



MISSISSIPPI STATE
UNIVERSITY™

*UNIVERSITY COMMITTEE ON
COURSES AND CURRICULA*

A MEMORANDUM

DATE: October 9, 2017
TO: UCCC Members
FROM: Dr. Dana Pomykal Franz, Chair
SUBJECT: October 20, 2017 Meeting

Enclosed are the minutes from the meeting on September 8, 2017 and the agenda and proposals for the meeting on Friday, **October 20, 2017 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 8, 2017 Meeting Minutes
Course/Curriculum Proposals

AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
October 20, 2017

1. Welcome
2. Approval of minutes

3. Course proposals by college/school:

AGRICULTURE AND LIFE SCIENCES

Modification +Distance	ADS 4420	Animal and Dairy Science Internship
+Distance	AELC 8803	Applying Research Methods to Agricultural and Extension Education
Addition +Distance	GA 4710/6710	Study Tour
+Distance	HDFS 8113	Trends in Infant and Child Development
+Distance	HDFS 8123	The Effects of Poverty on Children and Families
Addition +Distance	HDFS 8503	Medical Aspects of Developmental Disabilities in Young Children
Addition +Distance	HDFS 8513	Inclusion and Family-Centered Early Intervention
Addition +Distance	HDFS 8533	Instructional Strategies and Practice for Early Intervention
Addition +Distance	HDFS 8543	Practicum I
Addition +Distance	HDFS 8553	Practicum II
+Distance	HDFS 8823	Advanced Theories of Human Development and Family Relations
+Distance	PO 3353	Poultry Production Internship
+Distance	PO 3363	Poultry Processing Internship

ARTS AND SCIENCES

Addition	GG 8633	Water Biogeochemistry
Modification (Reactivation)	SO 3303	Rural Sociology

BUSINESS

+Distance	BQA 3123	Business Statistical Methods II
Modification +Distance	INS 3203	Property and Casualty Insurance

EDUCATION

Addition	COE 2323	History, Heritage, and Campus Community of MSU
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ENGINEERING

Addition	ABE 8621	Fundamentals of Biomedical Engineering Research
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4. Degree proposals by college/school**AGRICULTURE AND LIFE SCIENCES**

Addition +Distance	MS	Early Intervention
Name Change	MS	Human Development and Family Studies
Name Change	Ph.D.	Human Development and Family Studies

ARTS & SCIENCES

Modification	Minor	International Studies
Modification	BA	Criminology

EDUCATION

Modification	BS	Secondary Education/English Education
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ENGINEERING

Modification	BS	Industrial Engineering
Modification	MS	Biomedical Engineering
Modification	Ph.D.	Biomedical Engineering

**University Committee on Courses and Curricula
Mississippi State University
September 8, 2017**

- Present: Amy Adkerson, Shrinidhi Ambinakudige, Tracey Baham, Randy Campbell, Russell Carr, Dana Franz, Holly Holladay, Trey Howell, Kevin Hunt, Ben Mackin, Pat Matthew, Rob Moore, Kelly Moser, Greg Olsen, Emily Owen, Prem Parajul, Tommy Parker, Andy Perkins, Tommy Phillips, Wendy Roussin, Susan Seale, Barry Stewart, Pam Sullivan, Justin Taylor, Brad Trinkle, Jenny Turner, Jeff Winger, Robert Wolverton, Chien Yu
- Proxies: Erin Brinkman for Cody Coyne
- Excused: Charles Freeman, Seamus Freyne, Brenda Kirkland, Erin McDevitt, Charles Provine
- Guests: Jeff Adkerson, Keith Coble, Brian Counterman, Will Evans, Jason Gordon, Matt Interis, Julie Parker, John Rigsby, Angelica Williams

Franz called the meeting to order at 1:30 p.m. on Friday, September 8, 2017 in room 324 of the Student Union. Franz welcomed the new UCCC members and thanked everyone for their service on the committee. Franz also announced that Dr. Peter Ryan, Associate Provost for Academic Affairs, was unable to attend the UCCC meeting but sent his greetings and thanks. Franz also announced that the UCCC Guide and Format will be updated during the school year as changes are made to the course inventory management system.

Carr moved to approve the April 27, 2017 minutes. Stewart seconded the motion. The minutes were unanimously approved.

Hunt moved to approve the addition and inclusion of distance education for FNH 8443 Health Center Practicum and FNH 8556 Clinical Health Promotion and Wellness Coaching. Howell seconded the motion. The subcommittee that reviewed the proposals found the FNH 8443 Campus 1 syllabus is labeled as an online syllabus, and the online course outline mentioned discussion boards, but the online syllabus does not mention the discussion boards or how they will be used. For FNH 8556, while the classes are identical with all assignments loaded into the MyCourse shell, the subcommittee reported there is not enough detail in the syllabus for either Campus 1 or Campus 5 concerning the Internship Capstone Presentation. The syllabus provides that the presentation can be live format or in video format, but the subcommittee questioned how the Campus 5 student would give a live presentation and how a Campus 1 student would submit a video. The subcommittee felt more information should be

included about how the presentations could be presented or submitted. Moser moved to pass FNH 8443 and FNH 8556 contingent upon the above concerns being addressed. Stewart seconded the motion. The motion to pass FNH 8443 and FNH 8556 contingent was approved unanimously.

Hunt moved to approve the addition of the Graduate Certificate in Clinical Health Promotion. Carr seconded the motion. The subcommittee that reviewed the graduate certificate recommended approving the proposal to add the graduate certificate, but the final approval would have to wait until the contingencies were removed from the proposals for FNH 8443 and FNH 8556 which are courses included in the proposal. Moser moved to approve the Graduate Certificate in Clinical Health Promotion contingent upon the required courses being approved. Chien seconded the motion. The motion to pass the Graduate Certificate in Clinical Health Promotion contingent was approved unanimously.

Moser moved to approve the modifications and addition of distance education to AEC 6113 Agribusiness Firm Management; AEC 6213 Ag Finance I; AEC 6223 Applied Quantitative Analysis in Agricultural Economics; AEC 6623 Global Marketing of Agricultural Products; and the addition of distance education to AEC 6530 Agribusiness Management Internship. Hunt seconded the motion. The subcommittee that reviewed these proposals made the following observation: for AEC 6113, there was no justification listed for the prerequisite revision, and the points and percentages for the Exams and Business Case Final Report and Presentation are incorrect (ex. the presentation is worth 100 points of 500 total points but 30 percent of the grade); for AEC 6213 Ag Finance I there was no justification listed for the prerequisite revision; for AEC 6223 Applied Quantitative Analysis in Agricultural Economics there was no indication how the split level courses would be different; for AEC 6623 the "D" grading scale needs to be revised. Carr moved to approve the proposals contingent upon the above concerns being addressed. Moore seconded the motion. The motion to pass the proposals for AEC 6113, AEC 6213, AEC 6223, AEC 6530, and AEC 6623 contingent upon the above concerns being addressed was approved unanimously.

Moser moved to approve the addition of distance education to Master of Agribusiness Management. Trinkle seconded the motion. The subcommittee that reviewed the proposal to add distance to the MABM recommended approving the proposal, but the final approval would have to wait until the contingencies were removed from the proposals for AEC 6113, AEC 6213, AEC 6223, AEC 6530 and AEC 6613. Olsen moved to pass the addition of distance education to the Master of Agribusiness Management contingent upon the required courses being approved. Roussin seconded the motion. The motion to pass the addition of distance education to the Master of Agribusiness Management was approved unanimously.

Hunt moved to approve modification of the BS in Environmental Economics and Management. Moser seconded the motion. Dr. Keith Coble, Dr. Angelic Williams, and Dr. Matt Interis appeared in support of the proposal. Committee members were concerned there were no letters of support attached to the proposal from the other academic departments that were affected by the proposal. Dr. Coble announced that two letters of support (BL and WFA) had

been obtained, and the department was waiting for the other letters (BIO and MA). Perkins moved to approve the modification of the BS in Environmental Economics and Management contingent upon the necessary letters of support being obtained or there is no response from the applicable department after a reasonable time. Trinkle seconded the motion. The motion to approve the BS in Environmental Economics and Management contingent was approved unanimously.

Moore moved to approve the addition of distance education to PO 3353 Poultry Production Internship and PO 3363 Poultry Processing Internship. Stewart seconded the motion. Committee members questioned why Campus 5 needed to be added and if the initiators were aware that Campus 5 fees for students would apply to the courses. Carr moved to table the proposals for PO 3353 and PO 3363 until further information could be obtained. Perkins seconded the motion. The motion to table the proposals for PO 3353 and PO 3363 was approved unanimously.

