MISSISSIPPI STATE UNIVERSITY

UNIVERSITY COMMITTEE ON COURSES AND CURRICULA

A MEMORANDUM

DATE: November 7, 2016

TO: UCCC Members

FROM: Dr. Dana Pomykal Franz, Chair

SUBJECT: November 18, 2016 Meeting

Enclosed are the minutes from the meeting on October 21, 2016 and the agenda and proposals for the meeting on **Friday, November 18, 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: October 21, 2016 Meeting Minutes
Course/Curriculum Proposal

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AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
November 18, 2016

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

AGRICULTURE AND LIFE SCIENCES

Modification	FDM 2524	Textiles for Apparel (tabled at Sept. 9th meeting)
Addition	PSS 3323	Horticultural Impacts on Society

ARTS AND SCIENCES

+Meridian	FLS 1113	Spanish I
+Distance	GS 1173	Introduction to Gender Studies
Addition +Gen. Ed.	HI 1003	History of Science in Six Ideas
Addition +Gen. Ed.	HI 1013	History of Technology in Six Objects

EDUCATION

Modification	EPY 4073/6073	Personal and Motivational Factors in Education
Modification	EPY 8293	Cognitive and Affective Development
Addition	KI 8543	Postural and Locomoter Rehabilitation
Addition	KI 8553	Exercise Management for Persons with Disabilities
Addition	KI 8563	Motor Behavior in Special Populations
Modification	KI 8603	Disability, Physical Activity and Health

ENGINEERING

Addition	CHE 2203	Introduction to Engineering with CHE and PTE Applications
Addition	CSE 4643/6643	AI Robotics

4. **Degree proposals by college/school**

ARTS AND SCIENCES

Modification	MA	Foreign Language
Modification	BA	Sociology

EDUCATION

Modification	MS	Educational Psychology: General Educational Psychology
Modification	Ph.D.	Educational Psychology: General Educational Psychology

University Committee on Courses and Curricula
Mississippi State University
October 21, 2016

Present: Amy Adkerson, Tracey Baham, Russell Carr, Dana Franz, Charles Freeman, Rey Howell, Kevin Hunt, Brenda Kirkland, Qingmin Meng, Rob Moore, Erika Niemann, Greg Olsen, Emily Owen, Tommy Parker, Tommy Phillips, John Rigsby, Susan Seale, Barry Stewart, Pam Sullivan, Jenny Turner, Robert Wolverton,

Excused: Shrinidhi Ambinakudige, Madelyn Barr, Randy Campbell, Mike Cox, Amy Crumpton, Seamus Fryne, Robert Harland, Lynda Moore, Kelly Moser, Andy Perkins, Chien Yu,

Proxy: Bob Wolverton for Pat Matthes

Absent: Ben Emmich

Guests: Stephen Brain, Dave Dampier, Jim Fowler, Daniel Gadke, Stephanie King, Danielle Molina, Melina Pilkinton

Franz called the meeting to order at 1:30 p.m. on Friday, October 21, 2016 in room 324 of the Student Union. Dr. Peter Ryan, Associate Provost, spoke to the committee and explained that Dr. Judy Bonner, Provost, is very appreciative of the work of the UCCC and wants to lighten the load of the committee if possible. Dr. Bonner asked Dr. Ryan to form a committee to review the processes of the UCCC and make recommendations for improvements. The committee will consist of one dean, two associate deans, two UCCC members, two college curriculum chairs, UCCC Chair, UCCC staff member, Registrar's Office staff member, the director of the Distance Learning Center, and Dr. Ryan.

Franz announced that Skip Jack resigned as a member of the UCCC due to his class schedule conflicting with UCCC meetings. The College of Veterinary Medicine will elect a replacement. Hunt moved to approve the September 9, 2016 minutes. Rigsby seconded the motion. The September 9, 2016 minutes were approved unanimously.

Hunt moved to approve the deletion of WFA 4333/6333 Fish and Shellfish Nutrition and the addition of WFA 8433 Natural Resource and Conservation Decision Making. Rigsby seconded the motion. The motion to approve the deletion of WFA 4333/6333 and the addition of WFA 8433 was approved unanimously.

Kirkland moved to approve the addition and distance offering of HI 3333 Mississippi History. Niemann seconded the motion. Committee members were concerned the attendance policy

was not clear and might not be in compliance with AOP 12.09. Rigsby moved to pass HI 3333 contingent upon the above concerns being addressed. Olsen seconded the motion. The motion to pass the addition and distance offering of HI 3333 contingent was approved unanimously.

Kirkland moved to approve the modification of SO 4403/6403 Sociology of Gender and Sexuality. Olsen seconded the motion. Committee members observed the equivalency table needs to reflect how the online course will be different from the face to face course. Stewart moved to pass SO 4403/6403 contingent upon the above concern being addressed. Rigsby seconded the motion. The motion to pass the modification of SO 4403/6403 contingent was approved unanimously.

Kirkland moved to approve the addition of SW 3043 Military Social Work. Rigsby seconded the motion. The motion to approve the addition of SW 3043 passed unanimously.

Olsen moved to approve the additions of CSE 8713 Advanced Cyber Operations, CSE 8723 Cyber Law and Policy, CSE 8743 Advanced Network Security, and MS in Cyber Security and Operations. Rigsby seconded the motion. Dr. Dave Dampier appeared in support of the proposals. Committee members were concerned that while CSE 8713, CSE 8723 and CSE 8743 have grading scales, the proposals do not indicate what letter grade is assigned to each range. Hunt moved to pass CSE 8713, CSE 8723, CSE 8743, and the MS in Cyber Security and Operations contingent upon the above concern being addressed. Carr seconded the motion. The motion to pass contingent was approved unanimously.

Niemann moved to approve the addition of a Bachelor of Science in Biomedical Engineering. Olsen seconded the motion. Dr. Steve Elder appeared in support of the proposals. Dr. Elder stated that students who are in the current concentration will be given the option to move over to the new major. Dr. Elder also stated that 128 credits hours are required for the program because of accreditation standards and will fall under the engineering blanket exception of allowing more than 124 credit hours. The motion to approve the addition of a BS in Biomedical Engineering was approved unanimously.

Rigsby moved to approve modification of the Masters of Engineering (Distance). Olsen seconded the motion. The motion to approve the modification of the MS of Engineering (Distance) was approved unanimously.

Olsen moved to approve the addition and distance offering of ECE 8633 Control of Distributed and Renewable Energy Systems. Stewart seconded the motion. Committee members discussed that this course is on a 15 point grading scale, and a grading scale of that nature is unusual. Franz announced she would review the grade scale with Dr. Ryan to determine if the university has a position on similar grading scales. Rigsby moved to pass ECE 8633 contingent upon the above concern being addressed. Niemann seconded the motion. The motion to pass ECE 8633 contingent was approved unanimously.

Carr moved to approve the modification of EG 1143 Graphic Communication. Niemann seconded the motion. Committee members were concerned the course outline does not have enough detail about what is being taught, and the contact hours need to be broken down in smaller increments. Committee members were also concerned the attendance policy is not in compliance with AOP 12.09. Olsen moved to pass EG 1143 contingent upon the above concerns being addressed. Stewart seconded the motion. The motion to pass EG 1143 contingent was approved unanimously.

Carr moved to approve the addition of ME 4393/6393 and the addition of distance and gulf coast offerings. Freeman seconded the motion. Committee members were concerned that an attendance policy was not included in the syllabus. Rigsby moved to pass ME 4393/6393 contingent upon the above concern being addressed. Niemann seconded the motion. The motion to pass ME 4393/6393 contingent was approved unanimously.

Rigsby moved to approve the modification of the Ph.D. in Animal and Dairy Science. Niemann seconded the motion. Franz announced that Dr. Jamie Larson submitted a revised proposal after receiving feedback from the Graduate School. Sullivan, who is from the Graduate School, confirmed that the requested revisions had been made. The motion to approve the modification of the Ph.D. in Animal and Dairy Science was approved unanimously.

Hunt moved to approve the modification of the MS in Animal Science. Niemann seconded the motion. The motion to approve the modification of the MS in Animal Science was approved unanimously.

