edu

Nature of Change: Add Concentration

Date Initiated: 4/1/16 **Effective Date:** Upon Approval

Degree to be offered at: Mississippi State University, Starkville Campus

Current Degree Program Name: Ph.D.

Major: Elementary, Middle, and
Secondary Education Administration

Concentration: N/A

New Degree Program Name: Ph.D.

Major: Educational Leadership

Concentration: (1) P-12 School Leadership
(2) Higher Education Leadership

Summary of Proposed Changes:

Under separate cover, the Department of Educational Leadership previously requested a name change for the existing Ph.D. in Elementary, Middle, and Secondary Education Administration to a Ph.D. in Educational Leadership.

The changes proposed in this subsequent submission include:

- 1) The addition of a concentration in Higher Education Leadership for the Ph.D. in Elementary, Middle, and Secondary Education Administration (soon to be titled the Ph.D. in Educational Leadership);
- 2) The creation of two concentrations under that doctoral degree program: a) P-12 School Leadership and b) Higher Education Leadership.
- 3) Two course modification requests (Campus 1 and Campus 5 offerings) and eleven new course requests (four requests for Campus 1 offering and cross listed to EDA prefix; seven requests for Campus 1 and Campus 5 offerings) for the proposed concentration in Higher Education Leadership.
- 4) Four course modification requests (cross listed to the HED prefix) for the concentration in P-12 School Leadership.

Approved:

[Handwritten signature]

Department Head

Belinda R. Harris Davis

Chair, College or School Curriculum Committee

Teressa Jayroe

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date:

8/26/16

8/26/16

☐

IHL Action Required

☐

SACS Letter Sent

GRADUATE DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing Graduate Degree. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Please include the course prefix, number, and title in both columns. Expand rows as needed.

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Doctor of Philosophy Major: <i>Elementary, Middle, and Secondary Education Administration</i> Concentration: N/A		Degree: Doctor of Philosophy Major: Educational Leadership Concentrations: P-12 School Leadership and Higher Education Leadership	
The program is designed for experienced professional educators interested in leading and managing schools, school districts, educational associations, foundations, and state departments of education. <i>Program candidates learn state-of-the-art executive skills, applied theory, ethical decision making and problem solving, organizational structure and function, systems analysis, strategic planning, curriculum assessment and improvement, human resource management, school law, school finance, facility design, and public relations.</i>		The program is designed to prepare experienced professional educators in P-12 school leadership and higher education leadership . The program includes a combination of required focused courses, foundational courses, research courses, and other organized learning experiences for leading and managing schools, school districts, higher education institutions , educational associations, foundations, state educational agencies, and other P-12 or higher education environments .	
		Concentration 1: P-12 School Leadership The concentration is designed for experienced professional educators interested in leading and managing P-12 schools, school districts, educational associations, foundations, and state departments of educations. Concentration 2: Higher Education Leadership The concentration is designed for experienced professionals in higher education environments interested in leading and managing various aspects of colleges and universities, state higher education agencies, foundations, and related associations.	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
Concentration 1: Required Courses: Select a minimum of 5 of the following: EPY 6214 Educational and Psychological Statistics EPY 8214 Advanced Educational and Psychological Statistics EPY 9213 Advanced Analysis in Educational Research EPY 9263 Applied Research Seminar EDF 9373 Educational research Design EDF 9463 Qualitative Data Collection in Education EDF 9473 Qualitative Data Analysis and Presentation in Education	17	Concentration 1: Required Courses: (No Change) Select a minimum of 5 of the following: EPY 6214 Educational and Psychological Statistics EPY 8214 Advanced Educational and Psychological Statistics EPY 9213 Advanced Analysis in Educational Research EPY 9263 Applied Research Seminar EDF 9373 Educational Research Design EDF 9463 Qualitative Data Collection in Education EDF 9473 Qualitative Data Analysis and Presentation in Education	17
Dissertation Research EDA 9000 Dissertation Research	20	Dissertation Research EDA/HED 9000 Dissertation Research	20

<p>Major Required Courses Leading and Managing in Educational Environments:</p> <p>EDA 8163 Public School Finance EDA 8190 Workshop in Educational Leadership EDA 8223 Seminar in Administration EDA 8273 Educational Administration and Supervision EDA 8283 Educational Leadership EDA 8353 Applications of Theory to Educational Administration EDA 8293 Professional Development of Educational Personnel EDA 8383 Ethical Decision Making in Educational Administration</p>	22-24	<p>Major Required Courses: (Add Cross Listing of HED Prefix)</p> <p>EDA/HED 8223 Seminar in Administration</p> <p>EDA/HED 8283 Educational Leadership EDA/HED 8353 Applications of Theory to Educational Administration</p> <p>EDA/HED 8383 Ethical Decision Making in Educational Administration</p>	12
<p>Select 4 of the following:</p> <p>EPY 8223 Psychological Foundations of Education EDF 9313 Philosophy of Education EDF 8323 Comparative Education EDF 8353 Principles of Curriculum Development EDF 8383 Issues in Education EDF 8393 History of Education in the U.S.</p> <p>Additional Courses:</p> <p>EDA 8210 Internship in Supervision and Administration EDA 8323 Educational Facilities Design</p>	<p>12</p> <p>3-6</p>	<p>Concentration 1. Courses: P-12 School Leadership (No Change) EDA 8163 Public School Finance EDA 8190 Workshop in Educational Leadership EDA 8293 Professional Development of Educational Personnel EDA 8273 Educational Administration and Supervision</p> <p>Select 4 of the following:</p> <p>EDA 8210 Internship in Supervision and Administration EDA 8323 Educational Facilities Design EPY 8223 Psychological Foundations of Education EDF 9313 Philosophy of Education EDF 8323 Comparative Education EDF 8353 Principles of Curriculum Development</p> <p>Additional Courses:</p> <p>EDF 8393 History of Education in the U.S. EDF 8383 Issues in Education</p>	<p>12</p> <p>12</p> <p>3-6</p>
<p>Concentration 2. Courses: N/A</p>		<p>Concentration 2. Courses: Higher Education Leadership Required Courses: (Same as Concentration 1) Select a minimum of 5 of the following:</p> <p>EPY 6214 Educational and Psychological Statistics EPY 8214 Advanced Educational and Psychological Statistics EPY 9213 Advanced Analysis in Educational Research EPY 9263 Applied Research Seminar EDF 9373 Educational Research Design EDF 9463 Qualitative Data Collection in Education EDF 9473 Qualitative Data Analysis and Presentation in Education</p>	17

		Dissertation Research EDA/HED 9000 Dissertation Research	20
		Major Required Courses: (Add Courses and Cross Listing of EDA Prefix) HED/EDA 8223 Seminar in Administration HED/EDA 8283 Educational Leadership HED/EDA 8353 Applications of Theory to Educational Administration HED/EDA 8383 Ethical Decision Making in Educational Administration	12
		HED 8123 Organization and Governance in Higher Education (Modification) HED 8683 Policy Issues in Higher Education (New) HED 8643 Advanced Legal Principles in Higher Education (New) HED 8653 Finance and Higher Education (New)	12
		Select 4 of the following: HED 8673 Planning and Institutional Research In Higher Education (New) HED 8623 Diversity, Globalization, and the College Student (New) HED 8133 Curriculum and Instruction in Higher Education (Modification) HED 8633 History of American Higher Education (New) HED 8523 Student Development Theory CCL 8113 History and Philosophy of Community Colleges	12
		Additional Course HED 8720 Internship in Higher Education HED 8613 Academic Scholarship in Higher Education (New)	3-6
Total Hours		Total Hours	76-79

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

During 2015, the home department's name was changed to Educational Leadership. As part of the ongoing transition to the new name and focus, and after a review and assessment of all programs in the department, it was determined by the faculty that the doctoral degree program in Elementary, Middle, and Secondary Education should be changed to the doctoral degree program in Educational Leadership. The degree program name change has been submitted previously, under separate cover. The faculty also determined that the programming for this degree be expanded to include two concentrations: P-12 School Leadership and Higher Education leadership. The program housing these two concentrations includes a combination of required focused courses at both levels, foundational courses, research courses, and other organized learning experiences for leading and managing schools, school districts, higher education institutions, educational associations, foundations, state educational agencies, and other P-12 or higher education environments.

The proposed P-12 concentration will continue to provide opportunities for those desiring leadership roles in

elementary, middle, and secondary school settings. The proposed Higher Education concentration will provide opportunities for those desiring leadership roles at four-year colleges and universities. The major benefit for the concentration being offered is that professionals from local and nearby institutions will have access to the program and will gain the knowledge and expertise required to be effective as practitioners and/or professors in the discipline.

Less than 50% of the courses in the curriculum will be modified for the proposed concentration. The learning outcomes encompass focus on specialized leadership roles in colleges and universities including areas such as teaching, research, policy, finance, planning, and institutional research. Graduates from the program will be able to contribute substantively to the field of higher education.

The program review assessment was initiated by the Higher Education faculty and the Department of Educational Leadership upon receiving increased requests for a Higher Education doctoral concentration by individuals currently employed at entry and mid-level positions within colleges and universities both locally and regionally. The proposed Higher Education program of study mirrors the existing Educational Administration program of study and subscribes to good practices in the Higher Education scholarly field. Additionally, the proposed Higher Education program of study was compared with and modeled after leading programs in nearby states (e.g., Alabama, Georgia, Tennessee, Louisiana, Kentucky, and South Carolina), particularly SEC universities.

The addition of the concentration will address a tremendous need at the local, state, and national levels by preparing administrators for leadership roles in the coming years. Trend data indicate that a large number of current administrators will reach retirement age and/or retire within the next few years. The program will help in meeting the needs when replacing individuals currently in these positions. Individuals enrolling in the program are most likely to be those already employed in positions within a college or university setting. The program concentration will also prepare those interested in becoming professors in the discipline.

The program change will not result in duplication across the IHL system. Only a few of the proposed courses in the Mississippi State University Higher Education concentration resemble the courses offered at other institutions in the state of Mississippi. With respect to programs at Mississippi State University, the Higher Education doctoral concentration also does not duplicate existing programs of study. Its closest analogue, the Community College Leadership doctoral degree program, has a narrowly-defined focus of serving individuals who aspire to high ranking positions within rural, two-year college systems. The proposed Educational Leadership degree with a concentration in Higher Education addresses a wider scope of knowledge and expertise for individuals interested in pursuing administrative and scholarly work at four-year colleges and universities. The program will attract individuals aspiring for leadership roles in various areas of higher four-year education, including finance, student affairs, academic disciplines, institutional research, and teaching.

By providing advanced educational opportunities to the diverse populations of Higher Education administrators currently serving Mississippi State University and other nearby institutions, the program modification will advance the imperative for infusing diverse, highly qualified individuals into positions of four-year college and university leadership both regionally and nationally.

Graduates from the program will become more marketable as a result of the proposed Higher Education concentration. They will have opportunities for career advancement in administrative and leadership positions as well as graduate level teaching opportunities. Graduates will also be gain career mobility as the program will prepare students to compete for high ranking positions in the State of Mississippi, in the Southeastern region, and across the United States. Graduates from the program will be able to earn competitive salaries with those in the state of Mississippi, the Southeast, and the U.S.

Student Learning Outcomes:

1. Students will demonstrate content knowledge and skill in leading and managing in educational environments. (Leading and Managing in Educational Environments)
2. Students will demonstrate content knowledge and skill in educational research and educational foundations (Educational Foundations and Educational Research)
3. Students will demonstrate professional knowledge and skill in conducting educational research. (Educational Research)

4. SUPPORT

A letter of support is provided by the faculty in the Department of Educational Leadership.

5. PROPOSED 4-LETTER ABBREVIATION EDAD

6. EFFECTIVE DATE Upon Approval



MISSISSIPPI STATE
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educ.msstate.edu

April 6, 2016

August 23, 2016 (updated to reflect technical changes requested by the Box Council)

To: The Box Council and the University Committee on Courses and Curricula

We the undersigned faculty members in the department of Educational Leadership, have reviewed and approve the proposals listed below, in support of the proposed concentration in Higher Education Leadership for the Ph.D. in Educational Leadership.

1. Request to add a second concentration to the Ph.D. in Educational Leadership: concentration in Higher Education Leadership

Program Modification: The request is being made to expand the doctoral degree in educational leadership by adding a concentration in Higher Educational Leadership to the existing concentration in P-12 School Leadership. The proposed concentration will serve a tremendous need and provide opportunities for those desiring leadership and administrative roles at the four-year college and university level. The major benefit for the concentration is that professionals currently working in the discipline will have access to the program and will gain knowledge and expertise in order to be effective as practitioners and/or professors in the discipline.

2. Requests for Course Modifications to the following existing courses for inclusion in the curriculum of the proposed concentration to be offered at Campus 1 and Campus 5.