Moore moved to approve the Authorization to Plan the MS in Early Intervention. Stewart seconded the motion. Dr. Julie Parker appeared in support. Franz mentioned that Appendix 7 and Appendix 8 are usually approved at the same time. Turner explained that Appendix 8 was not included on this agenda because all of the necessary course proposals have not moved through the college curriculum committee. Dr. Parker will double check that the most recent IHL forms are used for this proposal. Committee members asked Dr. Parker about how the funding for the new faculty member would be obtained and whether the Psychology Department was involved in developing this curriculum. The motion to approve the Authorization to Plan the MS in Early Intervention was unanimously approved.

Trinkle moved to approve the additions for MKT 2213 PGA Golf Facility Management I, MKT 2233 Intermediate Golf Instruction, MKT 2243 PGA Golf Facility Management II, MKT 2252 Advanced Golf Instruction, MKT 4234 Golf Operations Management, and the modification of the BBA in Marketing/PGA Golf Management. Parajul seconded the motion. The subcommittee asked to review the proposals reported that issues found in the program proposal were addressed by a revised program proposal that was submitted to the UCCC Office and forwarded to subcommittee members. The motion to approve the proposals was unanimously approved.

Trinkle moved to approve the addition of distance to ACC 2023 Principles of Managerial Accounting. Moser seconded the motion. Committee members discussed the course objectives and if they were more like overviews. The motion to approve was unanimously approved.

Carr moved to modify CSE 4773/6773 Introduction to Cyber Operations. Perkins seconded the motion. The motion to approve was unanimously approved.

Perkins moved to approve the modifications of the MS in Industrial Engineering Campus 1 and Campus 5. Stewart seconded the motion. The subcommittee that reviewed the proposals recommended approval. The motion to approve was unanimously approved.

Trinkle moved to approve the addition of BIO 8283 Developmental Plasticity. Parajul seconded the motion. The motion to approve was unanimously approved.

Stewart moved to approve the modification of EN 4863/6863 Romantic Poetry. Trinkle seconded the motion. The motion to approve was unanimously approved.

Parajul moved to approve the addition of PS 4643/6643 Ethnic Conflict. Trinkle seconded the motion. The motion to approve was unanimously approved.

Trinkle moved to approve the addition of PS 4653/6653 Nationalism. Parajul seconded the motion. The motion to approve was unanimously approved.

Trinkle moved to approve the addition of distance education to SO 1173 Introduction to Gender Studies. Parajul seconded the motion. The motion to approve was unanimously approved.

Trinkle moved to approve the modification of the BS in General Science. Moser seconded the motion. The motion to approve was unanimously approved.

Hunt moved to approve the additions of NREC 3113 Forest Recreation Management, NREC 4463 Forest Hydrology and Watershed Management, and NREC 4683 Introduction to Urban and Community Forestry. Parajul seconded the motion. The subcommittee that reviewed the proposals made the following observations: for NREC 3113, the course description may need to be more descriptive, the course description also needs to include the cross listing and that the course is a three hours lecture; for NREC 4463, in the course outline topics with more than three contact hours should have subtopics with more details, the cross listed course is a split level with graduate requirements and subcommittee members questioned if a graduate level class would be added to this course; for NREC 4683 the cross listing is not included in the course description, the syllabus that was loaded appears to be for FO 4683/6683, page 10 of the syllabus refers to a graduate and distance component which is not part of NREC 4683 proposal, and an attendance policy is not included in the syllabus. Perkins moved to pass NREC 3113, NREC 4463 and NREC 4683 contingent upon the above concerns being addressed. Trinkle seconded the motion. The motion to pass NREC 3113, NREC 4463 and NREC 4683 contingent was approved unanimously.

Hunt moved to approve the addition of WFA 8184 Advanced Population Ecology. Parajul seconded the motion. The subcommittee that reviewed the proposal pointed out an attendance policy is not included in the syllabus and the number of contact hours required need to be rechecked. Perkins moved to pass WFA 8184 contingent upon the above concerns being addressed. Trinkle seconded the motion. The motion to pass WFA 8184 contingent was approved unanimously.

Committee members discussed an email that was received concerning the ability of a dean to delete academic concentrations without faculty input. A committee member suggested that an AOP for this situation may be needed, and the MSU Faculty Senate should be contacted. Other committee members suggested the UCCC can assist the Faculty Senate if requested. A committee member volunteered to write a letter to the president of the Faculty Senate.

Hunt moved to adjourn. Moser seconded the motion. The motion to adjourn was approved unanimously. The meeting was adjourned at 3:25 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 & Life Sciences **Department:** School of Human Sciences

Contact Person: Julie Parker **Mail Stop:** 9745 **E-mail:** Jparker@humansci.msstate.edu

Nature of Change: Add New Degree - IHL Approval Required **Date:** July 10, 2017

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

Current Degree Program Name: Master of Science **Effective Date:** 1/2019

Major: Early Intervention **Concentration:**

New Degree Program Name: Select One

Major: **Concentration:**

Summary of Proposed Changes:

New program

Michael E. Neuma

Department Head

Jerrill Hays

Chair, College or School Curriculum Committee

Bill White

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

8.24.17

8/25/17

SACS Letter Sent

APPROVAL FORM FOR

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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: Ag & Life Sciences

Department: School of Human Sciences

Contact Person: Julie Parker

Phone: 662-325- **E-mail:** jparker@humansci.msstate.edu

Nature of Change: Distance Approval

Date Initiated: 3/2017 **Effective Date:** 1/2019

Current Degree Program Name: Early Intervention

Major:

Concentration:

Summary of Proposed Changes:

New Degree

Approved: *Michael E. Neuma*

Date:

Department Head

Scott T. Willard
Chair, College or School Curriculum Committee

8.24.17

Scott T. Willard

8/24/2017

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

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

PROPOSED New Degree	
Degree: Master of Science Major: Early Intervention Concentration 1: Concentration 2:	
The Master of Science Degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge about critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, i.e., home and community-based settings	
"[Click here and type new concentration description]"	
Proposed Curriculum Outline	Required Hours
College Required Courses: HDFS 8823 Advanced Theories of Human Development and Family Relations AELC 8803 Application of Research Methods	3 3
Major Required Courses: HDFS 8113 Trends in Infant and Child Development HDFS 8123 Effects of Poverty HDFS 8503 Medical Aspects of Developmental Disability in Early Childhood (New Course) HDFS 8513 Inclusion and Family Centered Early Intervention (New Course) HDFS 8533 Instructional Strategies and Practice for Early Intervention (New Course) EDX 6813 Introduction to Assessment in Special Education HDFS 8543 Practicum I HDFS 8553 Practicum II	3 3 3 3 3 3 3 3 3
Concentration 1. Courses:	
Total Hours	30
"[Click here and type new concentration description]"	
Proposed Curriculum Outline	Required Hours
Concentration 2. Courses:	

Proposal Elements

1.CATALOG DESCRIPTION

The Master of Science Degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge about critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, i.e., home and community-based settings

2.CURRICULUM OUTLINE

PROPOSED New Degree	
Degree: Master of Science Major: Early Intervention Concentration 1: Concentration 2:	
"[Click here and type new concentration description]"	
Proposed Curriculum Outline	Required Hours
College Required Courses: HDFS 8823 Advanced Theories of Human Development and Family Relations AELC 8803 Application of Research Methods	3 3
Major Required Courses: HDFS 8113 Trends in Infant and Child Development HDFS 8123 Effects of Poverty HDFS 8503 Medical Aspects of Developmental Disability in Early Childhood (New Course) HDFS 8513 Inclusion and Family Centered Early Intervention (New Course) HDFS 8533 Instructional Strategies and Practice for Early Intervention (New Course) EDX 6813 Introduction to Assessment in Special Education HDFS 8543 Practicum I HDFS 8553 Practicum II	3 3 3 3 3 3 3 3
Concentration I. Courses:	
Total Hours	30