Rigsby moved to approve the modifications to HDFS 3000, HDFS 3813, HDFS 3823, HDFS 3833, HDFS 4000, HDFS 4462, HDFS 4813/6813, HDFS 4823/6823, HDFS 4831, HDFS 4832, HDFS 4863/6863, HDFS 4883/6883, HDFS 4886, HDFS 4896, HDFS 7000, HDFS 8113, HDFS 8123, HDFS 8413, HDFS 8423, HDFS 8833, and HDFS 8853. Hunt seconded the motion. The undergraduate and graduate subcommittees assigned to these proposals reported on the course proposals. The following observations were made: HDFS 3000 - the learning objectives/outcomes need to be reviewed, and the number of credit hours stated in the proposal is 1-6 while the syllabus indicates it is a 3 credit hour course; HDFS 3813 – the learning objectives need to be reviewed; HDFS 4813/6813 - the prerequisites have been removed from the catalog description in the proposal, but they have not been removed from the proposed syllabus; HDFS 4863/6863 needs to include in the syllabus that it is a three hours course; and HDFS 4883/6883 proposal needs to include the prerequisites in the syllabus. Freeman moved to pass HDFS 3000, HDFS 3813, HDFS 3823, HDFS 3833, HDFS 4000, HDFS 4462, HDFS 4813/6813, HDFS 4823/6823, HDFS 4831, HDFS 4832, HDFS 4863/6863, HDFS 4883/6883, HDFS 4886, HDFS 4896, HDFS 7000, HDFS 8113, HDFS 8123, HDFS 8413, HDFS 8423, HDFS 8833, and HDFS 8853 contingent based upon the above concerns being addressed. Niemann seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the deletion of AIS 4203/6203 Applications of Information Technologies in Agricultural Information Science and Education. Stewart seconded the motion. The motion

to delete AIS 4203/6203 was approved unanimously.

Carr moved to approve the modifications of FDM 3553 Fashion Retailing and FDM 4603 Global Sourcing the in the Textile and Apparel Industry. Freeman seconded the motion. The motion to approve the modifications of FDM 3553 and FDM 4603 passed unanimously.

Carr moved to approve the 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. Hunt seconded the motion. The subcommittee assigned to these proposals reported on the course and program proposals. The following observations were made: EDA 8223 is cross listed with HED 8223, there is an inconsistency in grading scale (A, B, C are in ascending while D is in descending order), syllabi in cross listed course differ, Course Objectives in EDA 8223 are called Course Learning Outcomes in HED 8223, additional Course objectives listed in HED 8223 that are not in EDA 8223; EDA 8283 is crossed listed with HED 8283 but HED 8283 syllabus contains course objectives while EDA 8283 syllabus does not, grading scales in EDA 8283 proposal and syllabus are not the same, grading scale in HED 8283 needs to be identical; EDA 8383 is cross listed with HED 8383 but the grading scale in proposal for EDA 8383 is different than the syllabus, and the grading scale for HED 8383 needs to be identical, course objectives in EDA 8383 are called Course Learning Objectives in HED 8383 and there are additional Course Objectives listed in HED 8383 that are not listed in EDS 8383, the bibliographies are not the same in the syllabi from the two courses; for HED 8010, syllabus item 5 (Professional Development) components are not added together correctly, grading scale is listed in ascending order in part of the grades and descending order in part of the grades; for HED 8133, HED 8523, HED 8543, HED 8553, HED 8553, HED 8573, HED 8573, HED 8583 and HED 8593, the grading scale in the proposal is ascending in order for some of the scale and descending in some of the scale. Stewart moved to pass the 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 contingent upon the above concerns being addressed. Niemann seconded the motion. The motion to pass the course and program proposals contingent was approved unanimously.

Stewart moved to approve the name change for the MS in School Administration, the modification of the MS in Educational Leadership, and the modification to the Ph.D. in Elementary, Middle and Secondary Education Administration. Rigsby seconded the motion. The motion to approve passed unanimously.

Carr moved to approve the modification MS in Workforce Education Leadership (Distance). Rigsby seconded the motion. The motion to approve passed unanimously.

Niemann moved to approve the addition of a Certificate in Applied Behavior Analysis. Hunt seconded the motion. Dr. Dan Gadke appeared in support of the proposal. Committee members discussed who makes admissions decisions about the certificate program and that "related fields" for admissions purposes needs clarification; questioned how the "core faculty" is determined; whether "school psychology" should be capitalized; and discussed if language should be added about how people who are not current students apply. Rigsby moved to pass the Certificate in Applied Behavior Analysis contingent upon the above concerns being addressed. Carr seconded the motion. The motion to pass contingent was approved unanimously.

Rigsby moved to approve modifications to the Ed. S. in School Psychology; the MS in Educational Psychology: General Educational Psychology, Psychometry, and Applied Behavior Analysis; and the Ph.D. in School Psychology. Committee members observed that the three proposals appear to be intertwined making the proposals difficult to understand. For example, committee members observed some of the Ed. S. program language is included in the MS program proposal. Carr moved to table the proposals. Freeman seconded the motion. The motion to table was approved unanimously.

Carr moved to adjourn. Hunt seconded the motion. The motion to adjourn was approved unanimously. The meeting was adjourned at 3:39 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: Arts and Sciences **Department: Classical and Modern Languages and Literatures**

Contact Person: Dr. Lynn Holt **Mail Stop:** FL **E-mail:** lholt@cmll.msstate.edu

Nature of Change: **Date Initiated:** 12 April 2016 **Effective Date:** Fall 2017

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Master of Arts in Foreign Language

Major: Foreign Language **Concentration:**

New Degree Program Name:

Major: **Concentration:**

Summary of Proposed Changes: The requirements for the MA degree will be made more flexible. In addition to foreign language classes, students will be able to use other courses, including FL 6023 (Introduction to Literary Criticism), FL 8693 (Advanced Foreign Language Pedagogy) and FL 8113 (Capstone Seminar). The number of required hours for the thesis and non-thesis options otherwise remain unchanged.

Approved:	*Date:*
Department Head	10/28/16
Chair, College or School Curriculum Committee	28 Oct 2016
Dean of College or School	11-1-16
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ IHL Action Required

☐ SACS Letter Sent

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF ARTS & SCIENCES
Department of Classical & Modern Languages and Literatures

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March 10, 2016

To: The Arts and Sciences Committee on Courses and Curricula

From: Mark Edward Clark and Robert Harland, Co-chairs
Classical and Modern Languages and Literatures Curriculum Committee

We are writing in support of a proposal modifying the M.A. degree in this department. The proposal clarifies the options available for a graduate degree and stipulates that a comprehensive written exam now will be required in addition to the oral exam. The new requirement will strengthen students' proficiency in the target language(s).

Thank you for your consideration.

Mark Edward Clark, Associate Professor of Classics

Robert Harland, Associate Professor of Spanish

Edward Potter, Associate Professor of German

4/7/16

Salvador Bartera, Assistant Professor of Classics

Karim Simpore, Assistant Professor of French

Brian Davisson, Assistant Professor of Spanish

MISSISSIPPI STATE UNIVERSITY

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April 12, 2016

Dr. Stephen Brain, Chair
Arts & Sciences Curriculum Committee

Dear Dr. Brain,

I fully support of the proposed changes to the M.A. degree. The committee notes it will bring clarity and strength to the program.

Yours

Lynn Holt, Interim Head

1. CATALOG DESCRIPTION
No changes are being made to the existing catalog description.

2. CURRICULUM OUTLINE

<table>
<tr><th>CURRENT Degree Description</th><th>PROPOSED Degree Description</th></tr>
<tr><td>Degree: Master of Arts
Major: Foreign Languages</td><td>Degree: Master of Arts
Major: Foreign Languages</td></tr>
<tr><td>Thesis and non-thesis options are available. A minimum of 21 semester hours in one language must be taken for the M.A.; this allows a student to work in a minor field, such as History, Education, the Teaching of English as a Second Language, and Foreign Language Methodology.</td><td>Thesis and non-thesis options are available. A minimum of 21 graduate-level semester hours taught in one target language must be taken for the thesis or non-thesis M.A. options. Students may pursue study in two languages by taking a minimum of 18 hours in each language. For the thesis option, a minimum of 12 hours must be at the 7000-/8000-level; for the non-thesis option, a minimum of 15 hours must be at the 7000-/8000-level. No more than 6 hours of Directed Individual Study credits (FL 7000) may be counted toward the M.A. degree. Also required for the degree is a comprehensive written and oral examination based upon all coursework taken and a departmental graduate reading list.</td></tr>
<tr><td>Master of Arts in Foreign Language - Thesis
FL XXXX — Graduate language courses in chosen area of study [1] — 21
Additional graduate-level coursework — 3
Research/thesis [2] — 6
Total Hours — 30
[1] This allows a student to work in a minor field, such as History, Education, the Teaching of English as a Second Language, and Foreign Language Methodology.
[2] Requires an oral defense of the thesis.
Also required for the degree is a comprehensive oral examination based upon all coursework taken, a Departmental Graduate Reading List and an oral defense of the thesis. Knowledge of the Departmental Graduate Reading List is required of all master's candidates and will be tested in the comprehensive oral examination, which is a formal requirement for the degree. At least 12 hours of coursework must be 8000-level.</td><td>Master of Arts in Foreign Language - Thesis
FL XXXX — Graduate-level courses in chosen area of study — 21
FL XXXX and/or additional graduate-level coursework[1] — 3
Research/thesis[2] — 6
Total Hours — 30
[1] Students are encouraged to take FL 8113 Capstone Seminar, FL 6023 Introduction to Literary Criticism, and/or FL 8693 Advanced Foreign Language Pedagogy.
[2] Requires an oral defense of the thesis, given during the comprehensive oral examination.
Note: If the student pursues study in two languages, they are required to have a minimum of 18 hours at the graduate level in each language, for a total of 36 hours.</td></tr>
<tr><td>Master of Arts - Non-Thesis
The non-thesis option requires satisfactory completion of 33 semester hours in one language or 36 semester hours in two languages for students wishing a double major (18 semester hours in each language). Also required for the degree is a comprehensive oral examination based upon all coursework taken and a Departmental Graduate Reading List. Knowledge of the Departmental Graduate Reading List is required of all master's candidates and will be tested in the comprehensive oral examination, which is a formal requirement for the degree. At least 15 hours of coursework must be 8000-level.</td><td>Master of Arts - Non-Thesis
FL XXXX — Graduate-level courses in chosen area of study — 21
FL XXXX or additional graduate-level coursework[1] — 12
Total Hours — 33
[1] Students are encouraged to continue taking coursework in their area of study. Students are encouraged to take FL 8113 Capstone Seminar, FL 6023 Introduction to Literary Criticism and/or FL 8693 Advanced Foreign Language Pedagogy. Students are also encouraged to work in a minor field such as (but not limited to) History, Education, the Teaching of English as a Second Language, and</td></tr>
</table>