- a. Course Modification --HED 8123 Organization and Governance in Higher Education (Campus 1 and Campus 5)
- b. Course Modification --HED 8133 Curriculum and Instruction in Higher Education (Campus 1 and Campus 5)

3. Requests for Course Additions for the following courses for inclusion in the curriculum of the proposed concentration to be offered at Campus 1 and Campus 5.

- a. Course Addition --HED 8613 Academic Scholarship in Higher Education
- b. Course Addition--HED 8623 Diversity, Globalization, and the College Student
- c. Course Addition --HED 8633 History of American Higher Education
- d. Course Addition --HED 8643 Advanced Legal Principles in Higher Education
- e. Course Addition --HED 8653 Finance and Higher Education
- f. Course Addition --HED 8673 Planning and Institutional Research in Higher Education
- g. Course Addition --HED 8683 Policy Issues in Higher Education



4. Request for Course Additions of HED courses, Course Modifications to cross list EDA courses to HED courses, and cross list HED Courses to EDA courses. The following courses are in the existing concentration, P-12 School Leadership. These courses are requested for inclusion in the core for both the existing concentration and the proposed concentration. The courses will be offered at Campus 1.
- a. Course Modification (Cross-List to HED) EDA 8223 Seminar in Administration
 - b. Course Modification (Cross-List to HED) EDA 8283 Educational Leadership
 - c. Course Modification (Cross-List to HED) EDA 8353 Applications of Theory to Educational Administration
 - d. Course Modification (Cross-List to HED) EDA 8383 Ethical Decision Making in Educational Administration
 - e. Course Addition (Cross-List to EDA) HED 8223 Seminar in Administration
 - f. Course Addition (Cross-List to EDA) HED 8283 Educational Leadership
 - g. Course Addition (Cross-List to EDA) HED 8353 Applications of Theory to Educational Administration
 - h. Course Addition (Cross-List to EDA) HED 8383 Ethical Decision Making in Educational Administration

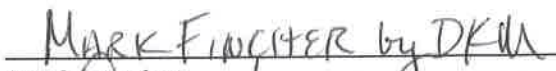
Signed,

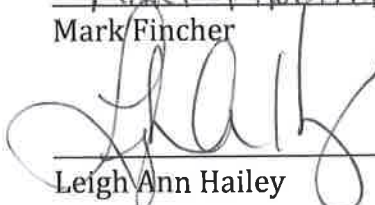

James E. Davis, Interim Department Head


Jack Blendinger


Linda Coats


Angela Farmer

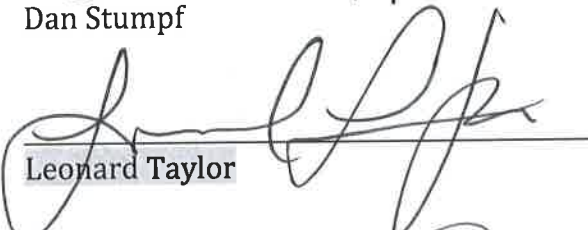

Mark Fincher (SEE ATTACHED)



Leigh Ann Hailey


Stephanie King


Danielle Molina


Dan Stumpf


Leonard Taylor


Penny Wallin (SEE ATTACHED)

Molina, Danielle

From: Wallin, Penny
Sent: Thursday, August 25, 2016 7:43 AM
To: Molina, Danielle; Fincher, Mark
Cc: Davis, James
Subject: Re: Request for Departmental Signature

I have read the letters and concur with the message.
Please sign my name to both letters to submit to UCCC.
Wishing you well,
Penny Wallin

Penny Wallin, Ed.D.
Assistant Professor, Educational Leadership
Mississippi State University-Meridian
1000 Highway 19 N.
Meridian, MS 39307-5799
601.310.1095

From: Molina, Danielle
Sent: Wednesday, August 24, 2016 4:56 PM
To: Fincher, Mark; Wallin, Penny
Cc: Davis, James
Subject: Request for Departmental Signature

Mark and Penny,

As you know, I submitted a series of program proposals to the Box Committee in Spring 2016 to relocate my master's program in Student Affairs from Counselor Education to Educational Leadership. In addition, we have proposed a doctoral concentration in Higher Education through the Department of Educational Leadership. The changes were passed by Box pending edits. Those edits are now complete and I am working to get the final paperwork to UCCC by this Friday. One of the requests was to have a clean set of faculty signatures in support of the proposals. Therefore, I was wondering if you would be willing to review the enclosed proposals and either provide permission to sign in your name or sign the signature page and return a copy to me via email.

Thanks so much for your time.

Take care.

Danielle

Danielle K. Molina, Ph.D.
Program Coordinator/Assistant Professor of Student Affairs

Department of Educational Leadership
Allen 250B, Mailstop 9698

Molina, Danielle

From: Fincher, Mark
Sent: Thursday, August 25, 2016 10:09 AM
To: Molina, Danielle
Subject: Re: Request for Departmental Signature

That makes perfect sense. Go ahead and sign with my permission. We are having printer problems at the moment and I don't want you to have to wait.
Mark

From: Molina, Danielle
Sent: Thursday, August 25, 2016 9:59 AM
To: Fincher, Mark; Wallin, Penny
Cc: Davis, James
Subject: RE: Request for Departmental Signature

We are absolutely open to that possibility, just didn't want to step on the toes of the Community College programs from the perspective of program duplication. ☺

Yes, if you would like, please just sign and scan back to me (or I can sign with your permission, whichever is easier).

Take care.

Danielle

Danielle K. Molina, Ph.D.
Program Coordinator/Assistant Professor of Student Affairs

Department of Educational Leadership
Allen 250B, Mailstop 9698
Mississippi State, MS 39762
P: 662-325-9324
F: 662-325-0975
DMolina@colled.msstate.edu
www.msstate.edu

From: Fincher, Mark
Sent: Thursday, August 25, 2016 9:39 AM
To: Molina, Danielle <dmolina@colled.msstate.edu>; Wallin, Penny <PWallin@meridian.msstate.edu>
Cc: Davis, James <jed11@colled.msstate.edu>
Subject: Re: Request for Departmental Signature

Danielle,



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January 27, 2016

Ms. Turner:

In an effort to properly adjust technical aspects of the UCCC online course submission system prior to submitting course and program modifications, this letter outlines key administrative changes related to recent reorganization efforts in the College of Education:

1. The Department of Leadership and Foundations has been renamed The Department of Educational Leadership
2. Previously housed in Counselor Education under the Department of Counseling and Educational Psychology, The Student Affairs master's program has been moved to the Department of Educational Leadership.
3. The Department of Counseling and Educational Psychology has been renamed The Department of Counseling, Educational Psychology, and Foundations.
4. Previously housed in the Department of Leadership and Foundations, the Educational Foundations area has been moved to the Department of Counseling, Educational Psychology, and Foundations.

As a result, the following changes to course oversight should be reflected in the UCCC online course submission system:

1. The Department designated with oversight for the following courses should be changed to Counseling, Educational Psychology, and Foundations:
 - a. EDF 9353 Interdisciplinary Seminar in Education (currently deleted)
 - b. EDF 8613 Leadership Intern II (currently deleted)
2. The Department designated with oversight for the following courses should be changed to Educational Leadership:
 - a. COE 3883: Student Leadership in Higher Education
 - b. COE 4513: Paraprofessionals in Student Affairs
 - c. COE 6513: Paraprofessionals in Student Affairs
 - d. COE 8523: Student Development Theory
 - e. COE 8533: Literature of Student Affairs
 - f. COE 8543: Legal Issues
 - g. COE 8553: Student Affairs in Higher Education
 - h. COE 8563: Introduction to Assessment in Student Affairs



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- i. HED 2990: Special Topic in HED (currently deleted)
- j. HED 4990: Special Topic in HED (currently deleted)
- k. HED 6990: Special Topic in HED (currently deleted)
- l. HED 7000: Individual Study in Higher Education
- m. HED 8113: Administrative Leadership in Higher Education and Student Affairs
- n. HED 8123: University and Community College Governance
- o. HED 8133: University and Community College Instruction
- p. HED 8143: U/CC Seminar
- q. HED 8153: U/CC Curriculum Development (currently deleted)
- r. HED 8710: Practicum in University and Community College (currently deleted)
- s. HED 8720: U/CC Internship (currently deleted)
- t. HED 8990: Special Topics in Higher Education

Also, the following workflow changes should be reflected in the UCCC online course submission system:

1. The workflow for all courses listed under the HED prefix should be changed to reflect the Educational Leadership hierarchy of signatories (e.g., Dr. Coats, Dr. Davis)
2. The workflow for all COE courses listed above should be changed to reflect the Educational Leadership hierarchy of signatories (e.g., Dr. Coats, Dr. Davis)
3. The workflow for all courses listed under the EDF prefix listed above should be changed to reflect the Counseling, Educational Psychology, and Foundations hierarchy of signatories (e.g., Dr. Gadke, Dr. Morse)

This request has been reviewed and approved by the following departmental administrators at Mississippi State University:

1/27/2010

Dr. David T. Morse
Department Head, Department of Counseling, Educational Psychology, and Foundations

Dr. Ed Davis
Department Head, Department of Educational Leadership

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering **Department:** Agricultural & Biological Engineering
Contact Person: Steve Elder **Mail Stop:** 9632 **E-mail:** selder@abe.msstate.edu
Nature of Change: Add New Degree - IHL Approval Required **Date:**
Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Science **Effective Date:** Fall 2017
Major: Biological Engineering **Concentration:** Biomedical Engineering

New Degree Program Name: Bachelor of Science
Major: Biomedical Engineering **Concentration:** None

Summary of Proposed Changes:

We propose to formalize the biomedical engineering concentration within the biological engineering major into its own degree program. The requirements will be identical to those of the existing concentration. Until recently, the IHL had agreed that only Jackson State would be allowed to offer the B.S. in Biomedical Engineering, but it has now allowed other institutions to go forward with plans to offer the same degree. Creation of this program will accurately reflect our rich history and longstanding commitment to biomedical engineering at Mississippi State. Excellent teaching and research resources are already in place to support this degree program.


 Department Head 8/25/16


 Chair, College or School Curriculum Committee 10/04/2016


 Dean of College or School 10/06/2016

Chair, University Committee on Courses and Curricula _____

Chair, Graduate Council (if applicable) _____

Chair, Deans Council _____

<input type="checkbox"/>	SACS Letter Sent
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I. Catalog Description

PROPOSED New Degree	
Degree: Bachelor of Science Major: Biomedical Engineering Concentration: None.	
Biomedical Engineering is a growing interdisciplinary field of engineering that integrates engineering and life sciences to solve problems associated with the human body and human health. The curriculum is built on a core of fundamental math/physics/engineering courses which is similar across all engineering disciplines. It is distinguished by a wide range of life science courses and specialized biomedical engineering courses such as computational modeling, biomechanics, biomaterials, and bioinstrumentation. The curriculum also includes a two-semester capstone design course. It is designed to comply with current requirements for ABET accreditation. Apart from preparing students to work in biomedical industry, the B.S. in Biomedical Engineering is an excellent foundation for graduate study in many fields, including further study of biomedical engineering. It is also good preparation for entry into professional schools, including medical school, dental school, veterinary school, and law school.	
Although there are no concentrations, a student may emphasize in an area of interest through deliberate selection of engineering electives.	
Proposed Curriculum Outline	Required Hours
English (General Education): EN 1103 English Comp I OR EN 1163 Accelerated Comp I EN 1113 English Comp II OR EN 1173 Accelerated Comp II	6
Fine Arts (General Education): Any Gen Ed course	3
Natural Sciences See major	6-8
Extra Science (if appropriate) See major	
Math (General Education): See major	6-9
Humanities (General Education): Any Gen Ed course	6
Social/Behavioral Sciences (Gen Ed): Any Gen Ed course	6
Major Core Courses	
<u>Math and Basic Science</u> MA 1713 Calculus I MA 1723 Calculus II MA 2733 Calculus III MA 2743 Calculus IV MA 3253 Differential Equations I CH 1213 Chemistry I CH 1211 Investigations in Chemistry I CH 1223 Chemistry II CH 1221 Investigations in Chemistry II CH 2503 Elementary Organic Chemistry OR CH 4513 Organic Chemistry I	44