3. Student Learning Outcomes and Assessment

Students gain an in-depth understanding of the major theories, approaches, concepts, and current and classic research findings using a bioecological and family-systems approach.	HDFS 8823- Advanced Theories of Human Development and Family Relations.
Students develop an understanding of how individuals and families function within multiple community, cultural, economic, historical, policy, and interpersonal contexts.	HDFS 8823—Advanced Theories of Human Development and Family Relations. HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) as it relates to knowledge in their field of study	HDFS 8823—Advanced Theories of Human Development and Family Relations. HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Students are expected to achieve breadth in child development and family systems while developing an expertise in early intervention programming and practice.	HDFS 8113—Trends in Infant and Child Development HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Research Methods and Analysis	
Students develop the critical thinking skills to become competent consumers of research by evaluating the quality, value, and construction of research and theory in the behavior and social sciences.	AELC 8803—Research Methods HDFS 8823—Advanced Theories of Human Development and Family Relations
Students develop skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews.	HDFS 8823—Advanced Theories of Human Development and Family Relations
Application and Professional Skills	
Students are expected to recognize the general etiology, pathophysiology, clinical manifestations, and current treatment options for common causes of developmental disabilities.	HDFS 8503—Medical Aspects of Developmental Disabilities in Young Children (new course)
Students will articulate the historical, philosophical, and legal basis of services for young children with and without special needs.	HDFS 8113- Trends in Infant and Child Development
Students will identify appropriate formal and informal general developmental intervention and will describe the process and benefits of family-centered care and transdisciplinary services	HDFS 8513- Inclusion and Family Centered Early Intervention (new course) HDFS 8533—Instructional Strategies and Practice for Early Intervention (new course)
Students will describe specific adaptive equipment and materials, child progress assessment methods, and related instructional concerns in infant and preschool programs for	EDX 6813—Introduction to Assessment in Special Education HDFS 8503—Medical Aspects of Developmental Disabilities in Young

concerns in infant and preschool programs for children with disabilities.	Developmental Disabilities in Young Children (new course)
Students will create inclusive and culturally responsive learning environments that foster well-being, social interactions, and self-determination for children and families.	HDFS 8513 Inclusion and Family Centered Early Intervention (new course)
Students will develop skills to select, adapt, and use evidence-based instructional strategies to advance learning of infants and young children with exceptionalities.	HDFS 8533—Instructional Strategies and Practice for Early Intervention (new course)
<p>Students will</p> <ol style="list-style-type: none"> 1. Examine their professional role and philosophy with regard to interactions within the professional community. 2. Identify areas of strength and challenge regarding their professional growth and development. 3. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development. 4. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development 5. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content 6. Develop a professional portfolio. 	HDFS 8543 & 8553- Early Intervention Practicum I & II (new courses)

4. LETTER OF SUPPORT

See attached

5. PROPOSED 4-LETTER ABBREVIATION: MSEI

6. TERMINOLOGY

7. EFFECTIVE DATE: JANUARY 2019

8. CIP NUMBER: 19.0710



MISSISSIPPI STATE
UNIVERSITY™

School of Human Sciences

*Agricultural Information Science and Education • Human Development and Family Studies
Extension Program and Staff Development • Fashion, Design, and Merchandising*

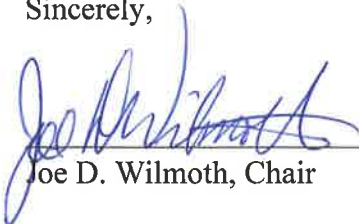
July 7, 2017

Ms. Jessica Graves
Chair, CALS Curriculum Committee
Box 9815
Mississippi State, MS 39762

Ms. Graves:

The School of Human Sciences Curriculum Committee has reviewed the new degree proposal for a Master of Science in Early Intervention, and we support its approval. The proposal demonstrates the availability of staff, library support, funds for setting up and continuing the degree, and other necessary resources. We believe the proposed degree will benefit our department as well as young children with developmental disabilities and the professionals that work with them in Mississippi and other states.

Sincerely,



Joe D. Wilmoth, Chair



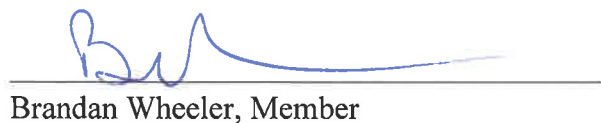
Alisha Hardman, Member



Julie Parker, Member



Quisto Settle, Member



Brandan Wheeler, Member

Appendix 8: New Degree Program Proposal

Institution:			
Date of Implementation:	Six Year Cost of Implementation:	Per Student Cost of Implementation:	
Fall 2019	540,000.00	4,655.17	
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:		Six Digit CIP Code:	
Early Intervention		19.0710	
Degree(s) to be Awarded:		Credit Hour Requirements:	
Master of Science		30	
List any institutions within the state offering similar programs:			
The University of Southern Mississippi	The University of Mississippi	Jackson State University	
M.S.—Child and Family Studies—online	M.Ed.—Early Childhood Education—online	M.Ed.--Early Childhood Education	
Responsible Academic Unit(s):		Institutional Contact:	
School of Human Sciences		Julie Parker	
Check one of the boxes below related to SACS COC Substantive Changes.			
<input 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	12	Year One	0
Year Two	16	Year Two	8
Year Three	20	Year Three	10
Year Four	20	Year Four	14
Year Five	23	Year Five	18
Year Six	25	Year Six	20
Total	116	Total	70

Program Summary:

The master of science degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge about critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, i.e., home and community-based settings.

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.

Dr. Joe Wilmoth, Associate Professor; Dr. Tommy Phillips, Associate Professor; Dr. Lori Staton, Assistant Professor; Dr. Julie Parker, Assistant Professor; Dr. Alisha Hardman, Assistant Professor; Dr. Brandan Wheeler, Assistant Professor; and one new Assistant Professor will be responsible for teaching and advising the early intervention graduate students in the majority of the graduate courses.

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

Student Learning Outcomes—Content	Assessment
Students gain an in-depth understanding of the major theories, approaches, concepts, and current and classic research findings using a bioecological and family-systems approach.	HDFS 8823- Advanced Theories of Human Development and Family Relations.
Students develop an understanding of how individuals and families function within multiple community, cultural, economic, historical, policy, and interpersonal contexts.	HDFS 8823—Advanced Theories of Human Development and Family Relations. HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) as it relates to knowledge in their field of study	HDFS 8823—Advanced Theories of Human Development and Family Relations. HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Students are expected to achieve breadth in child development and family systems while developing an expertise in early intervention programming and practice.	HDFS 8113—Trends in Infant and Child Development HDFS 8513—Inclusion and Family Centered Early Intervention (new course)
Research Methods and Analysis	
Students develop the critical thinking skills to become competent consumers of research by evaluating the quality, value, and construction of research and theory in the behavior and social sciences.	AELC 8803—Application of Research Methods HDFS 8823—Advanced Theories of Human Development and Family Relations

Students develop skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews.	HDFS 8823—Advanced Theories of Human Development and Family Relations
Application and Professional Skills	
Students are expected to recognize the general etiology, pathophysiology, clinical manifestations, and current treatment options for common causes of developmental disabilities.	HDFS 8503—Medical Aspects of Developmental Disabilities in Young Children (new course)
Students will articulate the historical, philosophical, and legal basis of services for young children with and without special needs.	HDFS 8113- Trends in Infant and Child Development
Students will identify appropriate formal and informal general developmental intervention and will describe the process and benefits of family-centered care and transdisciplinary services	HDFS 8513- Inclusion and Family Centered Early Intervention (new course) HDFS 8533—Instructional Strategies and Practice for Early Intervention (new course)
Students will describe specific adaptive equipment and materials, child progress assessment methods, and related instructional concerns in infant and preschool programs for children with disabilities.	EDX 6813—Introduction to Assessment in Special Education HDFS 8503—Medical Aspects of Developmental Disabilities in Young Children (new course)
Students will create inclusive and culturally responsive learning environments that foster well-being, social interactions, and self-determination for children and families.	HDFS 8513 Inclusion and Family Centered Early Intervention (new course)
Students will develop skills to select, adapt, and use evidence-based instructional strategies to advance learning of infants and young children with exceptionalities.	HDFS 8533—Instructional Strategies and Practice for Early Intervention (new course)
Students will 1. Examine their professional role and philosophy with regard to interactions within the professional community. 2. Identify areas of strength and challenge regarding their professional growth and development. 3. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development. 4. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development 5. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content 6. Develop a professional portfolio.	HDFS 8543 & 8553- Early Intervention Practicum I & II (new courses)

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

- Must meet all MSU Graduate School requirements for admission.
- Must have earned a baccalaureate degree in HDFS or a related field.
- Completion of the GRE with scores competitive with other applicants or hold a MS teacher's license.
- An undergraduate grade point average of 3.0 is preferred for admission to the graduate program.
- Three letters of recommendation, with at least two coming from individuals familiar with the applicant's academic work. Letters should address the applicant's potential for successfully completing graduate work.
- A personal statement (500-1000 words) describing the applicant's purpose for undertaking graduate study, including professional plans and career goals. For international, non-native speakers of English, TOEFL scores indicative of ability to successfully complete graduate work.
- A sole authored writing sample.