		Foreign Language Teaching Methodology. Note: If the student pursues study in two languages, they are required to have a minimum of 18 hours at the graduate level in each language, for a total of 36 hours.	
CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
College Required Courses **N/A**		College Required Courses **NO CHANGE**	
Total Hours		Total Hours	

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

This is a minor modification, with no changes to required coursework. The modification of the catalog description is intended to display the degree options in a clearer manner, breaking down the credit hour requirement for each already-existing option (thesis and non-thesis). The description of the program of study for both degree options has been moved to the beginning of the program description to reduce redundancy. Wording has been added that recommends, though does not require, that students take any of three already-existing courses in the curriculum (FL 8113, FL 6023, FL 8693) for the thesis and non-thesis options. Additionally, the description of options for pursuing a minor has been moved from the thesis option to the non-thesis option, as students working on a thesis will likely not have time to complete a minor, based upon the credit hour requirement, while students pursing the non-thesis option could have time to pursue a minor.

The degree modification also adds the requirement of a written examination to accompany the oral examination. This requirement is the same for both degree options. The written examination is being added to further ensure students' proficiency in their chosen field of study, and to confirm their ability to write proficiently in the target language. It will have the additional benefit of allowing students to express their understanding of their field of study in writing prior to the oral examination, allowing committee members the opportunity to follow-up on their ideas, and to permit further time for questions regarding the departmental reading list and students' coursework.

Student learning outcomes for the degree modification include:

- Students will strengthen their ability to speak in multi-paragraph discourse in the target language on theoretical topics, consistent with the superior level of speech in the American Council on the Teaching of Foreign Languages (ACTFL) guidelines
- Students will strengthen their ability to write in multi-paragraph discourse in the target language on theoretical topics, consistent with the superior level of written communication in the ACTFL guidelines
- Students will become well-versed in major and minor works in the literary traditions connected to their chosen field of study
- Students will demonstrate an ability to speak and write on the literary works of their chosen field sufficiently to enable them to enter and successfully continue instruction in a doctoral program in their chosen field
- Students choosing to pursue studies in a minor field will hold a working knowledge of that field, and its applicability to their major field of study, and to pursue further education within that minor field
- All students will be capable of composing substantial critical writing on the texts within their chosen field, including proper sourcing, understanding of and ability to integrate and enter into discourse with secondary literature, proper citation, and the demonstration of concerted knowledge of major and minor works within that field
- Students choosing the thesis option will be capable of composing a substantial written work on a subject within their chosen field, understanding the works within that subject and the significant secondary literature on that subject, and will be able to communicate those ideas to an academic public; students will furthermore have the ability to defend their writing on that subject through their oral examination to the members of their thesis committee

4. LETTER OF SUPPORT

A letter of support from the departmental curriculum committee has been attached to this proposal, signed by Dr. Lynn Holt, interim head of CMLL, and the members of the CMLL curriculum committee.

5. PROPOSED FOUR-LETTER ABBREVIATION

The abbreviation for the program will remain FL.

6. EFFECTIVE DATE

The effective date of this degree modification will be Spring 2017.

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: Arts and Sciences **Department:** Sociology

Contact Person: Dr. Raymond Barranco **Mail Stop:** P.O. Box C **E-mail:** rb1286@msstate.edu

Nature of Change: Degree modification

Date Initiated: 9/22/2016 **Effective Date:** Fall 2017

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Arts in Sociology

Major: Sociology **Concentration:**

New Degree Program Name: no change

Major: no change **Concentration:** no change

Summary of Proposed Changes:

Change 1: We added a more detailed description of the sociology degree. The new description provides students with more information about required sociology courses. The sociology degree description is now more consistent with the criminology degree description. This change does not require modifying student learning outcomes.

Change 2: We replaced several instances of "see advisor" and "consult advisor" with "see General Education courses" since that is where their advisor will direct them. We hope this will encourage students to find courses appropriate for their schedules before meeting with their advisor. The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 3: We changed second Mathematics course requirement from "ST 3123" to "Elective Mathematics higher than MA 1313". Sociology majors have always able to use any Math course higher than 1313 to meet their Mathematics requirement on their CAPP reports. We are simply making them aware of this option. This is the same standard used for a criminology degree. This change does not require modifying student learning outcomes.

Change 4: We changed the Economics requirement from "EC 2113 or EC 2123" to "EC 2113". Since EC 2113 is a section prerequisite for EC 2123, and sociology majors are only allowed to take one Economics course, we felt this should be changed to avoid confusing students. This is consistent with Social Work's economics requirement (criminology has no economics requirement). This change does not require modifying student learning outcomes.

Change 5: We added "see A&S Core list" to the 6 hours of social science electives. Previously, students had no direction to help them determine what courses would meet this requirement. The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 6: We changed the Oral Communication Requirement from "CO 1003" to "CO 1003 or CO 1013". Sociology majors have always able to use CO 1013 to meet their Oral Communication requirement on their CAPP reports. We are simply making them aware of this option. This is the same standard used for a criminology degree. This change does not require modifying student learning outcomes.

these requirements by taking the courses previously outlined in the degree program. These two courses: SO 3103 and SO 4804 have always been required for our majors. We are simply clarifying that one of them (3103) is the Writing Requirement course, and 4804 is the Computer Literacy course. . The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 8: All references to SO 4803 have been changed to SO 4804 – this reflects a previously submitted UCCC proposal, which has been approved contingent on the acceptance of this degree program modification. This change does not require modifying student learning outcomes.

Change 9: We have removed "Level V: Capstone" from our major core requirements and moved the class previously listed under that heading (SO 4804) to "Level III: Tools and Skills". Since SO 4804 directly builds on the other two classes listed under "Level III", we felt it made more sense to list all three classes under the same heading. This change does not require modifying student learning outcomes.

Change 10: We changed the number of hours associated with SO 4804 from 3 to 4. This reflects a previously submitted UCCC proposal, which has been approved contingent on the acceptance of this degree program modification. This change does not require modifying student learning outcomes.

Change 11: We have changed the policy regarding sociology majors' 21 elective hours to allow the students to take three of those hours at the 1000 or 2000 level. We have made this change because two of our most popular courses, Contemporary Social Problems and Marriage & Family, cannot count toward a sociology major's 39 required hours of sociology. We believe making this change will encourage more non-sociology majors who have taken one or both of these courses (as well as Introduction to Sociology) to switch their major to sociology. In short, we believe the change will attract more students to sociology, while maintaining a rigorous curriculum. For instance, this change is consistent with the criminology program which requires students to take 18 elective hours at the 3000 or 4000 level (they do not require a minimum number of 4000 level courses). We believe this is the only new substantive change being suggested -- all other changes listed above are designed to increase consistency and clarity, not alter the degree requirements in any way. This change does not require modifying student learning outcomes.

Change 12: SO 4804 will now be the computer literacy requirement. This change does not require modifying student learning outcomes.

Approved:	*Date:*
Department Head	9-15-16
Chair, College or School Curriculum Committee	28 · Oct 2016
Dean of College or School	11-1-16
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ IHL Action Required

☐ SACS Letter Sent

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF ARTS & SCIENCES

Department of Sociology
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February 23, 2016

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to modify Sociology's degree program. The proposed changes are needed to provide greater clarity to future sociology majors and incorporate approved/pending UCCC proposals. All changes received unanimous support from the departmental faculty at our February 19, 2016 faculty meeting. Please contact Lindsey Peterson, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Lindsey Peterson (chair)

Raymond Barranco

Margaret Hagerman

Ashley Perry

DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing undergraduate degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title in both columns. Expand this table as needed.