CH 2501 Elementary Organic Chem Lab OR CH 4511 Organic Chemistry I Lab PH 2213 Physics I PH 2223 Physics II BIO 1134 Biology I BIO 3304 General Microbiology BCH 4013 Principles of Biochemistry OR BCH 4603 General Biochemistry	
<u>Engineering Topics</u> ABE 1911 Intro to Engineering in Life Sciences ABE 1921 Intro to Engineering Design ABE 4803 Biosystems Simulation ABE 3413 Bioinstrumentation I ABE 3303 Transport in Biological Environment ABE 4323 Physiological Systems in Biomedical Engineering ABE 4423 Bioinstrumentation II ABE 3813 Biophysical Properties of Materials ABE 4813 Principles of Engineering Design ABE 4833 Practices of Engineering Design ABE 4911 Engineering Seminar MA 3123 Introduction to Statistical Inference EM 2413 Engineering Mechanics I EM 2433 Engineering Mechanics II EM 3213 Mechanics of Materials EM 3313 Fluid Mechanics	42
<u>Oral Communication Requirement</u> Fulfilled in GE 3513 and other ABE courses	
<u>Writing Requirement</u> GE 3513 Technical Writing	3
<u>Computer Literacy</u> Fulfilled in Engineering Topics courses	
<u>Restricted Electives</u> Biological Science Elective * Engineering Elective (at least 6 hours must be ABE electives)** Engineering Elective OR Math/Physics Elective (3 credit hours)***	3 12 3
*Bio Sci Electives: BIO 2103 Cell Biology, BIO 3004 Human Anatomy, BIO 3014 Human Physiology, BIO 3103 Genetics I, BIO 3504 Comparative Anatomy, BIO 3524 Biology of Vertebrates, BIO 4113 Evolution, BIO 4114 Cellular Physiology, BIO 4133 Human Genetics, BIO 4143 Population Genetics, BIO 4405 Pathogenic Microbiology, BIO 4413 Immunology, BIO 4433 Principles of Virology, BIO 4503 Vertebrate Histology, BIO 4504 Comparative Vertebrate Embryology, BIO 4514 Animal Physiology, ADS 4613 Physiology of Reproduction, BCH 4113 Essentials of Molecular Genetics, CVM 2443 Essentials of Biotechnology	
**Engineering Electives: ABE 4523 Biomedical Materials, ABE 4613 Biomechanics, ABE 4723 Tissue Engineering and Regeneration, ABE 4624 Experimental Methods in Materials Research, ABE 4513 Dynamics of Aging, ABE 4533 Rehabilitation Engineering, EM 4123 An Introduction to the Finite Element Method, EM 4133 Mechanics of Composite Materials, EM 4213	

<p>Advanced Mechanics of Materials, ME 3113 Engineering Analysis, ME 3533 Thermodynamics, ME 4123 Failure of Engineering Materials, ME 4743 Labview, ME 4833 Intermediate Fluid Mechanics, EG 1143 Graphic Communication, CSE 4613 Bio-computing, CSE 4623 Computational Biology, IE 3913 Engineering Economy, IE 4113 Human Factors Engineering, IE 4173 Occupational Safety Engineering, IE 4553 Engineering Law and Ethics, IE 4733 Linear Programming, IE 4743 Engineering Design Optimization, ECE 3714 Digital Devices and Logic Design , ECE 3443 Signals and Systems</p> <p>***Math/Physics Electives: MA 3113 Introduction to Linear Algebra, MA 3353 Differential Equations II, MA 4143 Graph Theory, MA 4373 Introduction to Partial Differential Equations, PH 2233 Physics III, PH 3613 Modern Physics, PH 4113 Elec Circuit Scien</p>	
Concentration Courses	
N/A	
Total Hours	128

II. Curriculum Outline

The requirements above are the same as those for the BE B.S. with a concentration in Biomedical Engineering, in which 346 students are currently enrolled. There are no course additions or modifications associated with this proposal. The proposed curriculum adheres to the General Education course and credit hour requirements and allows students to demonstrate competencies in computer literacy (e.g., ABE 4803 Biosystems Simulation), junior/senior level writing (GE 3513 Technical Writing), and public speaking. For students prepared to take CH 1213 Chemistry I and MA 1713 Calculus I as entering freshmen, the curriculum is designed to facilitate graduation in four years (see flowchart below).

SEMESTER 1	F	CH 1213 Chemistry I	CH 1211 Invst In Chem I	BIO 1134 L Biology I	MA 1713 Calculus I	*Soc / Beh Sci Elective (3h)	EN 1103 English Comp I	F ABE 1911 Engr In Life Sci	18
SEMESTER 2	S	CH 1223 Chemistry II	CH 1221 Invst In Chem II	*Humanities Elective (3h)	MA 1723 Calculus II	PH 2213 Physics I	EN 1113 English Comp II	S ABE 1921 Intro to Engr Des	17
SEMESTER 3	F		*Biological Sci Elective (3h)	EM 2413 Engr Mech I	MA 2733 Calculus III	PH 2223 L Physics II	MA 3123 Intro to Infer Stats		15
SEMESTER 4	S	CH 2503 Elem Organic	CH 2501 Elem Organic Lab	EM 2433 Engr Mech II	MA 2743 Calculus IV	**Engineering Elective (3h)	S ABE 4803 Biosys Simulation		16
SEMESTER 5	F	BCH 4013 Princ Biochem	*Soc / Beh Sci Elective (3h)	EM 3213 Mech of Materials	MA 3253 Diff Equations	F ABE 3413 L Bio Instrum I			15
SEMESTER 6	S	BIO 3304 L Gen Microbio			S ABE 3303 Trans In Biol Env	S ABE 4423 L Bio Instrum II	S ABE 3813 L Biophy Prop of Mat	GE 3513 Tech Writing	16
SEMESTER 7	F		F ABE 4911 Engr Seminar	F **ABE Elective (3h)	F **ABE Elective (3h)	**Engineering Elective (3h)	F ABE 4323 Phys Systems In Biomed Engr	F ABE 4813 Princ Engr Design	16
SEMESTER 8	S	**Engineering OR Math/Physics Elective (3h)		EM 3313 Fluid Mechanics	*Fine Arts Elective (3h)	*Humanities Elective (3h)		S ABE 4833 Pract Engr Design	15

Biomedical Engineering is the rapidly growing interdisciplinary field of engineering that studies the integration of the engineering and biomedical sciences to solve problems associated with the human body and human health. The department has a rich history of biomedical engineering research and teaching that goes back to the early 1970s when the Biological Engineering curriculum at MSU was in its infancy. Students in biomedical engineering are required to take 128 semester hours, designed to be completed in four academic calendar years. They must meet the Board of Trustees Core, MSU General Education Core, and Bagley College of Engineering requirements. In the senior year, a two-semester capstone design course is required, ending in

presentation of the design to visiting and local professionals. They will gain knowledge in biomechanics, biomaterials, bioinstrumentation, physiology, and other topic areas germane to the field. The responsibilities of the Biomedical Engineer may include the need for more complex medical procedures or devices, the replacement of living organs and artificial organs, the use of new technologies to assist the disabled, and the creation of new engineering designs based on the inherently creative characteristics of living systems. The curriculum in Biomedical Engineering is designed to give the student a thorough grounding in the basic sciences of mathematics, physics, chemistry, taken with and followed by a series of courses in the engineering and biological sciences and biomedical engineering.

The biomedical engineering program will seek ABET accreditation (under the requirements for “Bioengineering, Biomedical, and Similarly Named Engineering Programs”) through the Engineering Accreditation Commission (EAC) during the 2019-2020 review cycle. ABET is a nonprofit, non-governmental organization that accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. ABET provides specialized, programmatic accreditation that evaluates an individual program of study, rather than evaluating an institution as a whole.

ABET accreditation, which is voluntary and achieved through a peer review process, provides assurance that a college or university program meets the quality standards established by the profession for which the program prepares its students. ABET is recognized by the Council for Higher Education Accreditation (CHEA). All engineering programs in the Bagley College of Engineering are currently accredited through the EAC and will undergo their next review in 2017-2018. A program cannot request initial accreditation until it has at least one graduate prior to the academic year when the on-site review occurs.

III. Student Learning

The program educational objectives were adopted from the current BE/BME educational objectives. They are reviewed every three years to ensure they are relevant to the profession, consistent with the university mission, and meet the needs of the program constituents. The program constituents have been identified as alumni, employers of BME alumni, Professional and Graduate schools that admit BME graduates, and biomedical engineering professionals. There are no formal concentrations or tracks within the program. However, students may use 5 engineering electives to specialize in a particular area if they so desire.

The educational objectives are as follows:

Within three years of graduation, graduates should:

1. Be actively involved in healthcare delivery, engineering/scientific research, manufacturing and quality control, FDA approval and monitoring, technical sales, intermediating between physicians and engineers, public relations or other academic/professional activity that leverages their training as biomedical engineers.
2. Demonstrate the need for lifelong learning through attainment of a graduate/professional degree, professional licensure, or participation in on-the-job training programs.
3. Work successfully as part of a corporate or academic team and function as a responsible professional.
4. Demonstrate effective communication of technical information through in-house industrial presentations, presentation at professional society conferences, publication in peer-reviewed journals, or teaching.

The primary assessment tools for these outcomes will be the Bagley College of Engineering exit survey and an alumni survey administered annually. Graduates will be sent an email message asking for their voluntary participation in a survey developed using one of the many online survey tools such as SurveyMonkey (www.surveymonkey.com). In addition updating contact information, the survey will include the following questions directly related to the educational objectives:

1. Which of the following best characterizes your current job?
 - a. Not employed
 - b. Healthcare delivery
 - c. Engineering/scientific research related to human health, animal health, or food
 - d. Manufacturing and/or quality control of biomedical product or food
 - e. Regulatory compliance of medical product or food
 - f. Technical sales related to biomedical engineering
 - g. Liaison between physicians and engineers
 - h. Public relations for medical products
 - i. Technical job unrelated to health or food
 - j. Non-technical job
2. Regarding continuing education and/or acquisition of new skills, in which of the following are you currently engaged (select all that apply)?
 - a. Enrolled in graduate/professional degree program
 - b. Seeking professional licensure
 - c. Apprenticing or participating in on-the-job training programs sponsored by your employer
 - d. Independent study
3. Would you say that you work successfully as part of a corporate or academic team?
 - a. Yes
 - b. No
4. In which of following ways have you demonstrated effective communication of technical information (select all that apply)?
 - a. Internal oral presentations at meetings or seminars
 - b. Preparation of technical reports or bulletins
 - c. Presentation at professional society conferences
 - d. Publication in peer-reviewed journals
 - e. Teaching

Responses to the ABE Survey will be used in conjunction with responses to the Bagley College Exit Survey as shown below.

Educational Objective	Assessment tools
1	<p>BCoE Exit Survey>Future Plans:</p> <ul style="list-style-type: none"> • What are your immediate plans for employment upon graduation from this institution? <p>BCoE Exit Survey>Future Employment</p> <ul style="list-style-type: none"> • Which best describes your current stage in the employment search process? • If you have accepted a position, please tell us the organization name and your role. <p>BCoE Exit Survey>Student Outcomes</p> <ul style="list-style-type: none"> • To what degree are you confident that you can <ul style="list-style-type: none"> ○ Apply your knowledge of mathematics, science, applied science? ○ Design experiments? ○ Conduction experiments? ○ Analyze data? ○ Interpret data? ○ Formulate or design a system to meet desired needs? <p>ABE Survey Question #1</p>
2	<p>BCoE Exit Survey>Future Plans</p> <ul style="list-style-type: none"> • Do you plan to pursue additional education within six months after graduation from this institution? <p>BCoE Exit Survey>Continuing Education</p> <ul style="list-style-type: none"> • Which best describes your plans to continue your education? • Which best describes your current stage in the application process? • If you have decided where you will be studying, what is the name of the program and institution where you will be studying? <p>ABE Survey Question #2</p>
3	<p>BCoE Exit Survey>Student Outcomes</p> <ul style="list-style-type: none"> • To what degree are you confident that you can function on multidisciplinary teams? <p>ABE Survey Question #3</p>
4	<p>BCoE Exit Survey>Student Outcomes</p> <ul style="list-style-type: none"> • To what degree are you confident that you can communicate effectively? <p>ABE Survey Question #4</p>

IV. Support

See letter of support on following pages.

V. Proposed 4-Letter Abbreviation

BME



MISSISSIPPI STATE UNIVERSITYTM

Agricultural and Biological Engineering
Box 9632
Mississippi State, MS 39762
(662) 325-3282 / FAX (662) 325-3853

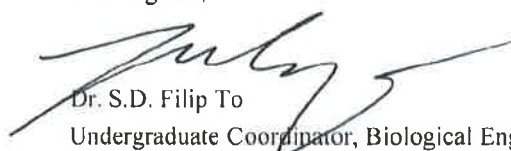
Date: August 24, 2016

Dr. Dana Franz, Chair
University Committee on Courses and Curricula
Mississippi State University


Dear Dr. Franz,

The faculty of the Agricultural & Biological Engineering Department has reviewed the proposal to create the Bachelor of Science degree program in Biomedical Engineering and has voted to endorse the proposal. The faculty understands that this major will be identical with respect to requirements and will replace the existing Biomedical Engineering concentration of the Biological Engineering major. If this proposal is approved the department will oversee Bachelor of Science degree programs in Biological Engineering *and* Biomedical Engineering.