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.

There is no accreditation available for graduate programs in Early Intervention, but the faculty will adhere to the guidelines set forth by the National Association for the Education of Young Children and the Council of Exceptional Children—Division of Early Childhood Standards for Programs Preparing Early Childhood Professionals and Special Educator Professional Preparation.

Program review will occur annually of program goals, curriculum, and field placements. Adjustments made to the program, curriculum, or field experience will reflect current evidence-based practice, trends, and policy changes.

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.

Proposed New Degree Description	
Degree: M. S	
Major: Early Intervention	
The master of science degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge about critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, i.e., home and community-based settings.	
Proposed Curriculum Outline	Required Hours
HDFS 8823 Advanced Theories of Human Development and Family Relations	3
AELC 8803 Application of Research Methods	3
HDFS 8113 Trends in Infant and Child Development	3
HDFS 8123 Effects of Poverty	3
HDFS 8503 Medical Aspects of Developmental Disability in Early Childhood (New Course)	3
HDFS 8513 Inclusion and Family Centered Early Intervention (New Course)	3
HDFS 8533 Instructional Strategies and Practice for Early Intervention (New Course)	3

EDX 6813 Introduction to Assessment in Special Education	3
HDFS 8543 Practicum I	3
HDFS 8553- Practicum II	3
Total	30 hours

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.

There are currently 9 tenure-track or Extension Human Development and Family Sciences faculty in the School of Human Sciences. The current faculty with responsibilities to this program will be Dr. Lori Staton (HDFS 8113 & 8123), Dr. Tommy Phillips (HDFS 8823), Dr. Julie Parker (HDFS 8503, 8513), and Dr. Laura Downey (AELC 8803). A new faculty member will be needed at the assistant or associate level to teach HDFS 8533, 8543, & 8553.

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?

Considering access to the current MSU library online holding resources and the availability of interlibrary loan services, the MSU library is currently adequate to support this degree program.

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.

The program effectiveness will be evaluated through tracking student admissions and ensuring graduation rates. In addition, student placement upon graduation and subsequent career promotions will be tracked and documented on a continual basis through career surveys. Program assessment will also be evaluated through direct and indirect solicitation of employer feedback on student capabilities and training. Program outcome assessment will be evaluated with assessments and evaluation measures aligned with the competencies listed in #2 of this document.

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

Mississippi does not have a graduate degree in early intervention. Current data from the Mississippi State Department of Health—First Steps Program is as follows: In 2015, MDH-FS received 3,729 new referrals (4,187 total referrals). In 2016, 3,759 new referrals were received (4,407 total referrals).

Of the (approximately) 60 Service Coordinators, 9 District Coordinators, and (estimated) 200+ providers (including special instructors, OTs, PTs, SLPs, psychometrists, and other providers) only one (1) has a degree in early intervention. Others have received all of their training via professional development. Based on this data the Part C program in our state needs professionals with early intervention degrees to provide services. Other states require specific early intervention degree preparation for their Part C employees. A master's degree program that produces graduates ready for the workforce will enhance the services provided, increase positive child outcomes, and impact the economy by assisting young children to reduce additional special education services as they move into public education.

Appendix A: Question 5 of New Degree Program Proposal- Course Descriptions for All Courses

AELC 8803- Application of Research Methods to Agricultural and Extension Education

Three hours lecture. Principles and techniques for planning, conducting, and reporting research; development of effective design of research problems; emphasis on understanding and evaluating scientific reports.

EDX 6813- Introduction to Assessment in Special Education

Three hours lecture. Assessment as it relates specifically to working with special education students. Topics to be covered will include Special Education Law, IEP development, and related topics.

HDFS 8113- Trends in Infant and Child Development

Three hours lecture. Overview of current research in infant and child development; implications for program development and advocacy.

HDFS 8123- Effects of Poverty on Children and Families

Three hours lecture. Exploration of the impact of poverty on children and families, identification of risk/protective factors, and development of family and child interventions to reduce risk.

HDFS 8503- Medical Aspects of Developmental Disabilities in Young Children

Three hours lecture. The course provides the early intervention professional with information on health care issues, diagnostic testing, and medical conditions relevant to infants and young children with disabilities.

HDFS 8513- Inclusion and Family-Centered Care in Early Intervention

Three hours lecture. This course will focus on the knowledge and skills needed to work effectively with very young children, between the ages of birth to 5 years, and their families in inclusive and natural environments.

HDFS 8823- Theories of Human Development and Family Science

Three hours lecture. Advanced study of theories of human development and family science across the lifespan.

HDFS 8533-Instructional Strategies and Practice for Early Intervention

Three hours lecture. This course is designed to create a framework for the effective application of instructional strategies in early intervention. Instructional design and strategies will be illustrated through developmentally appropriate activities. Course content is linked to developmental learning theories and evidence-based teaching practices.

HDFS 8543- Early Intervention Practicum I

(Lab) Prerequisite(s): Must be enrolled as a graduate student in the MS in Early Intervention program and have a 3.00 GPA to be eligible for this course. University-supervised student teaching experience in an IDEA-Part C home visiting/intervention program for infants and toddlers, providing early intervention services under the direction of a cooperating special instructor/interventionist.

HDFS 8553- Early Intervention Practicum II

(Lab) Prerequisite(s): Must be enrolled as a graduate student in the MS in Early Intervention, have completed all prerequisites (HDFS), and have a 3.00 GPA to be eligible for this course. University-supervised student teaching experience in an inclusive preschool program for children with disabilities, observing and teaching under the direction of a cooperating teacher.

**APPENDIX 10: DECLARATION OF INTENT TO OFFER A DEGREE PROGRAM BY
DISTANCE LEARNING**

Institution: Mississippi State University			
Date of Initial Program Approval:		Date of Implementation: Spring 2019	
		Cost of Implementation: 540,000.00	
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Early Intervention			Six Digit CIP Code: 19.0710
Degree(s) to be Awarded: Master of Science		Credit Hour Requirements: 30	
Percentage of Program Completed by Distance Learning: 100		Percentage of Program Requiring Campus Visit: 0	
Will students be allowed to mix on-campus and distance learning courses within this program?			No
Will this program require separate admission from those offered on-campus?			No
Will this program have different fees or tuition rates from those offered on-campus?			No
Responsible Academic Unit(s): School of Human Sciences		Institutional Contact: Julie Parker	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	12	Year One	0
Year Two	16	Year Two	8
Year Three	20	Year Three	10
Year Four	20	Year Four	14
Year Five	23	Year Five	18
Year Six	25	Year Six	20
Total	116	Total	70
Program Summary: The Master of Science Degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge about critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, (i.e., home and community-based settings).			
Institutional Executive Officer Signature _____			Date _____

XIV. DEGREE APPROVAL FOR DISTANCE EDUCATION (AOCE)

A. PROPOSAL FORMAT

The proposal for approval of an existing degree program to be offered through

AOCE should include:

1. CATALOG DESCRIPTION

The Master of Science Degree in Early Intervention is framed by developmental, ecological, and family systems theories and evidence-based practices that emphasize the interactive nature of child development. The program will produce personnel with highly specialized skills and knowledge in critical assessment, intervention, and instructional programming, addressing the unique needs of infants, toddlers, and preschool children with disabilities or at-risk conditions and their families. The program will draw upon a range of approaches that acknowledge the central role of the family in a child's life with services provided in natural environments, i.e., home and community-based settings.

2. CURRICULUM OUTLINE

The Master's degree in Early Intervention will be offered 100% online.