CURRENT Degree Description	PROPOSED Degree Description
Degree: BA Major: Sociology	Degree: BA Major: Sociology
Sociology (SO) Undergraduate Advisor: Raymond Barranco Graduate Advisor: Stacy Haynes Office: 207 Bowen Hall The following degree programs are offered: Bachelor of Arts, Master of Science, and Doctor of Philosophy. Sociology is the scientific study of social life. With an interest in understanding human behavior, sociologists study such phenomena as deviant behavior, social organization, stratification, population, community, social institutions, race and ethnic relations, social problems, theory and methods of research. Sociology majors are well prepared to enter many rewarding positions in the work force right out of college or further graduate training in law, business, community planning, architecture, medicine, politics or academics. Opportunities for employment include, but are not restricted to entry-level positions in administration, advertising, banking, counseling (family planning, career, substance abuse, etc.), health services, journalism, group and recreation work, marketing and market research, sales, non-profit organizations, teaching, criminal justice, social services and social research. In addition, sociology provides training that other liberal arts majors do not, such as the core elements of human interaction and relationships, and basic training for research analyst positions (in statistics and research methods, which include computer applications, for example). Students are eligible for membership in the Mississippi Alpha chapter of Alpha Kappa Delta, the International Sociology Honor Society. To be considered for membership, a student must be an officially declared sociology major or demonstrate a serious interest in sociology, must be at least a junior, have at least a 3.00 overall GPA, and must have maintained a 3.00 GPA in sociology courses. To earn a Bachelor of Arts degree with a major in sociology, a student is required to take 36 hours of sociology.	Sociology (SO) Undergraduate Advisor: Raymond Barranco Graduate Advisor: Stacy Haynes Office: 207 Bowen Hall The following degree programs are offered: Bachelor of Arts, Master of Science, and Doctor of Philosophy. Sociology is the scientific study of social life. With an interest in understanding human behavior, sociologists study such phenomena as deviant behavior, social organization, stratification, population, community, social institutions, race and ethnic relations, social problems, theory and methods of research. Sociology majors are well prepared to enter many rewarding positions in the work force right out of college or further graduate training in law, business, community planning, architecture, medicine, politics or academics. Opportunities for employment include, but are not restricted to entry-level positions in administration, advertising, banking, counseling (family planning, career, substance abuse, etc.), health services, journalism, group and recreation work, marketing and market research, sales, non-profit organizations, teaching, criminal justice, social services and social research. In addition, sociology provides training that other liberal arts majors do not, such as the core elements of human interaction and relationships, and basic training for research analyst positions (in statistics and research methods, which include computer applications, for example). Students are eligible for membership in the Mississippi Alpha chapter of Alpha Kappa Delta, the International Sociology Honor Society. To be considered for membership, a student must be an officially declared sociology major or demonstrate a serious interest in sociology, must be at least a junior, have at least a 3.00 overall GPA, and must have maintained a 3.00 GPA in sociology courses. To earn a Bachelor of Arts degree with a major in sociology, a student is required to take 36 hours of sociology.

All new freshman desiring to major in Sociology will be admitted into the Sociology major in the College of Arts and Sciences at Mississippi State University. For all other students wishing to major in Sociology, to be eligible for admission to the Sociology program, students must have a cumulative GPA of 2.0 or above on all college work attempted prior to entering the major. The criteria for remaining in the program include:

1. Students must earn a minimum of a "C" in all Sociology courses. Students earning a grade lower than C in a Sociology course must retake that course.
2. Students must maintain an overall GPA of 2.0 or above. Students who fall below the overall GPA of 2.0 must bring it up to 2.0 the next semester or drop the Sociology major.

Sociology Major Course Requirements

The sociology major consists of a sequence of five levels of courses ranging from introductory to the more advanced and capstone courses. Students are expected to complete courses in the lower levels before taking courses in the more advanced levels. For example, students should complete Level I courses before completing Level II courses, etc. The lower level courses are prerequisites for the advanced level courses.

Sociology Minor

To earn a minor in sociology, a student must take 18 hours of undergraduate sociology courses. SO 1003, SO 2203, and SO 3213 are required. The other three SO courses must be at the 2000 level or above and include at least one 4000 level SO course.

Students who wish to major or minor in the department should plain their programs with the departmental major advisor as soon as possible after entering the University and should consult with their advisor before each registration period. Programs are arranged individually to combine the most varied advantages consistent with the student's interests and purposes. Persons interested in second school teaching may elect sufficient courses in the College of Education to satisfy certification requirements for teach social studies.

All new freshman desiring to major in Sociology will be admitted into the Sociology major in the College of Arts and Sciences at Mississippi State University. For all other students wishing to major in Sociology, to be eligible for admission to the Sociology program, students must have a cumulative GPA of 2.0 or above on all college work attempted prior to entering the major. The criteria for remaining in the program include:

1. Students must earn a minimum of a "C" in all Sociology courses. Students earning a grade lower than C in a Sociology course must retake that course.
2. Students must maintain an overall GPA of 2.0 or above. Students who fall below the overall GPA of 2.0 must bring it up to 2.0 the next semester or drop the Sociology major.

Sociology Major Course Requirements

The sociology major consists of a sequence of **four** levels of courses ranging from introductory to the more advanced and capstone courses. Students are expected to complete courses in the lower levels before taking courses in the more advanced levels. For example, students should complete Level I courses before completing Level II courses, etc. The lower level courses are prerequisites for the advanced level courses.

Required courses include: SO 1003 Introduction to Sociology, SO 2203 Cultural & Racial Minorities, SO 3103 Social Theory I, SO 3213 Introduction to Social Research, and SO 4803 Social Research Practice.

Students are also required to take one of the following courses: SO 3003 Social Inequality, SO 3013 Society and the Individual, or SO 3053 Organizations in Modern Society.

Finally, students must select any seven additional sociology courses, including any of those not listed above. A minimum of six of these courses must be 3000 or 4000 level.

Sociology Minor

To earn a minor in sociology, a student must take 18 hours of undergraduate sociology courses. SO 1003, SO 2203, and SO 3213 are required. The other three SO courses must be at the 2000 level or above and include at least one 4000 level SO course.

Students who wish to major or minor in the department should plain their programs with the departmental major advisor as soon as possible after entering the University and should consult with their advisor before each

		registration period. Programs are arranged individually to combine the most varied advantages consistent with the student's interests and purposes. Persons interested in second school teaching may elect sufficient courses in the College of Education to satisfy certification requirements for teach social studies.	
CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English Composition: EN 1103 or EN 1163 EN 1113 or EN 1173	 3 3	English Composition: EN 1103 or EN 1163 EN 1113 or EN 1173	 3 3
Foreign Language: 3 semesters – one Foreign Language – see advisor	 9	Foreign Language: 3 semesters – one Foreign Language – see advisor	 9
Humanities: Literature – see General Education courses History – see General Education courses *Philosophy – see advisor* *Humanities Electives – Must be from 2 different areas – see A&S Core*	 3 3 3 9	Humanities: Literature – see General Education courses History – see General Education courses Philosophy – see **General Education courses** Humanities Electives – Must be from 2 different areas – see A&S Core **list**	 3 3 3 9
Mathematics: MA 1313 *ST 3123*	 3 3	Mathematics: MA 1313 **Elective Mathematics higher than MA 1313**	 3 3
Fine Arts: See A&S Core list	 3	Fine Arts: See A&S Core list	 3
Natural Sciences: Physical Sciences w/lab (CH, GG, PH) – see General Education Courses Biological Sciences w/lab (BIO, EPP, PO) – see General Education Courses *Natural Science Elective – consult advisor*	 3-4 3-4 3-4	Natural Sciences: Physical Sciences w/lab (CH, GG, PH) – see General Education courses Biological Sciences w/lab (BIO, EPP, PO) – see General Education courses Natural Science Elective – **see General Education courses**	 3-4 3-4 3-4
Social Sciences: See Major Core Level I		Social Sciences: See Major Core Level I	