With regards,



Dr. S.D. Filip To
Undergraduate Coordinator, Biological Engineering



Steven Elder
Undergraduate Coordinator, Biomedical Engineering (prospective)



MISSISSIPPI STATE UNIVERSITYTM

Agricultural and Biological Engineering
Box 9632
Mississippi State, MS 39762
(662) 325-3282 / FAX (662) 325-3853

We, the undersigned, support the proposed creation of the Biomedical Engineering B.S. degree program.

RAJ PRABHU
Printed Name

Signature

8/24/2016
Date

JOEL O. PAZ
Printed Name

Signature

8/25/2016
Date

PREM PARAJULI
Printed Name

Signature

8/25/2016
Date

Jun Liao
Printed Name

Signature

8/25/2016
Date

Anna Linhoss
Printed Name

Signature

8/25/2014
Date

C. LaShan Simpson
Printed Name

Signature

8/25/2014
Date

LAKESHA Williams
Printed Name

Signature

8/25/2014
Date

Renita Horton
Printed Name

Signature

8/25/2016
Date

Steve Elder
Printed Name

Signature

8/25/2016
Date

Fei Yu
Printed Name

Signature

8/25/2016
Date

Thomas Cathcart
Printed Name

Signature

8-25-2016
Date

Lauren Priddy
Printed Name

Signature

08-29-2016
Date

V. Proposed 4-Letter Abbreviation

BME

Appendix 8: New Degree Program Proposal

Institution:			
Date of Implementation:	Six Year Cost of Implementation:	Per Student Cost of Implementation:	
Fall 2017	\$360,000	\$492	
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:			Six Digit CIP Code:
Biomedical Engineering			14.0501
Degree(s) to be Awarded:		Credit Hour Requirements:	
Bachelor of Science		128	
List any institutions within the state offering similar programs:			
Jackson State University			
Responsible Academic Unit(s):		Institutional Contact:	
Dept. of Agricultural & Biological Engineering, Bagley College of Engineering		Dr. Judith Bonner, Provost and Executive Vice President	
Check one of the boxes below related to SACS COC Substantive Changes.			
<input checked="checked" type="checkbox"/> Proposed Program <u>is Not</u> a Substantive Change		<input type="checkbox"/> Proposed Program <u>is</u> a Substantive Change	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	196*	Year One	33
Year Two	97	Year Two	41
Year Three	102	Year Three	48
Year Four	107	Year Four	51
Year Five	112	Year Five	53
Year Six	118	Year Six	56
Total	732	Total	282
Program Summary:			
<p>The proposed Bachelor of Science in Biomedical Engineering is a formalization of our existing concentration in Biomedical Engineering within the Biological Engineering major. In the Fall of 2015 there were 330 students enrolled in the Biomedical Engineering concentration. The curriculum builds upon a core of fundamental engineering and life science courses. These include mathematics, physics, chemistry, engineering mechanics, biology, and microbiology. They lay the foundation for discipline-specific courses such as computational modeling of physiological systems, transport in physiological environments, biophysical properties of materials, biomechanics, biomedical materials, and tissue engineering. The curriculum features a two-semester capstone senior design course in which students design and build functional prototypes of devices, which fulfill real medical and academic research needs. Our graduates are prepared for a wide range of careers in the healthcare industry, including medical device design and manufacturing, pharmaceutical testing and development, and technical sales. They are also prepared to enter graduate and professional programs such as biomedical engineering, medicine, and dentistry. The proposed program will facilitate the sustained growth in production of graduates who are capable of meeting the great demand for more healthcare practitioners in Mississippi. It will also contribute to the highly skilled workforce needed to support Mississippi's burgeoning healthcare industry.</p>			
Institutional Executive Officer Signature		Date	

Institution:

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

The Biomedical Engineering B.S. degree program will be administered within the Department of Agricultural and Biological Engineering. Specific responsibility for the design and review of the curriculum will be the purview of the Department's Undergraduate Curriculum Committee. Degree and course additions, modifications, and deletions are subject to approval by the larger faculty (University Course and Curriculum Committee). Faculty advisors will be assigned to assist students in choosing electives that will meet their personal career objectives, and to set career goals.

Undergraduate Curriculum Committee:

Steve Elder, Professor and Undergraduate Coordinator
Suminto Darto To, Professor
Jun Liao, Associate Professor
Lakiesha Williams, Associate Professor
Renita Horton, Assistant Professor
Rajkumar Prabhu, Assistant Professor
Lauren Priddy, Assistant Professor
LaShan Simpson, Assistant Professor

Other Faculty Teaching in the Curriculum (not listed above):

Jonathan Pote, Professor and Head
Thomas Cathcart, Professor
Anna Linhoss, Assistant Professor
Prem Parajuli, Associate Professor
Joel Paz, Associate Professor
Radha Srinivasan, Associate Professor
Fei Yu, Associate Professor
Ganesh Bora, Associate Professor

Other Faculty Members in the Bagley College of Engineering:

James Warnock, Professor and Associate Dean for Academic Affairs

2. Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

The program educational objectives were adopted from the current biological engineering program, biomedical concentration educational objectives. They are reviewed every three years to ensure they are relevant to the profession, consistent with the university mission, and meet the needs of the program constituents. The program constituents have been identified as alumni, employers of BME alumni, Professional and Graduate schools that admit BME graduates, and biomedical engineering professionals. There are no formal concentrations or tracks within the program. However, students may use 5 engineering electives to specialize in a particular area if they so desire.

The educational objectives are as follows:

Within a few years of graduation, graduates should:

1. Be actively involved in engineering/scientific research, manufacturing and quality control, FDA approval and monitoring, technical sales, intermediating between physicians and engineers, public relations or other academic/professional activity that leverages their training as biomedical engineers.
3. Demonstrate the need for lifelong learning through attainment of a graduate/professional degree, professional licensure, or participation in on-the-job training programs.
4. Work successfully as part of a corporate or academic team and function as a responsible professional.
5. Demonstrate effective communication of technical information through in-house industrial presentations, presentation at professional society conferences, publication in peer-reviewed journals, or teaching.

3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

There are no special admission requirements for the degree program other than those that apply to all programs in the Bagley College of Engineering. Those requirements are as follows:

For regular admission to the biomedical engineering program as a freshman, students must be admitted to Mississippi State University, complete the following high school academic core: four units of English, four units of mathematics (algebra, geometry, trigonometry), three units of science (chemistry and either biology or physics), three units of social studies and/or foreign languages and two units of electives, and meet any one of the following criteria:

- Have a composite score greater than or equal to 23 on the ACT or 1060 on the SAT
- Have a composite score of 20, 21, or 22 on the ACT or between 940 and 1050 on the SAT with a high school GPA of 3.00 or greater on academic core courses listed above
- Have any ACT or SAT score with a high school GPA of 3.5 or greater on academic core courses listed above.

Transfer students are accepted from accredited institutions including community colleges and four-year institutions of higher learning. Students must meet the university requirements for admission from other institutions, including being in good standing at the last college or university. The university registrar checks the credentials of the institutions from which the student is applying and verifies its accreditation. All transfer students meeting the minimum Bagley College of Engineering entry requirements for transfer students are admitted to the BME program.

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

The biomedical engineering program will seek ABET accreditation (under the requirements for "Bioengineering, Biomedical, and Similarly Named Engineering Programs") through the Engineering Accreditation Commission (EAC) during the 2019-2020 review cycle. ABET is a nonprofit, non-governmental organization that accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. ABET provides specialized, programmatic accreditation that evaluates an individual program of study, rather than evaluating an institution as a whole.

ABET accreditation, which is voluntary and achieved through a peer review process, provides assurance that a college or university program meets the quality standards established by the profession for which the program prepares its students. ABET is recognized by the Council for Higher Education Accreditation (CHEA). All engineering programs in the Bagley College of Engineering are currently accredited through the EAC and will undergo their next review in 2017-2018. A program cannot request initial accreditation until it has at least one graduate prior to the academic year when the on-site review occurs. While this program already graduates students meeting the program requirements, by 2019 every student graduating will have met them.

5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

Biomedical Engineering is the rapidly growing interdisciplinary field of engineering that studies the integration of the engineering and biomedical sciences to solve problems associated with the human body and human health. The department has a rich history of biomedical engineering research and teaching that goes back to the early 1970s when the Biological Engineering curriculum at MSU was in its infancy. Students in biomedical engineering are required to take 128 semester hours, designed to be completed in four academic calendar years. They must meet the Board of Trustees Core, MSU General Education Core, and Bagley College of Engineering requirements. In the senior year, a two-semester capstone design course is required, ending in presentation of the design to visiting and local professionals. They will gain knowledge in biomechanics, biomaterials, bioinstrumentation, physiology, and other topic areas germane to the field. The responsibilities of the Biomedical Engineer may include the need for more complex medical procedures or devices, the replacement of living organs and artificial organs, the use of new technologies to assist the disabled, and the creation of new engineering designs based on the inherently creative characteristics of living systems. The curriculum in Biomedical Engineering is designed to give the student a thorough grounding in the basic sciences of mathematics, physics, chemistry, taken with and followed by a series of courses in the engineering and biological sciences and biomedical engineering (see flowchart below).

SEMESTER 1	F	CH 1213 Chemistry I	CH 1211 Invest in Chem I	BIO 1134 Biology I	MA 1713 Calculus I	*Soc / Beh Sci Elective (3h)	EN 1103 English Comp I	F ABE 1911 Engr In Life Sci	18
SEMESTER 2	S	CH 1223 Chemistry II	CH 1221 Invest in Chem II	*Humanities Elective (3h)	MA 1723 Calculus II	PH 2213 Physics I	EN 1113 English Comp II	S ABE 1921 Intro to Engr Des	17
SEMESTER 3	F		*Biological Sci Elective (3h)	EM 2413 Engr Mech I	MA 2733 Calculus III	PH 2223 Physics II	MA 3123 Intro to Infer Stats		15
SEMESTER 4	S	CH 2503 Elem Organic	CH 2501 Elem Organic Lab	EM 2433 Engr Mech II	MA 2743 Calculus IV	**Engineering Elective (3h)	S ABE 4803 Bioey Simulation		16
SEMESTER 5	F	BCH 4013 Princ Biochem	*Soc / Beh Sci Elective (3h)	EM 3213 Mech of Materials	MA 3253 Diff Equations	F ABE 3413 Bio Instrum I			15
SEMESTER 6	S	BIO 3304 Gen Microbio			S ABE 3303 Trans in Biol Env	S ABE 4423 Bio Instrum II	S ABE 3813 Biophy Prop of Mat	GE 3513 Tech Writing	16
SEMESTER 7	F		F ABE 4911 Engr Seminar	F **ABE Elective (3h)	F **ABE Elective (3h)	**Engineering Elective (3h)	F ABE 4323 Phys Systems in Biomed Engr	F ABE 4813 Princ Engr Design	16
SEMESTER 8	S	**Engineering OR *Math/Physics Elective (3h)		EM 3313 Fluid Mechanics	*Fine Arts Elective (3h)	*Humanities Elective (3h)		S ABE 4833 Pract Engr Design	15

6. Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

The teaching faculty consists of fifteen professorial faculty. All are highly experienced in aspects of the intersection between biology and engineering. Seven faculty members are engaged almost exclusively in biomedical engineering research, and six of them earned a doctoral degree in biomedical engineering. They have garnered support for their research from the National Institutes of Health, the National Science Foundation, and the American Heart Association, among others. The remaining faculty members extend their interests into animals, microbes, and plants and generally have degrees in biological engineering. Of the three most recently hired faculty members, one is a biomedical engineering researcher who specializes in human bone regeneration, one focuses on instrumentation in biological systems, and one studies the prevention and spread of disease. The Bagley College of Engineering is currently undergoing another round of strategic hiring, and we hope to attract applications from candidates who specialize in prosthetics, tissue engineering, biosensors, or bioinstrumentation.

7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

Mitchell Memorial Library has extensive holdings in all aspects of medicine, due in part to the College of Veterinary Medicine. In addition, the library subscribes to journals from several major publishers such that the MSU faculty has immediate electronic access to most journals of interest. The library has reciprocal sharing agreements with many other libraries, including those at institutions with medical schools. Thus any article which is not immediately accessible can usually be acquired within a day or two via interlibrary loan. Furthermore, the library faculty and staff are well trained to assist students with literature searches, and they offer many workshops to support preparation of theses and dissertations. It is noted that a recent agreement by all the schools in the SEC will further expand library access for faculty, staff, and students.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

In general, program effectiveness will be monitored through the procedures required for ABET accreditation:

Internal Assessment

The biomedical engineering program will adopt the 11 student outcomes that are required to meet EAC criterion 3. By the time of graduation, students within the BME program will have:

- a. an ability to apply knowledge of mathematics, science, and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d. an ability to function on multidisciplinary teams
- e. an ability to identify, formulate, and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

These student outcomes support the attainment of the program educational objectives by BME graduates. Each student outcome will be supported by a minimum of three required courses in the curriculum to ensure students develop their knowledge, skills and behavior.