Proposed Curriculum Outline	Required Hours
HDFS 8823 Advanced Theories of Human Development and Family Relations	3
AELC 8803 Application of Research Methods	3
HDFS 8113 Trends in Infant and Child Development	3
HDFS 8123- Effects of Poverty	3
HDFS- 8503 Medical Aspects of Developmental Disability in Early Childhood (New Course)	3
HDFS-8513- Inclusion and Family Centered Early Intervention (New Course)	3
HDFS-8533- Instructional Strategies and Practice for Early Intervention (New Course)	3
EDX 6813- Introduction to Assessment in Special Education	3
HDFS 8543- Practicum I	3
HDFS 8553- Practicum II	3
Total	30 hours

3. JUSTIFICATION FOR AOCE OFFERING

Mississippi does not have a graduate degree in early intervention. Current data from the Ms State Department of Health-First Steps Program is as follows: In 2015, MDH-FS received 3729 new referrals (4187 total referrals). In 2016, 3759 new referrals were received (4407 total referrals). Of the (approximately) 60 Service Coordinators, 9 District Coordinators, and (estimated) 200+ providers (including special instructors, OTs, PTs, SLPs, psychometrist, and other providers) only one (1) has a degree in early intervention. Others have received all of their training via professional development in-services or conferences. Based on this data, the IDEA Part C program in our state needs professionals with early intervention degrees to provide services. Other states require specific early intervention degree preparation for their Part C employees. A master's degree program that produces graduates ready for the

workforce will enhance the early intervention services provided, increase positive child outcomes, and impact the economy by possibly alleviating the need for special education services as a child moves into public education.

The Early Intervention program will be 100% online to provide an educational opportunity to working professionals and those not in close proximity to the main campus. The coursework within the Early Intervention program will include 24 hours of core and content-specific courses and 6 hours of practicum. Courses in the Early Intervention program will be offered in a synchronous format and will require the student to have access to a computer or iPad with a camera and headphones for class participation. Students will be expected to participate in the class at the designated time and contribute to discussion boards, emails, and chat sessions.

ACADEMIC MISCONDUCT

Academic misconduct will be addressed in each course by using time sensitive exams and quizzes with randomized questions and assignments submitted via Safeassign. All students will be held to the standards of the MSU Honor Code.

Honor Code: Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to MSU, a student immediately assumes a commitment to uphold the Honor Code, to accept the responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>.

TARGET AUDIENCE

The target audience will be students who are interested in working with young children, birth to 5 years of age, with disabilities or who are considered "at-risk." The early intervention program will be designed to meet the needs of the working professional, thus allowing him or her to remain a full-time employee while earning a degree. Students who have earned a bachelor's degree in child development, elementary education, special education, psychology, or related field and who have met all requirements for admission to the graduate school and program will be eligible to apply for admission to the MS in Early Intervention program.

4. LEARNING OUTCOMES

Student Learning Outcomes- Content	Assessment
Students gain an in-depth understanding of the major theories, approaches, concepts, and current and classic research findings using a bio-ecological and family-systems approach.	HDFS 8823- Advanced Theories of Human Development and Family Relations. HDFS 8123- Effects of Poverty

Students develop an understanding of how individuals and families develop within multiple community, cultural, economic, historical, policy, and interpersonal contexts.	HDFS 8823- Advanced Theories of Human Development and Family Relations. HDFS 8123- Effects of Poverty HDFS 8513- Inclusion and Family Centered Early Intervention (new course)
Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) as it relates to knowledge in their field of study	HDFS 8123- Effects of Poverty HDFS 8513- Inclusion and Family Centered Early Intervention (new course)
Students are expected to achieve breadth in child development and family systems at the same time developing an expertise in early intervention programming and practice.	HDFS 8113- Trends in Infant and Child Development HDFS 8513- Inclusion and Family Centered Early Intervention (new course)
Research Methods and Analysis	
Students develop the critical thinking skills to become competent consumers of research by evaluating the quality, value, and construction of research and theory in the behavior and social sciences.	AELC 8803- Application of Research Methods HDFS 8823-Advanced Theories of Human Development and Family Relations HDFS 8113- Trends in Infant and Child Development
Students develop skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews.	HDFS 8823-Advanced Theories of Human Development and Family Relations HDFS 8113- Trends in Infant and Child Development
Application and Professional Skills	
Students are expected to recognize the general etiology, pathophysiology, clinical manifestations, and current treatment options for common causes of developmental disabilities.	HDFS 8503- Medical Aspects of Developmental Disabilities in Early Childhood (new course)
Students will articulate the historical, philosophical, and legal basis of services for young children with and without special needs.	HDFS 8113- Trends in Infant and Child Development EDX 6813- Introduction to Assessment in Special Education

	HDFS 8513- Inclusion and Family Centered Early Intervention (new course)
Students will identify appropriate formal and informal general developmental intervention and will describe the process and benefits of family centered care and transdisciplinary services	HDFS 8513- Inclusion and Family Centered Early Intervention (new course)
Students will describe specific adaptive equipment and materials, child progress assessment methods, and related instructional concerns in infant and preschool programs for children with disabilities.	EDX 6813- Introduction to Assessment in Special Education HDFS 8503- Medical Aspects of Developmental Disabilities (new course)
Students will create inclusive and culturally responsive learning environments that foster well-being, social interactions, and self-determination for children and families.	HDFS 8513 Inclusion and Family Centered Early Intervention (new course)
Students will develop skills to select, adapt, and use evidence-based instructional strategies to advance learning of infants and young children with exceptionalities.	HDFS 8533- Instructional Strategies and Practice for Early Intervention (new course)
Students will 1. Examine their professional role and philosophy with regard to interactions within the professional community. 2. Identify areas of strength and challenge regarding their professional growth and development. 3. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development. 4. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development 5. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content 6. Develop a professional portfolio.	HDFS 8543- Practicum I & HDFS 8553- Practicum II

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5. PROPOSAL SUBMISSION

See Declaration of Intent Attached : IHL's Declaration of Intent to Offer a Degree Program by Distance Learning

(Appendix E) form.

6. EFFECTIVE DATE

January 2019

NOTE: New degree programs should following the guidelines outlined in Section VIII.

New Degree Program Addition.

7. CONTACT PERSON

Julie C. Parker, Ph.D., CCLS
School of Human Sciences
662-325-0828
Jparker@humansci.msstate.edu

8. MASTER SCHEDULE

Academic units should submit proposals at least four months prior to the deadline for inclusion in the Master Schedule for the effective semester. Course and Curricula proposals must pass through several time consuming steps to gain final administrative approval. It is imperative that an academic unit allow sufficient time for the proposal to be reviewed at each level. The development of proposals should start early in the academic year, and the proposal should be submitted as soon as possible to insure that approval can be acquired prior to the desired date of offering.

The minimum time to be expected in gaining final approval after the proposal has been submitted at the college level is approximately three months (excluding the summer months).

New AOCE degrees require IHL Board approval and must follow the time table outlined in Section VIII.

9. SUPPORT

A letter of support from must be included with the course proposal. The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn't have a curriculum committee. The names of all the committee members or department/program faculty should be included.

Committee/faculty members should indicate their approval by signing the letter. An account of the availability of staff, library support, any laboratories or equipment required, and of the availability of funds for setting up and continuing the course should be included in the proposal.

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 & Life Sciences **Department:** School of Human Sciences

Contact Person: Tommy M. Phillips, Ph.D. **Mail Stop:** 9745 **E-mail:** tom.phillips@msstate.edu

Nature of Change: Name Change **Date Initiated:** 08/17 **Effective Date:** Spring 2018

Degree to be offered at: Starkville Campus (Campus 1)

Current Degree Program Name: Master of Science

Major: Human Development and Family Studies **Concentration:**

New Degree Program Name: Master of Science

Major: Human Development and Family Science **Concentration:**

Summary of Proposed Changes:

Change name of major from Human Development and Family Studies to Human Development and Family Science to make the name of our major consistent with a nationwide trend in our discipline and to align the name of the graduate major with the new name of our undergraduate major.