Major Core: courses in the major are sequenced by level.		Major Core: courses in the major are sequenced by level.	
Level I: Intro to the discipline		Level I: Intro to the discipline	
Social Sciences – Must be from 2 different areas and must cross 4 disciplines over the 18 hours. Only one Economics allowed. See advisor.		Social Sciences – Must be from 2 different areas and must cross 4 disciplines over the 18 hours. Only one Economics allowed. See advisor.	
SO 1003	3	SO 1003	3
PS 1113	3	PS 1113	3
EC 2113 or EC 2123	3	**EC 2113**	3
see General Education courses	3	see General Education courses	3
Social Science courses	6	**Social Science courses – see A&S Core list**	6
Level II: Sociology Substantive Core		Level II: Sociology Substantive Core	
SO 2203	3	SO 2203	3
choose one of the following:	3	choose one of the following:	3
SO 3003		SO 3003	
SO 3013		SO 3013	
SO 3053		SO 3053	
Level III: Tools and Skills		Level III: Tools and Skills	
SO 3103	3	SO 3103	3
SO 3213	3	SO 3213	3
		SO 4804	**4**
Level IV: Sociology General Upper Division Core		Level IV: Sociology General Upper Division Core	
Select any seven 3000 or 4000 level sociology courses, including any of those not listed above. A minimum of five of these courses must be 4000 level.	21	**Select any seven additional sociology courses, including any of those not listed above. A minimum of six of these courses must be 3000 or 4000 level.**	21
Level V: Capstone			
SO 4803 *Research paper in area of specialization expected.*	3		
Oral Communication Requirement:		Oral Communication Requirement:	
CO 1003	3	CO 1003 **or CO 1013**	3
Writing Requirement:		Writing Requirement:	
SO 3103	3	**Satisfied by successful completion of SO 3103**	
Computer Literacy:		Computer Literacy:	
SO 3213	3	**Satisfied by successful completion of SO**	

General Electives: Consult advisor	18	**4804** General Electives: Consult advisor	 18
Total Hours (31 hours must be 3000/4000 from A&S)	*123*	Total Hours (31 hours must be 3000/4000 from A&S)	**124**

3. JUSTIFICATION OF THE CHANGE OF DEGREE AND STUDENT LEARNING OUTCOMES:

Overall motivation: the primary goal of the changes outlined above is to provide greater clarity to future sociology majors. We have added greater detail in areas where we thought students would benefit from more information, while also removing information that may potentially confuse students. Secondary goals include making the sociology degree program more consistent with the other majors offered in the Department of Sociology (i.e. Criminology and Social Work) and making the degree program more consistent with sociology CAPP reports.

Change 1: We added a more detailed description of the sociology degree. The new description provides students with more information about required sociology courses. The sociology degree description is now more consistent with the criminology degree description. This change does not require modifying student learning outcomes.

Change 2: We replaced several instances of "see advisor" and "consult advisor" with "see General Education courses" since that is where their advisor will direct them. We hope this will encourage students to find courses appropriate for their schedules before meeting with their advisor. The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 3: We changed second Mathematics course requirement from "ST 3123" to "Elective Mathematics higher than MA 1313". Sociology majors have always able to use any Math course higher than 1313 to meet their Mathematics requirement on their CAPP reports. We are simply making them aware of this option. This is the same standard used for a criminology degree. This change does not require modifying student learning outcomes.

Change 4: We changed the Economics requirement from "EC 2113 or EC 2123" to "EC 2113". Since EC 2113 is a section prerequisite for EC 2123, and sociology majors are only allowed to take one Economics course, we felt this should be changed to avoid confusing students. This is consistent with Social Work's economics requirement (criminology has no economics requirement). This change does not require modifying student learning outcomes.

Change 5: We added "see A&S Core list" to the 6 hours of social science electives. Previously, students had no direction to help them determine what courses would meet this requirement. The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 6: We changed the Oral Communication Requirement from "CO 1003" to "CO 1003 or CO 1013". Sociology majors have always able to use CO 1013 to meet their Oral Communication requirement on their CAPP reports. We are simply making them aware of this option. This is the same standard used for a criminology degree. This change does not require modifying student learning outcomes.

Change 7: We changed the language regarding "Writing Requirement" and "Computer Literacy" to reflect that students will meet these requirements by taking the courses previously outlined in the degree program. These two courses: SO 3103 and SO 4804 have always been required for our majors. We are simply clarifying that one of them (3103) is the Writing Requirement course, and 4804 is the Computer Literacy course. . The sociology program is now more consistent with the criminology program in this regard. This change does not require modifying student learning outcomes.

Change 8: All references to SO 4803 have been changed to SO 4804 – this reflects a previously submitted UCCC proposal, which has been approved contingent on the acceptance of this degree program modification. This change does not require modifying student learning outcomes.

Change 9: We have removed "Level V: Capstone" from our major core requirements and moved the class previously listed under that heading (SO 4804) to "Level III: Tools and Skills". Since SO 4804 directly builds on the other two classes listed under "Level III", we felt it made more sense to list all three classes under the same heading. This change does not require modifying student learning outcomes.

Change 10: We changed the number of hours associated with SO 4804 from 3 to 4. This reflects a previously submitted UCCC proposal, which has been approved contingent on the acceptance of this degree program modification. This change does not require modifying student learning outcomes.

Change 11: We have changed the policy regarding sociology majors' 21 elective hours to allow the students to take three of those hours at the 1000 or 2000 level. We have made this change because two of our most popular courses, Contemporary Social Problems and Marriage & Family, cannot count toward a sociology major's 39 required hours of sociology. We believe making this change will encourage more non-sociology majors who have taken one or both of these courses (as well as Introduction to Sociology) to switch their major to sociology. In short, we believe the change will attract more students to sociology, while maintaining a rigorous curriculum. For instance, this change is consistent with the criminology program which requires students to take 18 elective hours at the 3000 or 4000 level (they do not require a minimum number of 4000 level courses). We believe this is the only new substantive change being suggested – all other changes listed above are designed to increase consistency and clarity, not alter the degree requirements in any way. This change does not require modifying student learning outcomes.

Change 12: SO 4804 will now be the computer literacy requirement. This change does not require modifying student learning outcomes.

NOTE: Because three or fewer courses are being added, modified or deleted along with this degree program change, a complete review and assessment of the degree program was not deemed necessary.

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
    a. The program changes will meet local, state, regional, and national educational and cultural needs. The requested changes are minor, and are not intended to reshape the Sociology degree substantially. We believe that the addition of SO 4804 as our Computer Literacy course will improve students' ability to evaluate and synthesize data, as many of them will do in their future careers. A 2015 report from the American Sociological Association reported that over 50% of those with BAs in Sociology report doing data analysis in their current jobs. (file:///Users/lindseypeterson/Downloads/early_employment.pdf). It was recently announced that the Mississippi Department of Employment Security and Mississippi State's National Strategic Planning and Analysis Center (NSPARC) will hold a conference on campus entitled "Mississippi-A Data Driven State Data Summit". We hope that by improving the analytical skills of our majors, we will position them for future data-driven jobs locally, in the state of Mississippi, and regionally and nationally (http://www.msstate.edu/newsroom/article/2016/09/inaugural-mississippi-%E2%80%93-data-driven-state-data-summit-announced/).

2. Will this program change result in duplication in the System? If so, please describe.
    a. The requested changes are minor and will not cause any duplication in the System.

3. Will this program change advance student diversity within the discipline? If so, please describe.
    a. We do not anticipate these curriculum changes having a substantial impact on student diversity within the discipline.

4. Will this program change result in a increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.
    a. As described above in Question 1, we hope that the change to our Computer Literacy requirement will prepare students better for jobs in data-driven careers, of which there are many.

5. Will the program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.

a. The predictors of future salaries are varied, and we cannot say with any authority how the changes we have made here will affect potential salaries for our graduates.

Sociology Courses

SO 1001 First Year Seminar: 1 hour.

One hour lecture. First-year seminars explore a diverse array of topics that provide students with an opportunity to learn about a specific discipline from skilled faculty members

SO 1003 Introduction to Sociology: 3 hours.

Three hours lecture. The nature and development of culture; social aspects of personality; analysis of community life, population trends, social classes, institutions, processes, and organization; culture change

SO 1103 Contemporary Social Problems: 3 hours.

Three hours lecture. Analysis of problems related to: life cycle, sexuality, family disruptions, health, illness, death and dying, addictions, crime, minorities, population, environment, resources and poverty. Suggested solutions

SO 1173 Introduction to Gender Studies: 3 hours.

Three hours lecture. An introduction to theoretical concepts in Gender Studies. This course will examine the influence of the women's movement on the academic development of Gender Studies. (Same as AN 1173 and GS 1173)

****SO 1203 Sociology of Families: 3 hours.***

Three hours lecture. A study of how inequality, diversity, and social change shape families and family life, with emphasis on contemporary American families.

SO 2203 Cultural and Racial Minorities: 3 hours.

(Prerequisite: Three hours in an introductory social science). Three hours lecture. Origins of minority groups and racial attitudes. Biological and cultural concepts of race and minority groups; problems of adjustment in interracial and multiethnic societies. (Same as AAS 2203 and AN 2203)

SO 2990 Special Topics in Sociology: 1-9 hours.

Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

SO 3003 Social Inequality: 3 hours.