For the purposes of program continuous improvement, summative assessments will be carried out in upper level courses. The student cohort will be assessed using three appropriate methods, including direct methods such as locally developed exams, written assignments, oral exams, and quizzes, and indirect methods such as exit surveys and student focus groups. The program faculty will be responsible for designing the assessments, creating rubrics and collecting data. Evaluation of the assessment data and recommendations for program improvement will be performed on an annual basis and will be the responsibility of the program faculty.

Admission and retention rates are tracked by the Office of Institutional Research and Effectiveness, and they are compiled and examined annually by the Bagley College Associate Dean of Academic Affairs. Placement of graduates and changes in market need/demand for our students will be evaluated using the Bagley College exit survey as well as by consulting our Industrial Advisory Board, which meets annually.

9. What is the specific basis for formulating the number of graduates expected in the first six years?

All of our assumptions are based on current enrollment figures in the BME concentration. The projected number of freshmen who will enroll in the program in Year One and each subsequent year assumes a 5% growth rate from the previous year. We estimate that 75% of those students enrolled in Biological Engineering will transfer/enroll in the Biomedical Engineering degree program. The projected number of graduates assumes a 45% attrition rate. It is noted that mentoring, tutoring, and professional development activities within the Bagley College of Engineering have increased this rate.

Additionally, the projected number of graduates is, in part, based on the attractiveness of job opportunities, rewarding careers and very competitive salaries for students interested in the Bio-Engineering Sciences. Specifically, the U.S. Bureau of Labor and Statistics states that the present number of available positions in biomedical engineering on the national level as of May 2016 is 22,100, with an anticipated growth rate of 23%. Although statewide statistics through the U.S. BLS are provided for most states, information for Mississippi, Arkansas, Louisiana, and Alabama is not available. We used data from the states adjacent to that cluster, including Tennessee, Florida, Missouri, Georgia, Oklahoma, Texas. Based on this data, the average number of available positions per state as of May 2016 is 425. Typically, just under 50% of our biomedical engineers enter medical school and would not be counted in this total. In addition, many of our students go on to graduate programs across the United States.

According to the U.S. Bureau of Labor and Statistics, the average annual income of biomedical engineers as of May 2014 was \$91,760. Payscale.com reported beginning salaries (0-5 years of experience) between \$45,211 and \$84,788.

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Bagley College of EngineeringDepartment: Computer Science and EngineeringContact Person: Dr. David A. DampierMail Stop: 9637 E-mail: dad6@msstate.eduNature of Change: AddDate Initiated: 8/1/16 Effective Date: 8/16/17Degree to be offered at: Mississippi State University – Starkville Campus

Current Degree Program Name:

Major:

Concentration:

New Degree Program Name: Master of Science in Cyber Security and OperationsMajor: Cyber Security and Operations Concentrations: Cyber Defense/Cyber Operations

Summary of Proposed Changes:

This proposal requests approval for a new Master of Science degree in Cyber Security and Operations. This degree will have two concentrations: Cyber Defense and Cyber Operations.

Approved:

Date:

Donna S. Reese
Department Head

10/4/16

Dr. D. Dampier
Chair, College or School Curriculum Committee

10/04/2016

Donna S. Reese
Dean of College or School

10/6/16

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐ IHL Action Required

☐ SACS Letter Sent

NEW GRADUATE DEGREE OUTLINE FORM

Use the chart below to indicate your new degree outline. Please list required College and Major Required Courses and if appropriate Concentration Courses. Graduate programs that wish to specialize beyond the Major must have at least two concentrations. Add additional rows as needed for programs with more than two concentrations. Expand rows as needed

1. CATALOG DESCRIPTION

PROPOSED New Degree	
Degree: Master of Science Major: Cyber Security and Operations Concentration 1: Cyber Defense Concentration 2: Cyber Operations	
The Master of Science in Cyber Security and Operations is designed for students who wish to help meet the challenges posed by increasing cyber-threats. Using a multidisciplinary approach, the program is designed to provide students with a focused education within a broad analytical framework for evaluating, understanding, and solving cyber security problems. Either concentration will allow a thesis or non-thesis option.	
The Cyber Defense concentration will focus on those aspects of cyber security needed to prepare an enterprise level system to protect itself. Material will prepare the students for developing cyber security policies to comply with existing and future laws, conducting risk assessments in an enterprise to determine compliance with requirements, and implementing security solutions for the enterprise.	
Proposed Curriculum Outline	Required Hours
College Required Courses: CSE 8000: Thesis or Six hours of additional electives in CSE or ECE.	6
Major Required Courses: CSE 6243: Information and Computer Security CSE 6273: Intro to Computer Forensics CSE 6383: Cryptography and Network Security CSE 8723: Cyber Law and Privacy CSE 8743: Advanced Network Security CSE 8011: Graduate Seminar	3 3 3 3 3 1
Concentration 1. Courses: BIS 6113: BIS Security Policy Two additional advanced Cyber Security Electives	3 6
Total Hours	31
The Cyber Operations concentration will focus on those aspects of cyber security that are needed to operate in the cyber domain. Material will prepare the student for advanced operations in the cyber domain such as penetration testing, after action analysis, and malware analysis. This concentration is designed to satisfy the requirements for the Center of Academic Excellence in Cyber Operations program of the Department of Defense.	
Proposed Curriculum Outline	Required Hours
Concentration 2. Courses: CSE 6363: Reverse Engineering of Malware CSE 8713: Advanced Cyber Operations ECE 8823: Wireless Networks	3 3 3
Total Hours	31

2. CURRICULUM OUTLINE

Three new courses are proposed in this degree program and the appropriate paperwork is included in CIM for the new courses. They are:

CSE 8713: Advanced Cyber Operations
CSE 8723: Cyber Law and Privacy
CSE 8743: Advanced Network Security

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Basic Degree Learning Outcomes:

- Students will be prepared to serve in government or industry positions requiring expertise in cyber security, either offense or defense.
- Students will be prepared to understand relevant laws and policies relating to information, computer, and network security.
- Students will be prepared to evaluate security risks and/or vulnerabilities and formulate appropriate solutions to mitigate those risks/vulnerabilities.

Concentrations:

Cyber Defense:

- Students will be prepared to conduct detailed vulnerability assessments to determine risks for cyber attacks.
- Students will be prepared to develop enterprise policies appropriate to the level of the enterprise in accordance with applicable laws and policies.

Cyber Operations:

- Students will be prepared to operate in an operational cyber environment against adversaries of varying capabilities.
- Students will be prepared to develop plans for cyber operations in an offensive or defensive posture.
- Students will be prepared to conduct penetration tests to assess a system's ability to withstand intrusions by known adversaries.

Assessment Methods:

Throughout the curriculum, students will be expected to conduct research, write research papers, and make oral presentations of their research. For the final comprehensive examination required of all graduate students, a 20 minute presentation will be required, either on the thesis, or on a subject in line with the degree program, followed by 60 minutes of oral questions from the coursework on the student's program of study. This method of assessment will be identical to the method of assessment for the current M.S. in Computer Science.

4. SUPPORT

A letter of support is provided from the Head of the Department of Computer Science and Engineering, as this is the only department that will be impacted by the degree.

5. PROPOSED 4-LETTER ABBREVIATION

CYSO

6. EFFECTIVE DATE

The desired effective date for this degree to be available is August 2017. Since part of the motivation for this action is the program being run for U.S. Navy Officers, a start date of August 2017 will allow the first cohort of those officers to graduate with the M.S. in Cyber Security and Operations.

7. CIP NUMBER

11.1003

Appendix 7: Authorization to Plan a New Degree Program

Institution: Mississippi State University			
Date of Implementation:		Six Year Cost of Implementation:	
August 16, 2017		\$1,203,897	
		Per Student Cost of Implementation:	
		\$12,039.00	
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:			Six Digit CIP Code:
Cyber Security and Operations			11.1003
Degree(s) to be Awarded:		Credit Hour Requirements:	
Master of Science		31	
List any institutions within the state offering similar programs:			
None			
Responsible Academic Unit(s):		Institutional Contact:	
Department of Computer Science and Engineering		Dr. David A. Dampier	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	10	Year One	5
Year Two	15	Year Two	10
Year Three	20	Year Three	15
Year Four	20	Year Four	20
Year Five	20	Year Five	20
Year Six	20	Year Six	20
Total	105	Total	90
<p>Program Summary: The Master of Science in Cyber Security and Operations is a focused graduate education program in cyber security. The program is designed to satisfy the requirements laid out by the Department of Defense for the Center of Academic Excellence in Cyber Operations program that was awarded to MSU in 2013, as well as the Center of Academic Excellence in Cyber Defense Education originally awarded to MSU in 2001 and most recently renewed in 2014. This would be to replace a current Certificate in Cyber Operations program available to students in the M.S. and Ph.D. programs in Computer Science. There will be both thesis and non-thesis options available. Students in this program would be prepared to serve in the government or industry as senior cyber security engineers, either on the defensive side (cyber defense concentration) or operations side (cyber operations concentration). These students would have the skills to move into these jobs with little or no additional training. Additionally, these students would be prepared to continue pursuit of a PhD in computer science with a concentration in cyber security. MSU is one of only six schools in the country qualified to offer both of these concentrations, and uniquely qualified in the southeast United States.</p>			
<hr/> Institutional Executive Officer Signature		<hr/> Date	

Institution: Mississippi State University

1. Describe the proposed program and explain how it fits within the mission of the institution.

The Master of Science in Cyber Security and Operations is a program to educate future leaders in the cyber security workspace. MSU has a long tradition of leadership in cyber security as evidenced by our NSA Center of Academic Excellence credentials since 2001, 2008, and 2013. Offering this graduate degree would allow MSU to continue to lead the nation in this ever-important area.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data (*supporting data must include employment statistics*).

Mississippi has long been a leader in providing cyber security talent for the national workforce. Survey conducted by HP in 2014 and Universities.com in 2016 ranked Mississippi State University at 3rd and 5th in the nation respectively for providing cyber trained personnel. This leadership has been accomplished through an existing certificate program in Information Assurance. There is a national trend is toward offering cyber security degrees. MSU has the expertise to create this program.

3. Provide information on employment (*supporting data must include state and national employment statistics*).

Mississippi, Alabama, and Louisiana:

- A. Data provided by the Career Center at Mississippi State University showed over 100 vacancies announced in May 2016 related to cyber security in Mississippi, Alabama, and Louisiana. This data was retrieved from the Career Shift software used by the Career Center:

[IT Specialist \(INFOSEC\)](#) Department of the Army | Vicksburg, MS
[Information Systems Security Engineer](#) Integration Innovation, Inc. | Stennis Space Center, MS
[Oceanographer/Physicist/Researcher](#) Vencore | Stennis Space Center, MS
[Information Assurance Engineer I](#) GTI Federal | Jackson, MS
[Vulnerability/Threat Specialist Senior](#) Vencore | , MS
[Systems Administrator](#) Integration Innovation, Inc. | Vicksburg, MS
[CNDSP Incident Analyst II](#) Enlogica Solutions, LLC | Vicksburg, MS
[Information Assurance Training \(IAT\), Level III Certified](#) GTI Federal | Jackson, MS
[HORNE Cyber Marketing Intern](#) Horne LLP | Starkville, MS
[Network Security / Information Assurance Engineer II](#) GTI Federal | Jackson, MS
[Splunk Engineer](#) Apex Systems Inc | Stennis Space Center, MS
[Entry-Level Computer Analyst/System Administration](#) Simulation Technologies, Inc. | Huntsville, AL
[Security Specialist - RDA Security Support](#) Advantage SCI | , AL
[Security Analyst](#) PhishMe | Birmingham, AL
[Info Security Analyst 4](#) Wells Fargo | Homewood, AL
[Cyber Security Analyst](#) Canvas Inc. | Huntsville, AL
[Cyber Security Analyst](#) Rocket City HR | Huntsville, AL
[Cyber Security Analyst Job](#) SAIC | Huntsville, AL
[Cyber Security Analyst](#) Teledyne Brown Engineering | Huntsville, AL
[Cyber Security Engineer I](#) COLSA | Huntsville, AL
[Senior Cyber Engineer](#) Radiance Technologies, Inc. | Huntsville, AL
[Information Systems Security Manager \(ISSM\)](#) Modern Technology Solutions, Inc. (MTSI) | Huntsville, AL
[MDA Flight Test Cybersecurity Engineer](#) Millennium Engineering and Integration Company | Huntsville, AL
[Cyber Security Specialist - Mid \(New Orleans\)](#) Capriccio Software, Inc. | New Orleans, LA
[Security Leader – Water & HQ](#) GE Power | New Orleans, LA
[Information Security Incident Analyst](#) GE Digital | New Orleans, LA
[Quality Analyst 3](#) Northrop Grumman | Lake Charles, LA
[IT Specialist Sr \(Government\)](#) AT&T | New Orleans, LA
[IT Specialist -Senior](#) Teched | New Orleans, LA
[Tier 2 Technical Support](#) ASM Research | New Orleans, LA
[Information Assurance/Cyber Security Lead](#) Louisiana Economic Development | Bossier City, LA
[Cyber Incident Responder \(ITC 597\)](#) Louisiana Economic Development | Bossier City, LA