Approved:

Date:

Michael E. Newman

Department Head

8-9-17

Jessie M. Lane

Chair, College or School Curriculum Committee

9-18-17

[Signature]

Dean of College or School

9/20/17

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:					
Date of Implementation:		Present Six Digit CIP Code(s):		New Six Digit CIP Code:	
Spring 2018		19.0701		19.0701	
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:		
Human Development and Family Studies			Human Development and Family Science		
Degree(s) to be Awarded:			Credit Hour Requirements:		
M.S.			31 hours		
List any institutions within the state offering similar programs:					
The University of Southern Mississippi offers an online master's in Child and Family Studies. Jackson State University offers a Master's degree in Early Childhood Education, but this degree focuses on kindergarten through eighth grade and does not have the interdisciplinary lifespan approach of the program described in the present proposal.					
Responsible Academic Unit(s):			Institutional Contact:		
School of Human Sciences			Tommy M. Phillips, Ph.D.		
Number of Students Enrolled in Last Six Years:			Number of Graduates Expected in Next Six Years:		
Year One	10	Year One	6	Year One	6
Year Two	7	Year Two	6	Year Two	6
Year Three	5	Year Three	6	Year Three	6
Year Four	7	Year Four	6	Year Four	6
Year Five	3	Year Five	6	Year Five	6
Year Six	6	Year Six	6	Year Six	6
Total	38	Total	36	Total	36
Program Summary:					
Human Development and Family Science is an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in infant and child studies, youth studies, gerontology, and family studies including resource management.					
_____				_____	
Institutional Executive Officer Signature				Date	

Institution:

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

The change in the name of the major/degree from "Human Development and Family Studies" to "Human Development and Family Science" emphasizes the scientific character of our discipline, makes the name of our major consistent with a nationwide renaming trend in our discipline, and aligns the name of the graduate major with the new name of our undergraduate major.

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.

It is not anticipated that this requested name change will affect research efforts in any way.

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 is not anticipated to affect program faculty.

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

Through their involvement with professional organizations, most notably the National Council on Family Relations, program faculty became aware of a trend in the field that entailed moving away from program titles that included the word "studies" toward program titles that included the word "science." Also, the change in the name of our undergraduate degree to "Human Development and Family Science" necessitates a change in the name of the graduate degree in order to align the names of the undergraduate and graduate programs. Finally, changing the name will highlight the scientific nature of our discipline and convey an image of greater rigor which will be beneficial to students, program faculty, the School of Human Sciences, and Mississippi State University.

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 & Life Sciences Department: School of Human Sciences

Contact Person: Tommy M. Phillips, Ph.D. Mail Stop: 9745 E-mail: tom.phillips@msstate.edu

Nature of Change: Name Change Date Initiated: 08/17 Effective Date: Spring 2018

Degree to be offered at: Starkville Campus (Campus 1)

Current Degree Program Name: Doctor of Philosophy

Major: Human Development and Family Studies Concentration:

New Degree Program Name: Doctor of Philosophy

Major: Human Development and Family Science Concentration:

Summary of Proposed Changes:

Change name of major from Human Development and Family Studies to Human Development and Family Science to make the name of our major consistent with a nationwide trend in our discipline and to align the name of the graduate major with the new name of our undergraduate major.

Approved:

Date:

Michael E. Neuman
Department Head

9-8-17

Justin M. Hester
Chair, College or School Curriculum Committee

9.18.17

[Signature]
Dean of College or School

9/20/17

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:					
Date of Implementation:		Present Six Digit CIP Code(s):		New Six Digit CIP Code:	
Spring 2018		19.0701		19.0701	
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:		
Human Development and Family Studies			Human Development and Family Science		
Degree(s) to be Awarded:			Credit Hour Requirements:		
Ph.D.			60 hours		
List any institutions within the state offering similar programs:					
<p>The University of Southern Mississippi offers an online master's in Child and Family Studies, but not a Ph.D. Jackson State University offers an Ed.D. and Master's degree in Early Childhood Education, but this degree focuses on kindergarten through eighth grade and does not have the interdisciplinary lifespan approach of the program described in the present proposal.</p>					
Responsible Academic Unit(s):			Institutional Contact:		
School of Human Sciences			Tommy M. Phillips, Ph.D.		
Number of Students Enrolled in Last Six Years:			Number of Graduates Expected in Next Six Years:		
Year One	--	Year One	5	Year One	5
Year Two	8	Year Two	5	Year Two	5
Year Three	5	Year Three	5	Year Three	5
Year Four	4	Year Four	5	Year Four	5
Year Five	4	Year Five	5	Year Five	5
Year Six	3	Year Six	5	Year Six	5
Total	24	Total	30	Total	30
Program Summary:					
<p>Human Development and Family Science is an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in infant and child studies, youth studies, gerontology, and family studies including resource management.</p>					
_____				_____	
Institutional Executive Officer Signature				Date	

Institution:

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

The change in the name of the major/degree from "Human Development and Family Studies" to "Human Development and Family Science" emphasizes the scientific character of our discipline, makes the name of our major consistent with a nationwide renaming trend in our discipline, and aligns the name of the graduate major with the new name of our undergraduate major.

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.

It is not anticipated that this requested name change will affect research efforts in any way.

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 is not anticipated to affect program faculty.

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

Through their involvement with professional organizations, most notably the National Council on Family Relations, program faculty became aware of a trend in the field that entailed moving away from program titles that included the word "studies" toward program titles that included the word "science." Also, the change in the name of our undergraduate degree to "Human Development and Family Science" necessitates a change in the name of the graduate degree in order to align the names of the undergraduate and graduate programs. Finally, changing the name will highlight the scientific nature of our discipline and convey an image of greater rigor which will be beneficial to students, program faculty, the School of Human Sciences, and Mississippi State University.

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 to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Arts and Sciences

Department: College of Arts and Sciences

Contact Person: Vasabjit Banerjee

Mail Stop: 9561

E-mail: vb479@msstate.edu

Nature of Change: Modification

Date Initiated: Fall 2017 **Effective Date:** Spring 2018

Current Degree Program Name:

Major:

Concentration:

Minor: International Studies

New Degree Program Name:

Major:

Concentration:

Summary of Proposed Changes:

Modifications to the Minor in International Studies is proposed. Upon approval by the UCCC, the modifications will reinforce the original learning outcomes of the International Studies Minor. Specifically, the minor will continue to enable students enrolled in a variety of undergraduate degree programs to enhance their knowledge of: International concerns; different cultures and perspectives on these issues thereof; foreign languages; and, lived experiences via travelling abroad.

The 21-hours of designated academic credit required for this certificate may be earned by completing selected courses from three lists of qualifying courses. These courses include at least three from the Core Course list, one from a foreign language or statistics, one from an approved study abroad, and an additional two from the Elective Course List.

Approved:

Date:

Nicola Rade

9/5/17

Department Head

Brian Cow O'Neill

10/1/17

Chair, College or School Curriculum Committee

Red Troman

10-2-17

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

PROPOSAL TO MODIFY

MINOR IN INTERNATIONAL STUDIES

This request includes four modifications to the International Studies Curriculum.

1. Replace ISE 1103 as the required introduction class with PS 1313.
2. Create three tracks of electives; Diplomacy and Governance (DG), Cultures and Traditions (CT), and National Security (NS) with each track requiring one required course and two elective courses.
3. Replace six additional credit hours of Foreign Languages with three additional credit hours upper division Foreign Languages for the DG and CT track and replace six hours of Foreign Languages with the three credit hours course MA 3123 Intro to Statistical Inferences for the NS track.
4. Add three credit hours for EC 2113 Principles of Macroeconomics

1. Catalog Description

The current and proposed Catalog Descriptions are available below in Item 2, Curriculum Outline.

2. Curriculum Outline

CURRENT Degree Description		PROPOSED Degree Description	
Minor: International Studies		Minor: International Studies	
<p>The Minor in International Studies is designed to enhance students' understanding of the global environment in which they are living. Students completing this program will develop some proficiency in a foreign language, have experience living in another country, and have some general background of different cultures and societies. <i>The Introduction to Global Studies course serves as an introduction to global concerns and responsibilities that can begin on the MSU campus. The Cross-Cultural Leadership course serves as a capstone to bring the ideas of students in the program together, addressing ways to use their experiences and knowledge to become leaders in the world. A total of 18 approved hours must be completed in this minor.</i></p>		<p>The Minor in International Studies is designed to enhance students' understanding of the global environment in which they are living. Students completing this program will develop some proficiency in a foreign language, have experience living in another country, and have some general background of different cultures and societies. The Introduction to International Relations course serves as a broad introduction to the political, military, economic, and cultural interaction of state and non-state actors at the global level. The Principles of Macroeconomics course provides students with the background needed to build a deeper understanding of common issues of trade and development encountered in International Studies. The two upper division courses serve as capstones to bring the ideas of students in the program together from the perspective of their selected approaches—formalized as Tracks—to the minor. A total of 21 approved hours must be completed in this minor.</p>	
CURRENT CURRICULUM OUTLINE	Req. Hrs.	PROPOSED CURRICULUM OUTLINE	Req. Hrs.
Required Minor Courses (6 Hrs. Total) <i>ISE 1103 Introduction to Global Studies</i> <i>ISE 4103 Cross-Cultural Leadership</i>	3 3	Required Minor Courses (9 Hrs. Total) PS 1313 Introduction to International Relations EC 2113 Principles of Macroeconomics PS 4343 International Conflict & Security (for DG & NS Tracks) <u>OR</u> PS 4623 Politics of the Third World (CT track) Foreign Languages Upper Level Course (DG & CT) <u>OR</u> MA 3123 Intro to Statistical Inf. (NS)	3 3 3 3
<i>Foreign Languages Courses</i>	6		
Approved Study Abroad	3	Approved Study Abroad	3
Elective Courses with International Focus	3	Elective Courses with International Focus*	6
Total Hours	18	Total Hours	21

* Optional courses were already approved for the International Studies Minor. In addition to these already approved courses (please see attached original list), support for **fourteen additional courses and one new cross listed course** to be added to this list: are attached.