(Prerequisite: SO 1003). Three hours lecture. Investigates the nature, causes, and consequences of social inequality and stratification, the relationships among class, race, and gender inequalities in cross-cultural perspective

SO 3013 Society and the Individual: 3 hours.

(Prerequisite: SO 1003). Three hours lecture. A study of interrelationship between society and the individual. Emphasis is placed on the structural aspects of socialization and the social construction of reality

SO 3053 Organizations in Modern Society: 3 hours.

(Prerequisite: SO 1003). Three hours lecture. Examines the nature and types of formal organizations, their impact on, and outcomes for, individuals and society; organizational structures, processes, environments and effectiveness

SO 3103 Social Theory I: 3 hours.

(Prerequisite: Nine hours of sociology, CS 1013 or equivalent and junior standing). Lecture course. Study of European and American sociological theory intellectual antecedents as well as social-cultural context

SO 3123 Policing and Society: 3 hours.

(Prerequisites: CRM 1003 and SO 1003). Three hours lecture. An overview of police functions and responsibilities at all levels from a sociological perspective. Focuses on symbiotic roles of policing and other societal organizations

SO 3213 Introduction to Social Research: 3 hours.

(Prerequisite: Nine hours of sociology and/or criminology courses). Three hour lecture. A survey of the general field of research and methodology, including an examination of the various types of research designs, techniques, and procedures

SO 3313 Deviant Behavior: 3 hours.

(Prerequisite: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention is given to the study of various theories of deviance

SO 3323 Contemporary Woman: 3 hours.

Three hours lecture. Introductory course for the Concentration in Women's Studies. Major topics are women's heritage, identity, culture, and vulnerabilities

SO 3333 Society and Religion: 3 hours.

Three hours lecture. Religion as an institution. Examines the social origins of religion and its functions, both positive and negative, in social movements, social control and politics.(Same as Rel 3333)

SO 3343 Gender, Crime, and Justice: 3 hours.

(Prerequisite: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Gender differences in criminal behavior, victimization, and criminal justice processing, emphasizing the unique experiences of women in all of these areas. (Same as CRM 3343)

SO 3353 Race, Crime, & Justice: 3 hours.

(Prerequisite: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Racial differences in criminal behavior, victimization, and criminal processing, emphasizing the unique experiences of racial minorities in these areas (Same as CRM 3353)

SO 3503 Violence in the United States: 3 hours.

(Prerequisite: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Indepth study of violence, including types of violence, categories of offenders and victims, its social consequences, and potential solutions. (Same as CRM 3503)

SO 3603 Criminological Theory: 3 hours.

(Prerequisites: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Survey of the major sociological and criminological explanations of crime. (Same as CRM 3603)

SO 4000 Directed Individual Study in Sociology: 1-6 hours.

Hours and credits to be arranged

SO 4113 Social Organization and Change: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. An intensive examination of recent research focusing on the prediction, explanation and control of social change with attention to trends in developing countries

SO 4123 Poverty, Analysis: People, Organization and Program: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. Historical perspectives; problems of definition and measurement; socio-cultural situations contributing to deprivation; delineation of poverty groups; social consequences of poverty; poverty programs and organizations

SO 4173 Environment and Society: 3 hours.

(Prerequisite: AN 1103 or SO 1003 or consent of instructor). Three hours lecture. A study of the interaction between human society and the environment including the social aspects of environmental problems. (Same asAN 4173/6173)

SO 4223 Comparative Family Systems: 3 hours.

(Prerequisite: SO 1203). Three hours lecture. A systematic study of family patterns in selected cultures of the world

SO 4233 Juvenile Delinquency: 3 hours.

(Prerequisites: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Critical study of problems, causes, ways of handling; attitudes, roles and relationships of persons involved, including youthful offenders, social workers, court and law enforcement officials. (Same as CRM 4233/6233)

SO 4243 Drugs, Crime and Control: 3 hours.

(Prerequisites: SO 1003 and CRM 1003 or consent of instructor). Three hours lecture. Focus on the social factors which give rise to illicit drug use, patterns and trends in drug crime and strategies to control drug crime. (Same asCRM 4243/6243)

SO 4253 White Collar Crime and Elite Deviance: 3 hours.

(Prerequisites: SO 1003 and CRM 1003 or consent of instructor). Three hours lecture. An overview of the sociological and criminological literature in the area defined as 'White Collar Crime' (Same as CRM 4253/6253)

SO 4273 Sociology of Education: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. A sociological analysis of education as a social institution, its role in the larger society, the organization of schooling, and the social dynamics of classrooms

SO 4303 Urban Sociology: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. A sociological and ecological study of urban areas emphasizing the processes of population, environment, technology and social organization

SO 4323 Victimology: 3 hours.

(Prerequisite: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. A critical study of victims, examining theories of victimization, the social construction of victimization, the relationship between victims and offenders, and victim prevention efforts. (Same as CRM 4323/6323)

SO 4333 Sociology of Sport: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. Examination of sport as a social institution in American society, its contributions to society and to participants

SO 4343 Media, Crime and Justice: 3 hours.

(Prerequisites: CRM 1003 and SO 1003). An overview of the role media plays in shaping criminal justice policy, as well as public knowledge about crime and the criminal justice system

****SO 4403 Sociology of Gender and Sexuality: 3 hours.***

(Prerequisites: SO 1003, or approval of instructor). Three hours lecture. Changing character of gender and sexuality and significance in various social institutions. Intersection between gender, sexuality and other forms of inequality.

SO 4413 Aging and Retirement in American Society: 3 hours.

(Prerequisites: Nine hours of sociology or related disciplines). Three hours lecture. A study of the social and economic aspects of aging and of the social problems in American society related to the aged and retired groups

SO 4423 Health and Society: 3 hours.

(Prerequisite:3 hours in sociology). Three hours lecture. Examines health and the health care structure of the United States as it relates to our culture,norms and social institutions

SO 4433 Sociology of Death and Dying: 3 hours.

(Prerequisite:3 hours in Sociology). Three hours lecture. Examines death as a social event,the social nature of death, relationships at the end of life, and social structural impacts on death and dying

SO 4503 Gender and Work: 3 hours.

Three hours lectures. This course presents research and theories on the role of gender in shaping labor market opportunities, experiences, and rewards; remedies for enduring problems, including those applied in the United States' workplace and abroad; and new research directions

SO 4513 Correctional Systems: 3 hours.

(Prerequisites: CRM 1003 and CRM 3603 or consent of instructor). Three hours lecture. Survey of contemporary correctional systems and practices. Emphasis placed on the formal organization and functioning of penal systems (same as CRM 4513/6513)

SO 4523 Law and Society: 3 hours.

(Prerequisites: SO 1003 and CRM 1003 or consent of instructor). Three hours lecture. Explores the social origins of law and how law can both maintain social order and bring about social change (Same as CRM 4523/6523)

SO 4623 Social Work with the Aged: 3 hours.

Three hours lecture. Examination of language as a part of culture, a source of knowledge about other aspects of culture, and a social behavior. (Same as AN 4623/6623 and EN 4623/6623)

SO 4633 Language and Society: 3 hours.

Three hours lecture. Examination of relationship between language and society. How language varies regionally and socially; people's use of and attitudes toward different ways of speaking. (Same as AN 4633/6633 andEN 4633/6633)

SO 4643 Race and the Media: 3 hours.

(Prerequisites: SO/AAS 2203, or CO 1403, or AAS 1063 or equivalent). Three hours lecture. Examines the relationship between society, race, and the media. An examination of the social influence of how racial representations are produced, distributed, and consumed. (Same as AAS 4643 and CO 4643)

SO 4703 Population Problems and Processes: 3 hours.

(Prerequisite: SO 1003 or consent of the instructor). Three hours lecture. World population growth and its consequences, population change and national policies, family planning, recent U.S. population trends, basic demographic measurement, the demographic report

SO 4713 Social Work Senior Seminar: 3 hours.

Review and evaluation of censuses, vital statistics, and demographic surveys and their uses, with emphasis on measurement, methods, and analytical techniques

SO 4733 Community: Organization and Relationships: 3 hours.

(Prerequisites: SO 1003 and junior standing). Three hours lecture. Rural-urban approach to community; types of local societies and community organizations; perspectives in community study

****SO 4804 Social Research Practice: 4 hours.***

(Prerequisite: SO 3213 or equivalent). Three hours lecture, one-hour lab. Practical application of sociological analysis and methods conducting social research projects. Includes selection of methods and analytical techniques, data management, compute-based analysis, and report writing

SO 4990 Special Topics in Sociology: 1-9 hours.

Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

*Denotes course additions/modifications currently under consideration with the Arts & Sciences curriculum committee or the UCCC.