- B. Data retrieved by the National Strategic Planning & Analysis Research Center (nSPARC) at MSU from the following database:

United States

Table 1: Employment and Job Openings for Cyber Security Occupations

Occupation	2014 Jobs	Median Hourly Earnings	Education Level	Job Openings (Last 3 Years)
Computer User Support Specialists	2,285	\$19.66	Some college, no degree	273
Computer Systems Analysts	1,728	\$30.99	Bachelor's degree	261
Network and Computer Systems Administrators	1,335	\$32.26	Bachelor's degree	186
Software Developers, Applications	1,179	\$43.25	Bachelor's degree	112
Computer and Information Systems Managers	1,168	\$40.61	Bachelor's degree	282
Computer Programmers	981	\$30.07	Bachelor's degree	124
Computer Network Architects	776	\$36.16	Bachelor's degree	30
Computer Occupations, All Other	769	\$33.95	Bachelor's degree	55
Software Developers, Systems Software	752	\$40.57	Bachelor's degree	90
Computer Network Support Specialists	600	\$22.75	Associate's degree	125
Computer Hardware Engineers	420	\$43.28	Bachelor's degree	47
Database Administrators	368	\$32.04	Bachelor's degree	108
Information Security Analysts	357	\$31.10	Bachelor's degree	86
Web Developers	345	\$25.72	Associate's degree	74
Computer and Information Research Scientists	213	\$47.38	Doctoral degree	35
Total	13,275	\$32.22	--	1,888

Sources: Bureau of Labor Statistics, 2015; Mississippi Works, 2015¹

This data shows a salary range from approximately \$41,000 for someone working in the field with no college degree to approximately \$98,500 for someone graduating with a PhD. Research Engineers with M.S. degrees in Computer Science, the closest related field are offered salaries in the range of \$60,000 to \$80,000 per year. Additionally, our experience with the federal government is that M.S. graduates with credentials in the cyber security field are regularly offered salaries in Mississippi of approximately \$65,000 starting immediately after graduation.

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

MSU has an existing, robust cyber security research program that has been in existence since 1998. University research in cyber security and operations is housed within the Distributed Analytics and Security Institute, a university level research enterprise. The addition of a degree program in cyber security and operations will increase the need for cyber security faculty, resulting in increased research potential in cyber security.

5. Provide the total anticipated budget for the program. Indicate from where the funds will come. Include the anticipated annual cost of operation. Include start-up costs on the first year of operation with 5 subsequent years to equal 6 year cost of implementation as shown on page 1.

We anticipate no initial startup costs in the department. Existing faculty can absorb the initial load. We anticipate adding one faculty in each of Year 2 and Year 3. Salaries are set at standard starting rate and anticipate a 5% raise each year. Two additional faculty should be able to handle the additional course requirements, since most of the courses will be existing courses in existing curricula.

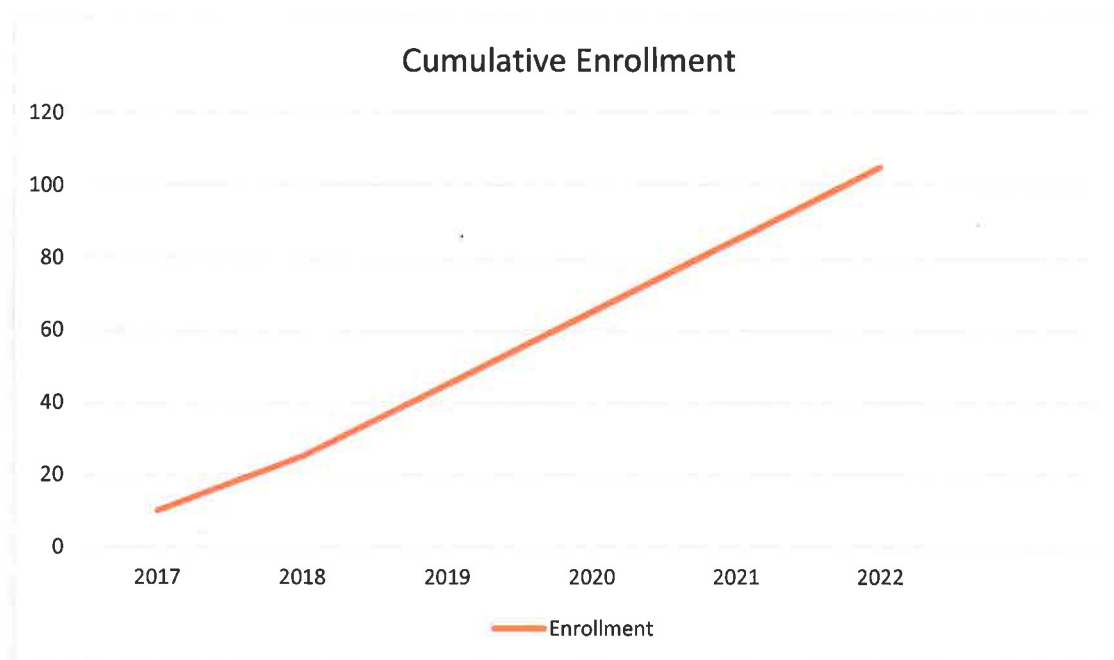
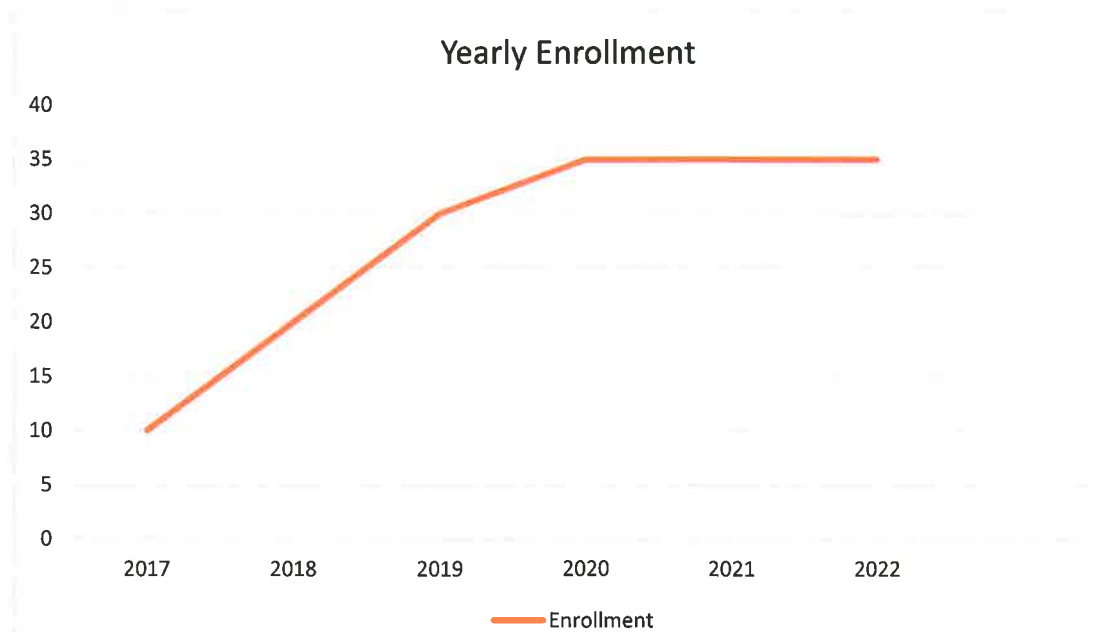
We anticipate that tuition revenue per student will offset the costs of the additional faculty once the new faculty are in place.

Year 1	2017-2018	No cost	\$0.00
Year 2	2018-2019	1 new faculty Member @ \$90,000 salary per academic year plus fringe of 36%.	\$122,400
Year 3	2019-2020	1 existing faculty member @ \$94,500; 1 new faculty member @ \$90,000 plus fringe at 36%	\$250,920
Year 4	2020-2021	2 existing faculty members @ \$99,225 and \$94,500 plus fringe at 36%	\$263,466
Year 5	2021-2022	2 existing faculty members @ \$104,186 and \$99,225 plus fringe at 36%	\$276,639

¹ Mississippi Works data reflects a 3 year total.

Year 6	2022- 2023	2 existing faculty members @ \$109,396 and \$104,186 plus fringe at 36%	\$290,472
Total			\$1,203,897

6. Use a chart to show anticipated enrollment for the first five years of the program.



7. Indicate where the proposed program is offered within the state

There are no other similar offerings within the state of Mississippi, and no other universities have the credentials to offer this program.

- a. Chart similarities and differences in the proposed program and those offered in other institutions

Not applicable since there are no similar programs in the state.

- b. Explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers settlement

None anticipated.

8. What is the specific basis for formulating the number of graduates expected in the first six years?

The U.S. cyber command, as well as the Army and Air Force are constantly asking us for graduates with these credentials, and our students are also asking about these degree options. Additionally, prospective students call at the rate of three or four a month asking about such a degree program.

Appendix 8: New Degree Program Proposal

Institution: Mississippi State University			
Date of Implementation: August 16, 2017		Six Year Cost of Implementation: \$1,203,897	
		Per Student Cost of Implementation: \$11,465.69	
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Master of Science in Cyber Security and Operations			Six Digit CIP Code: 11.1003
Degree(s) to be Awarded: Master of Science		Credit Hour Requirements: 31	
List any institutions within the state offering similar programs: None			
Responsible Academic Unit(s): Department of Computer Science and Engineering		Institutional Contact: Dr. David A. Dampier	
Check one of the boxes below related to SACS COC Substantive Changes.			
<input checked="checked" type="checkbox"/>	Proposed Program <u>is Not</u> a Substantive Change		<input type="checkbox"/>
		Proposed Program <u>is</u> a Substantive Change	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	10	Year One	5
Year Two	15	Year Two	10
Year Three	20	Year Three	15
Year Four	20	Year Four	20
Year Five	20	Year Five	20
Year Six	20	Year Six	20
Total	105	Total	90
<p>Program Summary: The Master of Science in Cyber Security and Operations is a focused graduate education program in cyber security. The program is designed to satisfy the requirements laid out by the Department of Defense for the Center of Academic Excellence in Cyber Operations program that was awarded to MSU in 2013, as well as the Center of Academic Excellence in Cyber Defense Education originally awarded to MSU in 2001 and most recently renewed in 2014. This would be to replace a current Certificate in Cyber Operations program available to students in the M.S. and Ph.D. programs in Computer Science. There will be both thesis and non-thesis options available. Students in this program would be prepared to serve in the government or industry as senior cyber security engineers, either on the defensive side (cyber defense concentration) or operations side (cyber operations concentration). These students would have the skills to move into these jobs with little or no additional training. Additionally, these students would be prepared to continue pursuit of a PhD in computer science with a concentration in cyber security. MSU is one of only six schools in the country qualified to offer both of these concentrations, and uniquely qualified in the southeast United States.</p>			
Institutional Executive Officer Signature _____		Date _____	

Institution: Mississippi State University

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

This program will be administered through the Department of Computer Science and Engineering by the Graduate Coordinator, currently: Dr. TJ Jankun-Kelly. The curriculum will be managed by a Graduate Studies Committee responsible for this degree program, and will be subject to annual review by both this committee, and the external advisory board.

The Master of Science in Cyber Security is designed for students who wish to help meet the challenges posed by increasing cyber-threats. Using a multidisciplinary approach, the program is designed to provide students with a focused education within a broad analytical framework for evaluating, understanding, and solving cyber security problems. Either concentration will allow a thesis or non-thesis option.

The Cyber Defense concentration will focus on those aspects of cyber security needed to prepare an enterprise level system to protect itself. Material will prepare the students for developing cyber security policies to comply with existing and future laws, conducting risk assessments in an enterprise to determine compliance with requirements, and implementing security solutions for the enterprise.