AAS/PS 4543	African Politics
AAS	Modern Africa
AAS 4093	The African Diaspora
AAS/EN 4393	Postcolonial Literature and Theory
PS 4303	US Foreign Policy
PS 4313	Principles of International Law
PS 4573	South and Southeast Asian Politics
PS 4593	Latin American Politics
PS 4583	East Asian Politics
PS 4613	Civil War

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The International Studies Minor has moved from the International Institute under Academic Affairs to the College of Arts & Sciences. One objective in making these changes to the minor is to incorporate the interdisciplinary nature of our college which we believe will strengthen student knowledge and marketability. We do so by pulling international/security focused electives from the departments in the college of Arts & Sciences and also be adding three tracks to the minor. These three tracks and the new introduction course (Introduction to International Relations (PS 1313) are more in line with peer institutions and we believe will make students more marketable on the job market upon graduation.

Learning outcomes:

The learning outcomes of the International Studies Minor remain the same from the original approval.

- Demonstrate an awareness and broadened perspective of international concerns.
- Develop a knowledge of different cultures and global perspectives, including leadership styles
- Successfully gained knowledge and experience in a foreign language
- Successfully traveled abroad for a study abroad experience

Program Review/Assessment: (MUST INCLUDE TWO OF THE FOLLOWING AND ANSWER THE BELOW QUESTIONS IF MINOR IS CHANGING MORE THAN 15%)

1. Comparison with two leading academic programs in the discipline

The proposed changes to Mississippi State University's International Studies Minor builds on elements present in peer institutions, such as Louisiana State University and North Carolina State University. However, it is also more clearly oriented toward preparing students for their professional careers and leverages institutional advantages enjoyed by Mississippi State over its peers, specifically in the field of geo-science.

In terms of replicating peer-institutions, specifically NCSU, our proposed minor has different tracks. However, our tracks are clearly aimed at preparing students for their professional careers. Specifically, our Diplomacy and Governance track prepares students for careers in NGOs, IGOs like the UN, and various departments of the US government including the Department of State. The National Security track is aimed at students seeking a career in defense-related industries and the Department of Defense itself. The Cultures and Traditions track help students seeking careers in the fine arts and language-related fields, like advertising, and journalism.

However, our proposed minor also surpasses these institutions in terms of (a) preparation and (b) paths. In terms of preparation, by making the study abroad and intermediate foreign language courses or statistics obligatory, the minor makes students better qualified for post graduate careers. Regarding paths, we have created the National

Security Track by integrating our unique institutional advantage in geo-spatial analysis and cyber-security. By doing so, we propose an International Studies minor that is both comparable to peer institutions and arguably better than that they are offering.

Louisiana State University – International Studies Minor
(http://www.lsu.edu/hss/isp/curriculum/Minor_Requirements/index.php)

“The *minor in international studies* in the College of Humanities and Social Sciences is designed to provide student with a perspective on issues of global consequence, and permit them to focus on a particular region of the world.”

Relevant Coursework Information:

The curriculum has an (1) Interdisciplinary core; (2) global or regional concentration; and (3) Relevant foreign language.

9 Credit Hrs. of Core Courses to be selected from: Anthropology; Economic Principles; Human Geography (Americas and Europe and/or Africa and Asia); World History; Introduction to Comparative Politics and/or International Politics; and Religious Studies (Asian Religions and/or Judaism, Christianity and Islam).

12 Credit Hours of elective courses to be selected from: economics; finance; political science; religious studies; international studies; sociology; gender studies; anthropology; and media studies.

North Carolina State University (<https://ids.chass.ncsu.edu/studies/internationalstudies/minor.php>)

“The International Studies Minor is offered to all students in the University who want to add a significant international dimension to their departmental majors. This minor program enables students to explore international topics, issues and research from cross-cultural, transnational perspectives. The program will provide some tools that students can use to understand better the global context of the modern world and to learn the international dimensions of their chosen fields of study.”

Relevant coursework Information:

The minor requires 15 Credit Hrs. of coursework:

Completion of Foreign Language proficiency beyond the beginner level (specify completion of FL202 as prerequisite).

Students selecting the minor are strongly encouraged to participate in a Study Abroad Program, international activities, and join international groups on campus.

All elective courses need to be above the 200 level.

Only one course can be double-counted for departmental major and the International Studies minor.

Maximum of 6 Credit Hrs. can be transferred to the International Studies Minor.

6 Credit Hrs. of Core Courses: Introduction to International Studies and International Seminar in International Studies.

12 Credit Hours of elective courses (3 Credit Hrs. from Groups A, B, and A or B)

Group A: comparative, problem or issue type
Courses are from: Anthropology; Arts Studies; Communications; Economics; English and Foreign Languages; Spanish; History; Geography; Music; Philosophy; Political Science; Religious Studies; Sociology; Science Technology and Society; and, Women and Gender Studies.

Group B: Area Studies Type

Courses are from: African studies; East and Southeast Asia; South Asia and Middle East; European Studies; Latin American Studies.

2. Employer assessment and feedback of student's preparedness for employment
3. Graduate assessment and feedback on their preparedness for employment
4. Advisory Board or External review assessment and feedback of the degree program
 1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
 2. Will this program change result in duplication in the System? If so, please describe.
 3. Will this program change/advance student diversity within the discipline? If so, please describe.
 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.
 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.
4. SUPPORT
 - Please see attached letters.
5. PROPOSED 4-LETTER ABBREVIATION – INST
6. EFFECTIVE DATE – January 2018



DEPARTMENT OF INTERNATIONAL STUDIES

9/11/2017

To: Rick Travis, Dean of the College of Arts and Sciences, Mississippi State University
From: Nikolaos Zahariadis, Mertie Buckman Chair and Professor of International Studies, Rhodes College
RE: International Studies Program review

Dear Dean Travis:

Thank you for your letter of 8/21/2017 inviting me to serve as external evaluator of the International Studies (IS) Program at Mississippi State. I am happy to accept. As Director of the International Studies Program at my former institution, University of Alabama at Birmingham (UAB), for seven years (2003-2010) and as evaluator of the School of International and Area Studies at the University of Oklahoma I have had a chance to reflect on structure and best practices of IS programs and departments.

I will structure my comments in response to your request to provide comments about the:

1. appropriateness of identifying specific tracks,
2. general content of each track, and
3. general fit of this minor with other, similar programs at other universities.

A. Appropriateness of identifying specific tracks

It is general practice in various colleges and universities to incorporate several tracks within the IS program in order to take advantage of disciplinary and thematic strengths, which obviously vary across institutions, and to appeal to IS students, who typically have highly diverse interests. Trying to do it in a single minor without tracks is problematic because of diversity of student interests. Hence division into tracks (while maintaining certain common core courses) is a very good and appropriate way forward. The three proposed tracks seem reasonable because they infuse a bit more social science approaches to the minor while still catering to students with more humanistic interests. The three specific tracks proposed appear interesting and appropriate if institutional strengths permit greater attention to issues of national security. The specific tracks certainly replicate divisions in programs at peer institutions.