1. SO 1203 has a modified name and course description only. It was previously "Marriage and Family", and now it is Sociology of Families

2. SO 4403 has a modified name and course description only. It was previously "Sociology of Gender".

3. SO 4804 has been modified by adding one credit hour to reflect an added lab section. It was previously SO 4803. The name of the course has not been changed.

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, Room 279, (Mail Stop 9702).

College: Education Department: Counseling, Educational Psychology, and Foundations

Contact Person: Anastasia Elder, Ph.D. Mail Stop: 9727 E-mail: ace24@msstate.edu

Nature of Change: Modification Date Initiated: 8/2016 Effective Date: Fall 2017

Current Degree Program Name: Master of Science

Major: Educational Psychology Concentration: General Educational Psychology

New Degree Program Name:

Major: Educational Psychology Concentration: General Educational Psychology

Summary of Proposed Changes:

Update coursework to reflect internal review of program and to better compete for students. Create more standard set of electives for students. Required documentation is attached.

Approved:	*Date:*
[signature] Department Head	Again! 10/26/2016
Rebecca Rehichaux-Davis Chair, College or School Curriculum Committee	10/27/2016
Teresa Jayroe Dean of College or School	10/27/16
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

PLEASE NOTE: This modification is for the Masters of Science in Educational Psychology with concentration in General Educational Psychology only. The other concentrations in Psychometry and in Applied Behavior Analysis are not affected by this submission. They have recently been submitted for modification and are in process of undergoing review.

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: M.S. Major: Educational Psychology Concentrations: General Educational Psychology Concentration		Degree: M.S. Major: Educational Psychology Concentrations: General Educational Psychology Concentration	
The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings.		The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings.	
The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of *40-46* hours.		The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of **35 hours.**	
CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
Major Core		**Major Core**	
EPY 6214 – Educational and Psychological Statistics	4	EPY 6214 - Educational and Psychological Statistics	4
EPY 8253 – Advanced Child & Adolescent Psychology	3	EPY 8253 – Advanced Child & Adolescent Psychology **or related elective**	3
EPY 8263 – Psychological Testing in Educational and Related Settings	3	EPY 8263 - Psychological Testing in Educational and Related Settings	3
Concentration Requirements		**Concentration Requirements**	
EPY 8293 – Cognitive Development	3	EPY – 8293 Cognitive and Affective Development	3
EPY 8223 – Psychological Foundations of Education	3	EPY 8223 - Psychological Foundations of Education	3
EPY8363 – Function and Methods of Research in Education	3	EPY8363 – Function and Methods of Research in Education **OR PSY 8513 Psychological Research**	3
Cognitive elective (see advisor)	*3*	**EPY 6033 – Applications of Learning Theories in Educational and Related Settings**	**3**
EPY electives (see advisor)	*9-12*	**EPY 8214 - Advanced Educational and Psychological Statistics**	**4**
		EPY 6073 - Personal and Motivational Factors in Education Related Settings	**3**
		EDF 9453 - Introduction to Qualitative Research in Education	**3**
Related electives (see advisor)	*9-12*	Related electives **or thesis hours** **EPY 6553 - Creativity and Innovation**	**3**

		EPY 8533 - Practicum in Teaching with Educational Psychology **EPY 9313 - Educational Evaluation Methods** **EPY 9723 - Seminar in Contemporary Educational /School Psychology** **PSY 8313 - Developmental Psychology** **PSY 6983 - Psychology of Aging** **PSY 6713 - Language and Thought** **PSY 6403 - Biological Psychology** **Other PSY courses with advisors' approval**	
OTHER CONCENTRATIONS EXIST AND ARE NOT UNDERGOING ANY CHANGE IN THIS SUBMISSION.		OTHER CONCENTRATIONS EXIST AND ARE NOT UNDERGOING ANY CHANGE IN THIS SUBMISSION.	
Total Hours	*40-46*	Total Hours	**35**

3. Justification and Student Learning Outcomes

The current proposal aims to streamline course work for the Master's degree in Educational Psychology with concentration in General Educational Psychology. This concentration has not been modified substantially in 20-25 years. The proposed modification to the degree in Educational Psychology with concentration in General Educational Psychology decreases the number of hours from 41 to 35 in the degree to competitively match other Masters' programs in Educational Psychology. Other schools in the region require 30-36 hours for a Master's degree (e.g. University of Alabama--30, University of Missouri –33, and University of Memphis—36).

These changes were accomplished via a complete program review by EPY faculty that began during Fall 2015 and culminated in these desired changes during an extensive summer retreat, on July 7-8, 2016. Notes from that retreat are available upon request. We utilized comparisons with other programs in the discipline (e.g., Florida State University, University of Georgia, University of Tennessee, and University of Wisconsin in addition to ones listed above) and graduates' assessment and feedback of their preparation. In our meeting, we better aligned our program identity with career potentials of our graduates. We evaluated the target outcomes, requirements, and goals for each of our classes and for our program as a whole. These extensive discussions resulted in the program changes proposed here.

These changes will allow us to better attract students while maintaining quality education and training. We believe these changes will allow us to attract more diverse students and result in an increase in placement of our students and thus better meeting the needs in the state, Southeast, and nation. With a reduction in the number of course hours we can better recruit and retain students to complete a MS in EPY –General Educational Psychology that is on par with others in the Southeast and across the Nation.

This modification does not result in duplication in the system. We do not foresee these changes as altering the potential salaries of our graduates.

Our student learning outcomes remain the same.

Demonstrate advanced knowledge of the principles of the discipline
Demonstrate the ability to interpret and analyze research and data
Demonstrate the ability to communicate professionally, verbally and in writing

This is accompanied by course modifications to two courses: EPY 4073/6073 and EPY 8293. In addition a degree modification in the doctoral program (EPY with concentration in General Educational Psychology) is being concurrently submitted.

4. Support

Please see letter from program faculty in the Department of Counseling, Educational Psychology, and Foundations supporting the changes to the degree program.

There are no anticipated changes necessary in the department in personnel or materials for this modification. In addition, the PSY classes listed in the proposal are ones taken by our students in the current degree (advisors approve in the current degree). Hence, the impact on psychology department is anticipated to be minimal to none. This concentration typically has on average about 2-3 new students a year.

5. Proposed 4-letter Abbreviation

No changes proposed.

6. Effective Date

Fall 2017

TO: Box Council and UCCC Committee Members

FROM: **Anastasia Elder, Ph.D.**

RE: Support of **Degree Modification of Masters Degree in Educational Psychology**

DATE: **08/31/2016**

This letter of support is offered by the **Educational Psychology** faculty for the proposed **modifications to the Masters degree in EPY with concentration in General Educational Psychology.** As indicated by the signatures below, a majority of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Program Area Faculty

Anastasia D Elder	8/31/16
[Anastasia Elder, Ph.D.]	[Date]
	8/31/16
[Elaine Wei, Ph.D.]	[Date]
8/31/16	8/31/16
[Nicole Leach, Ph.D.]	[Date]
Donna Gainer	8/31/16
[Donna Gainer, Ph.D.]	[Date]
C Henington	8/31/16
[Carlen Henington, Ph.D.]	[Date]
Tawny McCleon	8/31/2016
[Tawny McCleon, Ph.D.]	[Date]
	8/31/16
[Daniel Gadke, Ph.D.]	[Date]
Kasee Stratton-Gadke	8/31/16
[Kasee Stratton-Gadke, Ph.D.]	[Date]
	8/31/2016
[David Morse, Ph.D.]	[Date]
Ty Abernathy	8/31/2016

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, Room 279, (Mail Stop 9702).

College: Education Department: Counseling, Educational Psychology, and Foundations

Contact Person: Anastasia Elder, Ph.D. Mail Stop: 9727 E-mail: ace24@msstate.edu

Nature of Change: Modification Date Initiated: 8/1/16 Effective Date: Fall 2017

Current Degree Program Name: Doctor of Philosophy

Major: Educational Psychology Concentration: General Educational Psychology

New Degree Program Name:

Major: Educational Psychology Concentration: General Educational Psychology

Summary of Proposed Changes:

Update coursework to reflect internal review of program and to better compete for students. Reduce required hours from 124 to 91 which more closely aligns with similar programs nationwide. Create more standard set of electives for students. Required documentation is attached.