The Cyber Operations concentration will focus on those aspects of cyber security that are needed to operate in the cyber domain. Material will prepare the student for advanced operations in the cyber domain such as penetration testing, after action analysis, and malware analysis. This concentration is designed to satisfy the requirements for the Center of Academic Excellence in Cyber Operations program of the Department of Defense.

2. Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

The educational objectives of this degree program are:

- Students will be prepared to serve in government or industry positions requiring expertise in cyber security, either offense or defense.
- Students will be prepared to understand relevant laws and policies relating to information, computer, and network security.
- Students will be prepared to evaluate security risks and/or vulnerabilities and formulate appropriate solutions to mitigate those risks/vulnerabilities.

Concentrations:

Cyber Defense:

- Students will be prepared to conduct detailed vulnerability assessments to determine risks for cyber attacks.
- Students will be prepared to develop enterprise policies appropriate to the level of the enterprise in accordance with applicable laws and policies.

Cyber Operations:

- Students will be prepared to operate in an operational cyber environment against adversaries of varying capabilities.
- Students will be prepared to develop plans for cyber operations in an offensive or defensive posture.
- Students will be prepared conduct penetration tests to assess a system's ability to withstand intrusions by known adversaries.

3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

No special admission requirements will be sought for this program.

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

This degree program does not represent a substantive change from existing programs, as it does not differ from existing programs in computer science, computer engineering, and software engineering by a significant amount.

5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

All students will be required to complete at least 31 hours of course work, including at least 16 hours of full graduate courses (8000 or 9000 level). This may include six hours of thesis research to substitute for six hours of course work. In the case of a thesis, at least 13 hours of the course work must be at the full graduate level.

Prerequisites. The following classes contain required material, but are undergraduate classes. Students wishing to complete the cyber operations program must have adequate preparation in these subjects prior to entering the program:

- C Programming: CSE 1233 Introduction to Programming in C is a course at MSU that would qualify for this, as would CSE 2383, but if taken at another university that does not teach data structures using C or C++, the student would be required to show proficiency in C programming, or be required to take one of these two courses at MSU.
- CSE 2383 Data Structures and Analysis of Algorithms: Non-linear data structures and their associated algorithms. Trees, graphs, hash tables, relational data model, file organization. Advanced software design and development.
- ECE 3724 Microprocessors: Architecture of microprocessor-based systems. Study of microprocessor operation, assembly language, arithmetic operations, and interfacing.
- CSE 4733 Operating Systems I: Historical development of operating systems to control complex computing systems; process management, communication, scheduling techniques; file systems concepts and operation; data communication, distributed process management.
- CSE 4153 Data Communication and Networks: The concepts and practices of data communications and networking to provide the student with an understanding of the hardware and software used for data communications. (Same as ECE 4833/6833).

Required Classes. (Must take 100% of these, no substitutes. Students who have taken the undergraduate equivalent to these classes at MSU or a comparable institution will be considered to have completed the requirement):

Common Required Courses

- CSE 6243 Information and Computer Security: Topics include encryption systems, network security, electronic commerce, systems threats, and risk avoidance procedures.
- CSE 6273 Introduction to Computer Forensics: Introduction to computer crime and the study of evidence for solving computer-based crimes. Topics: computer crime, computer forensics and methods for handling evidence.
- CSE 6383 Cryptography and Network Security: Basic and advanced concepts in cryptography and network security: symmetric and asymmetric cryptography, key management, wired and wireless network security protocols, network systems security.
- CSE 8011 Graduate Seminar: Reports on recent advances and problems in computer science by guest speakers, faculty, and students; student participation, general discussion.
- CSE 8723: Cyber Law and Policy: A seminar in which the latest laws are debated, as well as strategies for development of sound cyber security policies are discussed. Recent literature and case studies would be used to generate discussions.
- CSE 8743: Advanced Network Security: A seminar in which the latest networks security issues are discussed and debated. New vulnerabilities will be discussed as well as possible mitigation strategies.

Cyber Defense Concentration

- BIS 6113 BIS Security Management: Concepts, skills, tools and techniques involved in management of computer security as it applies to today's business environment.

Cyber Operations Concentration

- CSE 6363 Reverse Engineering: Software specification recovery and malicious software analysis. Tools and techniques for analyzing compiled programs and communications in the absence of documentation.
 - ECE 8823 Wireless Networks: Wireless network protocol design, theoretical analysis, and security and privacy.
 - CSE 8713 Advanced Cyber Operations: Topics in Cyber Operations at an advanced level.
6. Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.
- David A. Dampier, Professor of Computer Science and Engineering, Computer Science, Administrator: CSE 6273, CSE 8011, CSE 8713
 - John A. Hamilton, Professor of Computer Science and Engineering, Computer Science, Administrator: CSE 6243, CSE 8713
 - Wesley McGrew, Adjunct Assistant Professor of Computer Science and Engineering, Computer Science, Part-Time, CSE 6243, CSE 6363
 - Mahalingam Ramkumar, Associate Professor of Computer Science and Engineering, Computer Engineering, Full Time Faculty, CSE 6383, CSE 8743
 - Kent Marett, Associate Professor of Management Information Systems, Information Systems, Full Time Faculty, BIS 6113
 - David Lee, Adjunct Assistant Professor of Computer Science and Engineering, Law, Part-Time Faculty, CSE 8723 (Cyber Law and Privacy)
 - 2 Tenure-Track Assistant or Associate Professors of Computer Science and Engineering or Electrical and Computer Engineering, qualified to teach cyber security courses

7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

The Mississippi State University Library holds subscriptions for hundreds of journals related to computer science, electrical and computer engineering, and business information systems. Among them, the following appear to be most relevant to the study of cyber security and operations:

- Annual Reviews in Control
- Big Data & Society
- Computers & Security
- Future Generations Computer Systems
- Journal of Computer & System Sciences
- Journal of Information Security and Applications
- International Journal of Critical Infrastructure Protection
- Network Security
- Industrial Management & Data Systems
- Information & Computer Security

Additionally, our library has subscriptions to IEEE Xplore and ACM Digital Library, both of which give us access to a world of journals and conference proceedings related to cyber security and operations. The library's holdings are more than sufficient to support research and study in this domain.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

Graduates will be assessed through final comprehensive exam, in the same way that computer science graduate students are evaluated at this time. Graduates will also be surveyed as to the strengths and weaknesses of the program. Being a graduate program, no discipline specific accreditation will be sought, but the NSA/DHS Center of Academic Excellence program provides an external assessment of all cyber security programs every five years, including graduate programs. MSU has been designated a CAE in Cyber Defense Education continuously since 2001, a CAE in Cyber Defense Research since 2008, and a CAE in Cyber Operations since 2013. Additionally, changes in the job market will be monitored for increases and decreases, but quite frankly, the education system as it is today is incapable of satisfying the job needs, so no decrease is anticipated into the medium future.

9. What is the specific basis for formulating the number of graduates expected in the first six years?

The U.S. cyber command, as well as the Army and Air Force are constantly asking us for graduates with these credentials, and our students are also asking about these degree options. The U.S. navy is sending 5 to 10 officers to MSU for this degree program for the next three years at least. Additionally, it is estimated that 25% or so of existing computer science students will change to this major immediately upon its approval. Additionally, the number of inquiries asking about this program is increasing regularly, especially since MSU was ranked in the top 5 for cyber security education in the United States. These rankings were 3rd for all academic levels in 2014¹ and 5th for graduate cyber security education in 2016².

1. http://www.hp.com/hpinfo/newsroom/press_kits/2014/RSAConference2014/Ponemon_2014_Best_Schools_Report.pdf, downloaded August 11, 2015 at 10:50 AM.
2. <https://www.universities.com/articles/10-best-grad-schools-cyber-security/>, downloaded July 26, 2016 at 5:30 PM.



MISSISSIPPI STATE UNIVERSITY
JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING

**DEPARTMENT OF
COMPUTER SCIENCE & ENGINEERING**

Andy D. Perkins, Ph.D.
Associate Professor
perkins@cse.msstate.edu

September 8, 2016

University Committee on Courses and Curricula
PO Box 5268
Mississippi State, MS 39762

Dr. Franz:

This letter is provided to document the support of the Department of Computer Science and Engineering at Mississippi State University for the addition of a Master of Science degree in Cyber Security and Operations. The addition of this degree program to our existing offerings will require the creation of three additional graduate classes: CSE 8713 – Advanced Cyber Operations; CSE 8723 – Cyber Law and Policy; and CSE 8743 – Advanced Network Security. With the additional faculty resources included in the Appendix 8 application, the addition of these classes should not place an undue burden on the department's faculty. The department faculty voted to approve the application for the new degree program and the addition of the three classes in the faculty meeting held on August 19, 2016 with 16 voting yes and 1 abstaining.

This new degree program will add a valuable new dimension to the department's offerings and the new classes will be available not only for this new degree program, but also for graduate students in the existing M.S. and Ph.D. programs in Computer Science.

Sincerely,

Andy D. Perkins, Ph.D.
CSE Courses and Curricula Chair
Associate Professor

Eric Hansen, Ph.D.
CSE Courses and Curricula Member
Associate Professor

Song Zhang, Ph.D.
CSE Courses and Curricula Member
Associate Professor

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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, Garner Hall, Room 279, Mail Stop 9702.

College: Engineering

Department: Dean's Office

Contact Person: Kari Babski-Reeves

Mail Stop: 9544

E-mail: kari@bagley.msstate.edu

Nature of Change: Modification

Date Initiated: 9/8/16

Effective Date: Spring 2017

Degree to be offered at: Campus 5

Current Degree Program Name: Master of Engineering

Major:

Concentration:

New Degree Program Name:

Major:

Concentration:

Summary of Proposed Changes:

Reduction of hours from 33 to 30, addition of a thesis option, addition of 2 required courses.

Approved:

Kari Babski Reeves
Department Head

Jason M. K.L.
Chair, College or School Curriculum Committee

Jason M. K.L.
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date:

9/8/16

10/04/2016

10/6/2016



IHL Action Required



SACS Letter Sent

1. CATALOG DESCRIPTION

Please see table below for the current and proposed catalog descriptions.

2. GRADUATE DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing Graduate Degree. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Please include the course prefix, number, and title in both columns. Expand rows as needed.

CURRENT Degree Description	PROPOSED Degree Description
<p>Degree: Master of Engineering Major: Engineering Concentrations: N/A</p>	<p>Degree: Master of Engineering Major: Engineering Concentrations: N/A</p>
<p>Graduate study is offered through the Office of the Dean, James Worth Bagley College of Engineering, leading to the degree of Master of Engineering (M Eng). The M Eng, designed primarily for the professional engineer, is a <i>non-thesis</i>, interdisciplinary program which is delivered online and combines graduate-level courses from different engineering programs into an advanced-level educational experience. All courses are delivered in a flexible, web-based format. This program is restricted to off-campus students only.</p>	<p>Graduate study is offered through the Office of the Dean, James Worth Bagley College of Engineering, leading to the degree of Master of Engineering (M Eng). The M Eng, designed primarily for the professional engineer, is an interdisciplinary program which is delivered online and combines graduate-level courses from different engineering programs into an advanced-level educational experience. All courses are delivered in a flexible, web-based format. This program is restricted to off-campus students only and has both the thesis and non-thesis options.</p>
<p>The M Eng upholds the same rigorous academic requirements as all engineering programs offered on the MSU campus and is a unique program in the state of Mississippi. Students enrolled in courses in this program may use credit hours to satisfy continuing education hours for the Mississippi Engineering Board of Registration. Licensed professional engineers from other states also may use these courses to satisfy licensing requirements.</p>	<p>The M Eng upholds the same rigorous academic requirements as all engineering programs offered on the MSU campus and is a unique program in the state of Mississippi. Students enrolled in courses in this program may use credit hours to satisfy continuing education hours for the Mississippi Engineering Board of Registration. Licensed professional engineers from other states also may use these courses to satisfy licensing requirements.</p>
<p>All students admitted to the M Eng should become familiar with all academic requirements and processes associated with graduate studies in the Bagley College of Engineering and Mississippi State University as noted in the MSU <i>Bulletin of the Graduate School</i> in the General Requirements of the Graduate School and General Master's Degree Requirements sections. The <i>Bulletin</i> is available at http://www.grad.msstate.edu/pdf/bulletin.pdf. For specific information about the program, contact <i>Rita Burrell, Manager for Graduate and Distance Education</i>, James Worth Bagley College of Engineering.</p>	<p>All students admitted to the M Eng should become familiar with all academic requirements and processes associated with graduate studies in the Bagley College of Engineering and Mississippi State University as noted in the MSU <i>Bulletin of the Graduate School</i> in the General Requirements of the Graduate School and General Master's Degree Requirements sections. The <i>Bulletin</i> is available at http://www.grad.msstate.edu/pdf/bulletin.pdf. For specific information about the program, contact Tamra Swann, Coordinator for Distance Education, James Worth Bagley College of Engineering.</p>
<p>Admission Criteria In addition to meeting the requirements set forth by the Graduate School as noted in the admission section of this publication, the basic requirements for admission to the M Eng include a 3.00/4.00 GPA on a B.S. degree in an engineering discipline area or remedial engineering coursework. Students should refer to the General Requirements for Admission section in the <i>Graduate School Bulletin</i> regarding University admission policy. A satisfactory performance is required on the GRE for students with a degree from a program that is not EAC/ABET-accredited. Consideration may be given to students who hold non-engineering undergraduate degrees on a case-by-case basis. Admission decisions are made by the Associate Dean for</p>	<p>Admission Criteria In addition to meeting the requirements set forth by the Graduate School as noted in the admission section of this publication, the basic requirements for admission to the M Eng include a minimum 3.00/4.00 GPA on a B.S. degree in an engineering discipline or closely related area, or remedial engineering coursework. Students should refer to the General Requirements for Admission section in the Graduate Catalog regarding University admission policy. A satisfactory performance is required on the GRE for students with a degree from a program that is not EAC/ABET-accredited. Consideration may be given to students who hold non-engineering undergraduate degrees on a case-by-case basis. Admission decisions are made by the Associate</p>

Research and Graduate Studies.

As part of the standard engineering undergraduate program, a student will have had mathematics through ordinary differential equations, one year of calculus-based physics, a general chemistry class, a class in electric circuits, and several courses in engineering mechanics. The commonality in fundamental coursework in ABET-accredited engineering programs generally allows for the offering of graduate-level engineering courses with a prerequisite of "graduate standing." A student with an unusual amount of practical work experience in an area will have "consent of Instructor" as a standard prerequisite. If specific, significant prerequisites are required for any course, these will be clearly identified when the course is posted.

Provisional Admission—A student who does not meet the 3.00 GPA requirement for the M Eng may be admitted to the program on a provisional basis. If provisional admission is granted, the student must achieve a GPA of 3.00 on the first 9 credit hours of graduate courses. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. Upon meeting the provisional admission requirements, the student receives regular admission status. If the student does not achieve a 3.00 GPA, the student may be terminated from the M Eng program. *If a probationary period is granted, the student must achieve a cumulative 3.00 GPA within the next 9 hours of approved coursework.*

Unclassified Admission—In certain circumstances, a student may be granted admission in unclassified status. Only 9 hours of graduate coursework received as an unclassified student may be transferred to the M Eng with the approval of the Associate Dean for Research and Graduate Studies. Hours completed in unclassified status may not be used to satisfy provisional admission requirements.

Program of Study

The curriculum for the M Eng is flexible with a minimum requirement of 33 hours of graduate coursework. Coursework is selected from courses offered across the Bagley College of Engineering. There are no core requirements associated with the program. Up to 6 hours may be taken from outside the engineering field (normally business, science, mathematics, or statistics; upon petition to the Associate Dean for Research and Graduate Studies, other areas may be considered). The program of study must include at least 15 hours of coursework at the 8000 level.

Graduate Committee

All graduate students are required to have a graduate committee. A graduate committee for a student in the M Eng is comprised of the Associate Dean for Research and Graduate Studies as major professor and two committee members who hold graduate faculty status in the Bagley College of Engineering. A student will select the two committee members in consultation with the Associate

Dean for Research and Graduate Studies.

As part of the standard engineering undergraduate program, a student will have had:

Calculus I – IV and Differential Equations

One year of calculus-based physics

One semester of general chemistry class

Two – three engineering science courses (e.g., electronic circuits, engineering mechanics, thermodynamics, production control systems)

The commonality in fundamental coursework in ABET-accredited engineering programs generally allows for the offering of graduate-level engineering courses with a prerequisite of "graduate standing." A student with a significant practical work experience in an area will have "consent of Instructor" as a standard prerequisite. If specific, significant prerequisites are required for any course, these will be clearly identified when the course is posted.

Provisional Admission—A student who does not meet the 3.00 GPA requirement for the M Eng may be admitted to the program on a provisional basis. If provisional admission is granted, the student must achieve a GPA of 3.00 on the first 9 credit hours of graduate courses. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. Upon meeting the provisional admission requirements, the student receives regular admission status. If the student does not achieve a 3.00 GPA, the student may be terminated from the M Eng program.

Unclassified Admission—In certain circumstances, a student may be granted admission in unclassified status. Only 9 hours of graduate coursework received as an unclassified student may be transferred to the M Eng with the approval of the Associate Dean for Research and Graduate Studies. Hours completed in unclassified status may not be used to satisfy provisional admission requirements.

Program of Study

The curriculum for the M Eng is flexible with a minimum requirement of 30 credit hours for both the thesis and non-thesis. Engineering Statistics I and Project Management must have been completed as part of another degree program or show on the M Eng program of study. For the thesis option, 24 hours of graduate level coursework is required, with a minimum of 12 hours at the 8000 level, and 6 hours of research thesis. For the non-thesis option, 30 hours of graduate level coursework is required, with a minimum of 15 hours at the 8000 level. Coursework is selected from courses offered across the Bagley College of Engineering. Up to 12 hours may be taken from outside the engineering field (normally business, science, mathematics, or statistics; upon petition to the Associate Dean for Research and Graduate Studies, other areas may be considered).

Academic Performance

Dean.

Academic Performance

To be in good academic standing, a student is expected to maintain a cumulative graduate GPA of 3.00 after admission to the program. If a graduate student's cumulative GPA falls below 3.00, the student will be placed on academic probation. The student must raise the cumulative GPA to 3.00 on the next 9 hours of approved coursework in order to return to satisfactory academic performance.

A student will be dismissed from the M Eng if:

In any subsequent semester the student's cumulative GPA again falls below 3.00

A student makes a grade of D, F, or more than two Cs.

In the case of academic dismissal, the student may appeal his/her academic dismissal according to Appeal of Academic Dismissal as outlined in the *MSU Bulletin of the Graduate School*.

Completion Requirements

A student pursuing the M Eng is required to pass a written comprehensive examination related to all graduate courses taken toward the degree. In order to take the examination, the student must be enrolled at MSU during the semester in which the examination is administered, must have a cumulative 3.00 GPA in all courses taken after admission to the program, and must be in the terminal semester of coursework or within 6 hours of completing coursework.

A student completing the degree must apply to take the comprehensive examination through the office of the Manager for Graduate and Distance Education, James Worth Bagley College of Engineering. The examination will be administered by the Associate Dean for Research and Graduate Studies. The examination will be open-book and open-notes and will be administered either in person or using testing tools available in WebCT. Each student is required to secure a proctor to monitor his/her comprehensive examination; the proctor must be approved by the associate dean at least two weeks prior to the examination. The student's graduate committee will grade the examination with either a Pass or Fail as the final assessment. A student who fails the examination cannot apply to retake it until four months from the date of the original test. Two failures will result in the student's being dropped from the M Eng program.

Graduate Courses—Any graduate courses offered through the Bagley College of Engineering via distance may be applied toward the M Eng. With the permission of the Associate Dean for Research and Graduate Studies, a student may take up to 6 hours of coursework outside the engineering discipline (normally mathematics, science, business).

Student Support Services

A student enrolled in the M Eng can access the MSU

To be in good academic standing, a student is **required** to maintain a cumulative graduate GPA of 3.00 after admission to the program. If a graduate student's cumulative GPA falls below 3.00, the student will be placed on academic probation. The student must raise the cumulative GPA to **at least a 3.00** on the next 9 hours of approved coursework in order to return to satisfactory academic performance (**DIS credits, transfer credits and courses with S grades cannot be used to satisfy this requirement**). A student will be dismissed from the M Eng if:

- In any subsequent semester the student's cumulative GPA again falls below 3.00
- A student makes a grade of D, F, or more than two Cs.

In the case of academic dismissal, the student may appeal his/her academic dismissal according to Appeal of Academic Dismissal as outlined in the **Graduate Catalog**.

<p><i>University Library System via the web to utilize resources for class assignments. Using his/her MSU ID number, a student can access Library databases online and order articles electronically. A link on the M Eng Website directs the student to the services provided by the Library: Library Instruction; Research Services; Borrow/Order Materials; Workshops; Instructional Media Center, etc. The student may contact Library personnel by e-mail or telephone; all contact information is provided on the Library Website. A page on this Website is dedicated to Distance Education; information includes Requesting Help; Getting Connected; Getting Library Materials; and Doing Research.</i></p>			
N/A		N/A	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses	27	College Required Courses	
Major Required Courses May take two courses/6 hours BS, Math, Science	27 6	Major Required Courses IE 6413 Engineering Statistics I or equivalent IE 6533 Engineering Management or equivalent XX 8000 Research/Thesis (thesis option only) Any Bagley College of Engineering distance education class in combination with up to 12 hours outside of engineering	6 for both thesis and non-thesis 6--thesis only 18 for thesis or 24 for non-thesis
Concentration 1. Courses	N/A	Concentration 1. Courses	N/A
Concentration 2. Courses	N/A	Concentration 2. Courses	N/A
Total Hours	33	Total Hours	30 for

			both thesis and non- thesis
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3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Many students and employers are looking for very diverse skills sets. The Master of Engineering program currently in place has allowed mostly full time employees to seek additional graduate level expertise across a broad range of engineering disciplines. Most students who've completed or who are in the program take courses from multiple engineering disciplines. While the program is successful in its mission to provide a broad educational experience, it currently does not allow students the opportunity to conduct formal research in the form of a thesis. The addition of a thesis option will allow increased flexibility to students interested in a Master of Engineering to also conduct research, particularly for those students where research is a major job function. Students will learn methods for conducting this research and result in scholarly outputs for both students and the college, thereby increasing the employability and, potentially, the advancement of these students. Additionally, the reduction in hours will put the program more in line with other engineering MS program credit hour requirements.

The learning outcomes will remain the same as previously: to allow working professionals in the southeastern part of the US the opportunity to pursue a graduate educational degree experience in engineering delivered in a flexible web-based format. The flexible nature of the program allows these working professionals to tailor the coursework to their current or planned employment plans/directions.

Since the program's inception in 2007, over 50 students have graduated from this program, with approximately another 20 students currently in the program. These students have varied engineering backgrounds with mostly engineering jobs. Educational prerequisites are described in the outline but are designed to ensure a general engineering education background.

This is the only Master of Engineering program in the state and one of the few in this region. This program will continue to meet the needs of these students and their employers who are seeking state-of-the-art knowledge in the field of engineering. It is expected that this program will help to improve diversity, certainly from an age group level, but also from a cultural, regional, and ethnic level as this type of program is highly sought after across the US.



MISSISSIPPI STATE UNIVERSITY
JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING

OFFICE OF THE
DEAN OF ENGINEERING

Dr. Karl Babski-Reeves, CPE
Professor
karl@bagley.msstate.edu

August 15, 2016

RE: Master of Engineering Degree Modification

To whom it may concern,

The Dean's office presented the proposed change to the Master of Engineering to include the following:

1. Reduction in total required hours to 30
2. Inclusion of two ISE classes (Project Management and Engineering Statistics) as required classes
3. Addition of a thesis option

Below, the Bagley College of Engineering Department Heads/Directors have indicated their support or non-support of the proposal.

Kindest Regards

Karl Babski-Reeves

Digitally signed by Karl Babski-Reeves
DN: cn=Karl Babski-Reeves, o=Mississippi State
University, ou=College of Engineering, email=karl@bagley.msstate.edu
Date: 2016.08.15 13:45:45 -0500

Karl Babski-Reeves

Associate Dean for Research and Graduate Studies

IRB Chair

Davy Belk, Aerospace Engineering

☒ For ☐ Against

Jonathan Pote, Agricultural and Biological Engineering

☒ For ☐ Against

Bill Elmore, Chemical Engineering

☒ For ☐ Against

Dennis Truax, Civil and Environmental Engineering

☒ For ☐ Against

Donna Reese, Computer Science Engineering

☒ For ☐ Against

Nick Younan, Electrical and Computer Engineering

☒ For ☐ Against

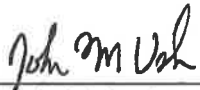
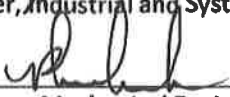


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**OFFICE OF THE
DEAN OF ENGINEERING**

Dr. Karl Babaski-Reeves, CPE
Professor

karl@bagley.msstate.edu

 John Usher, Industrial and Systems Engineering	<input checked="" type="radio"/>	Against
 Pedro Mago, Mechanical Engineering	<input checked="" type="radio"/>	Against