Approved:	*Date:*
Department Head	Again! 10/26/2016
Chair, College or School Curriculum Committee	10/27/2016
Dean of College or School	10/27/16
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

PLEASE NOTE: This modification is primarily a change for the Doctoral degree in Educational Psychology with concentration in General Educational Psychology. The other concentration in School Psychology is affected only by some movement of courses out of the major core and into the concentration requirements.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Ph.D. Major: Educational Psychology Concentrations: General Educational Psychology Concentration	Degree: Ph.D. Major: Educational Psychology Concentrations: General Educational Psychology Concentration
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.	The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of **91 hours** of coursework beyond the baccalaureate degree.
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.*	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, **human development, learning, motivational processes as well as research, statistics, and measurement. Current doctoral students may choose to opt into this degree.**

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
Major Core		**Major Core**	
EPY 6214 – Educational and Psychological Statistics	4	EPY 6214 – Educational and Psychological Statistics	4
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 8253 – Advanced Child & Adolescent Psychology	3		
EPY 8263 - Psychological Testing in Educational and Related Settings	3	EPY 8263 - Psychological Testing in Educational and Related Settings	3
EPY 8293 - Cognitive Development	*3*	**EPY – 8293 Cognitive and Affective Development**	**3**
EPY 8513 - Psychometric Theory	3	EPY 8513 - Psychometric Theory	3
EPY 9000 - Dissertation Research /Dissertation in Educational Psychology	20	EPY 9000 - Dissertation Research /Dissertation in Educational Psychology	20
EPY 9213 - Advanced Analysis in Educational Research	3	EPY 9213 - Advanced Analysis in Educational Research	3
EPY 9723 - Seminar in Contemporary Educational /School Psychology	3	EPY 9723 - Seminar in Contemporary Educational /School Psychology	3
EDF 9373 - Educational Research Design	3	EDF 9373 - Educational Research Design	3
PSY 6403 - Biological Psychology (or equivalent)	3		
PSY 8613 - Advanced Social Psychology (or equivalent)	3		

Concentration 1 Requirements General Educational Psychology		**Concentration 1 Requirements General Educational Psychology**	
PSY electives (see advisor)	*3*	**Choose any two courses in PSY in consultation with advisor. Some recommended courses include:** **PSY 6983 - Psychology of Aging** **PSY 6713 - Language and Thought** **PSY 6403 - Biological Psychology** **PSY 8613 - Advanced Social Psychology** **PSY 8313 - Developmental Psychology**	**6**
EDS - elective (see advisor)	*3*	**Choose one Education course: EDF or EDX or EDE course in consult with advisor**	**3**
EPY 8223 - Psychological Foundations of Education	3	EPY 8223 - Psychological Foundations of Education	3
EDF 8363 - Function and Methods of Research in Education	3	EDF 8363 - Function and Methods of Research in Education **OR PSY 8513 Psychological Research**	3
EPY 9313 - Education Evaluation Methods	*3*	**EDF 9453 - Introduction to Qualitative Research in Education**	**3**
EPY 6613 (no title listed in bulletin, used to be Seminar in Educational Psychology)	*3*	**EPY 6033 – Applications of Learning Theories in Educational and Related Settings**	**3**
EDF 8353 - Principles of Curriculum Development	*3*	**EDF 9463 - Qualitative Data Collection in Education**	**3**
EPY 8523 - Psychology of the Gifted	*3*	**EPY 6073 - Personal and Motivational Factors in Education Related Settings**	**3**
EPY 8533 - Practicum in Teaching Educational Psychology	3	EPY 8533 - Practicum in Teaching Educational Psychology	3
EPY 9263 - Applied Research Seminar	3	EPY 9263 - Applied Research Seminar	3
EPY 7000 Directed Individual Study in Educational Psychology	3	**EDF 9473 - Qualitative Data Analysis and Presentation in Education**	**3**
Subspecialty - electives	*9*	**Choose any two EPY courses in consult with advisor. Recommended ones include:** **EPY 6553 - Creativity and Innovation** **EPY 8523 - Psychology of the Gifted** **EPY 9313 - Education Evaluation Methods** **EPY 8253 - Child and Adolescent Development and Psychopathology** **EPY 8113 – History and Systems of Psychology**	**6**
Minor - coursework	*12-18*	**Elective in consult with advisor**	**3**
Total Hours	*115-121*	**Total Hours**	**91**

Concentration 2. School Psychology		**Concentration 2. School Psychology**	
EPY 6113 – Principles of Applied Behavior Analysis	3	EPY 6113 – Principles of 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
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	EPY 8493 – Social-emotional and Behavioral Assessment	3
EPY 8690 – Supervised Experiences I	9	EPY 8690 – Supervised Experiences I	9
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	EPY 8763 – Advanced Applied Behavior Analysis	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 Supervison	3	EPY 9713 – Advanced Consultation and Supervision	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
		EPY 8113 - History and Systems of Psychology	3
		EPY 8253 – Advanced Child & Adolescent Psychology	3
		PSY 6403 - Biological Psychology (or equivalent)	3
		PSY 8613 - Advanced Social Psychology (or equivalent)	3
Total Hours	142	Total Hours	142

3. Justification and Student Learning Outcomes

The current proposal aims to streamline course work for the doctoral degree. It has not been modified substantially in 20-25 years. The proposed modification to the degree in Educational Psychology with concentration in **General Educational Psychology** decreases the number of hours from 120 to 91 in the degree to competitively match other programs in Educational Psychology. Other schools in the region require 60-90 hours for a doctoral degree (e.g.

Auburn University--78, University of South Florida--70, and University of Tennessee—90). In addition, with these changes we are more in line with most doctoral degrees offered here at Mississippi State University in our college and in our department. Ph.D. in Counselor Education is 81 hours; Ph.D. in Curriculum and Instruction is 90 hours; Ph.D. in Instructional Systems and Workforce Development is 90 hours.

This proposed modification adds a qualitative track to the existing quantitative track enabling our students to perform and evaluate a range of research designs undertaken in the field and related fields. Furthermore, some of the required courses in the past curriculum have become choices instead. In this manner, students (in consult with advisor) can best design curriculum for their interests and needs. Overall, students' learning outcomes will be sustained at a very high level.

These changes were accomplished via a complete program review by EPY faculty that began during Fall 2015 and culminated in these desired changes during an extensive summer retreat, on July 7-8, 2016. Notes from that retreat are available upon request. We utilized comparisons with other programs in the discipline (e.g., Florida State University, University of Georgia, University of Tennessee, and University of Wisconsin) and graduates' assessment and feedback of their preparation. In our meeting, we better aligned our program identity with career potentials of our graduates. We evaluated the target outcomes, requirements, and goals for each of our classes and for our program as a whole. These extensive discussions resulted in the program changes proposed here.

These changes will allow us to better attract students while maintaining quality education and training. We believe these changes will allow us to attract more diverse students and result in an increase in placement of our students and thus better meeting the needs in the state, Southeast, and nation. Many potential students have cited the number of hours as a deterrent to them applying for and seeking this degree. With a reduction in the number of course hours we can better recruit and retain students to complete a PhD in EPY –General Educational Psychology that is on par with others in the Southeast and across the Nation. In addition, this reduction in course hours allow us to engage students more in research and teaching activities that are important for gaining employment in the field.

This modification does not result in duplication in the system. We do not foresee these changes as altering the potential salaries of our graduates.

Our student learning outcomes remain the same.

Demonstrate advanced knowledge and application of the principles of the discipline
Demonstrate the ability to interpret and analyze research and data
Demonstrate the ability to conduct meaningful research in the discipline
Demonstrate the ability to communicate professionally, both verbally and in writing
Demonstrate proficiency in teaching
Select and interpret appropriate measures or assessments for given situations

4. Support

Please see letter from faculty in the Department of Counseling and Educational Psychology supporting the changes to the degree program.

There are no anticipated changes necessary in the department in personnel or materials for this modification. In addition, the PSY classes listed in the proposal were ones taken by our students in the current degree -- either with advisors' approval or moved from required core classes to options in concentration 1 or moved to concentration 2 requirements. Hence, the impact on the psychology department is anticipated to be minimal to none. This concentration typically has on average about 2-3 new students a year.

5. Proposed 4-letter Abbreviation

No changes proposed.

6. Effective Date

Fall 2017

TO: Box Council and UCCC Committee Members

FROM: **Anastasia Elder, Ph.D.**

RE: Support of **Degree Modification of Doctoral Degree in Educational Psychology**

DATE: **08/31/2016**

This letter of support is offered by the **Educational Psychology** faculty for the proposed **modifications to the Doctoral degree in EPY with concentration in General Educational Psychology.** As indicated by the signatures below, a majority of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Program Area Faculty

[Anastasia Elder, Ph.D.]	8/31/16 [Date]
[Elaine Wei, Ph.Dd]	8/31/16 [Date]
[Nicole Leach, Ph.D.]	8/31/16 8/31/16 [Date]
[Donna Gainer, Ph.D.]	8/31/16 [Date]
[Carlen Henington, Ph.D.]	8/31/16 [Date]
[Tawny McCleon, Ph.D.]	8/31/2016 [Date]
[Daniel Gadke, Ph.D.]	8/31/16 [Date]
[Kasee Stratton-Gadke, Ph.D.]	8/31/16 [Date]
[David Morse, Ph.D.]	8/31/2016 [Date]
	8/31/2016