B. General content of each track

Each track contains adequate attention to general content and specialization. More specifically, the common courses among all three tracks are appropriate and reasonable. First, IS students must have at

2000 NORTH PARKWAY, MEMPHIS, TN 38112-1690. TELEPHONE (901) 843-3573, FAX (901) 843-3371, WWW.RHODES.EDU

least rudimentary knowledge of economics. This is a necessity that cuts across all IS programs that I am aware. Second, the course "Introduction to International Relations" is of extreme importance. This is precisely the change I made when I became Director of the IS program at UAB. The third required course (PS 4343 or PS 4623) is important. I am wondering whether an equally important change would be to add either as a requirement or substitute the above third course requirement with the course AN 1143 or AN 3113. The rationale is that students who are interested in cultures and traditions (CT) would find the above anthropology courses more useful.

In terms of electives, I think requiring two instead of one elective is important to give students some sense of specialization in the minor. They need the flexibility to take classes that are more compatible with their interests.

The foreign language requirement is an absolute must. Advanced courses in foreign languages are important beyond the normal general education requirements to add more in-depth knowledge to the minor. However, it is not clear to me whether the statistics course for the NS track is a requirement or an elective, i.e., can the student choose between a foreign language and the statistics course or is he/she locked to the statistics course? If the former is true, then this adds flexibility and is welcomed provided institutional strengths point in this direction. If the latter is true, I am not clear as to the rationale. I know international conflict is quantitative, and therefore, statistics are important, but national security is really not. Hence without the student's ability to choose, it is difficult to estimate the value added.

C. Compatibility with other, similar programs

The proposed programmatic changes make the minor compatible with other IS programs, which tend to be interdisciplinary and cater to students with diverse interests. This was certainly the case at my previous institution, UAB, and I know is the case at other institutions, such as the University of South Florida. It takes slightly longer – the normal load is 18 credits whereas the changes elevate requirements to 21 credits. But the changes make sense and adding 3 more credits certainly does not make the minor incompatible with others.

The only difference is the required study abroad course. I feel it is important and a distinguishing feature of the minor. However, I must caution that making it a requirement, I understand it was one before the proposed changes, means that all IS minor students must study abroad. Do they have the financial means or is the College prepared to subsidize them? If so, this is great. If not, perhaps adding the flexibility of satisfying the requirement through a Model UN or an internship might be acceptable alternatives or at the very least will not discourage students without the financial means from pursuing the IS minor.

Overall, I find the changes very reasonable, flexible for students with diverse interests, and compatible with other, similar programs at peer institutions.

Thank you for providing me with the opportunity to read and comment on the program. Please feel free to contact me if you have questions or need further information.

Response to Dr. Nikolaos Zahariadis' evaluation of the proposed changes to the International Studies Minor:

We thank Dr. Zahariadis for reviewing the proposed changes to the International Studies Minor in order to evaluate whether such modifications would achieve the pedagogic goals of the field of International Studies based on the standards at Mississippi State University's peer institutions.

The said evaluation accepts our proposed changes in the main, especially with regards to the creation of three tracks, the course requirements within each track, and the equivalency of the modified minor to those offered by our peer institutions. However, Dr. Zahariadis raises two questions, regarding the nature of the language and study abroad course requirements for the minor. We think that these queries are extremely pertinent, and our responses are below:

- (A) The upper-level foreign language requirements in the proposed minor are shared by the *Diplomacy and Governance* and *Cultures and Traditions* tracks, but students selecting the *National Security* track are required to take the statistics course (MA 3123). In the vein of Dr. Zahariadis' thinking about the language requirement, the decision to make the statistics course a requirement was taken in consultation with the Department of Geo-Sciences, whose undergraduate majors are expected to be the primary takers of the minor. By introducing students to the basic concepts of statistical modelling, from probability and random variables to the analysis of variance and simple linear regression, we expect to better prepare them for employment in private and public sector positions related to national defense.

- (B) With regards to the study abroad requirement, we accept Dr. Zahariadis' insight about taking into account students' varying abilities to financially bear such a burden. Indeed, our criteria for fulfilling the proposed study abroad requirement allows for the flexibility that he proposes. Specifically, in the vein of such a requirement already extant in the International Studies in Agriculture Minor, our proposed course description is: "Three hours (minimum) as a study abroad course or international experience as linked to a degree program-specific course, special topics, directed individual study, internship or other means in the student's curriculum". By doing so, whereas the proposed requirement encourages students to take formal study-abroad courses, the advisor is permitted to use his/her discretion to accommodate students' financial capacity with their pedagogical goals, e.g., via a paid foreign internship, on a case-by-case basis.

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: Sociology

Contact Person: Dr. Raymond Barranco

Mail Stop: P.O. Box C **E-mail:** rb1286@msstate.edu

Nature of Change: Degree modification

Date Initiated: 9/22/2017

Effective Date: Fall 2018

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Arts in Criminology

Major: Criminology

Concentration:

New Degree Program Name: no change

Major: no change

Concentration: no change

Summary of Proposed Changes:

Change 1: We have changed the requirements for the 18 hours of upper level electives our majors are required to take. Currently, students are required to take 6 hours from each of our three substantive areas. The change we propose would require students to take only 3 hours from each of these areas – the remaining 9 upper level hours can come from any combination of remaining upper level courses. We are initiating this change for several reasons. First, we believe this change will still require our students to take a broad range of criminology courses, while also giving them the flexibility to take courses that will interest them and/or help them later in their careers. Second, this also resolves the problem of where and how the Criminology Internship (CRM 3316) will count for students. How this course applies to their degree program has been confusing to students and the credits often have to be split over multiple substantive areas (causing more confusion). The change we are proposing will make the application of CRM 3316 much simpler – the 6 hours will apply to their upper level electives. Finally, this will also make the application of Special Topics and new course additions (i.e. CRM 4153) much simpler for students. Currently, students are hesitant to take these courses because they do not think it will count toward their criminology upper level requirements.

Approved:

[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

Date:

8/25/17

10/1/17

10/2/17

IHL Action Required

SACS Letter Sent

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
<p>Degree: BA Major: Criminology</p>	<p>Degree: BA Major: Criminology</p>
<p>Criminology (CRM) Major Advisor: <i>David May</i> Office: <i>295 Bowen Hall</i></p>	<p>Criminology (CRM) Major Advisor: Raymond Barranco Office: 207 Bowen Hall</p>
<p>The following degree program is offered: Bachelor of Arts.</p>	<p>The following degree program is offered: Bachelor of Arts.</p>
<p>Criminology, as a field, explores the nature and causes of crime. Criminology also examines the impact crime has on society and how society responds to the social problem of crime. The Bachelor's degree in Criminology will emphasize the study of types, patterns and trends in criminal behavior; the social etiology of crime; and the social response to crime and its effect on society. The program will also train students to analyze crime data, test explanations of crime and victimization, and critically evaluate crime theory and policy.</p>	<p>Criminology, as a field, explores the nature and causes of crime. Criminology also examines the impact crime has on society and how society responds to the social problem of crime. The Bachelor's degree in Criminology will emphasize the study of types, patterns and trends in criminal behavior; the social etiology of crime; and the social response to crime and its effect on society. The program will also train students to analyze crime data, test explanations of crime and victimization, and critically evaluate crime theory and policy.</p>
<p>The Criminology program is appropriate for students wishing to pursue career paths in all justice related fields including: law enforcement; probation and parole; community based prevention and control programs; court based programs; and corrections. Because our program provides for a broad knowledge of the nature and trends of crime and an understanding of crime control policy along with methodological and critical thinking skills, our students will be prepared to assume positions of leadership across a range of career paths in crime and justice related professions, as well as be prepared for post-graduate studies in Sociology, Criminology, and Law and Legal Studies.</p>	<p>The Criminology program is appropriate for students wishing to pursue career paths in all justice related fields including: law enforcement; probation and parole; community based prevention and control programs; court based programs; and corrections. Because our program provides for a broad knowledge of the nature and trends of crime and an understanding of crime control policy along with methodological and critical thinking skills, our students will be prepared to assume positions of leadership across a range of career paths in crime and justice related professions, as well as be prepared for post-graduate studies in Sociology, Criminology, and Law and Legal Studies.</p>
<p>All new freshman desiring to major in Criminology will be admitted into the Criminology major in the College of Arts and Sciences at Mississippi State University. For all other students wishing to major in Criminology, to be eligible for admission to the Criminology 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</p>	<p>All new freshman desiring to major in Criminology will be admitted into the Criminology major in the College of Arts and Sciences at Mississippi State University. For all other students wishing to major in Criminology, to be eligible for admission to the Criminology 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:</p>

in the program include:

1. Students must earn a minimum of a "C" in all Criminology and Sociology courses. Students earning a grade of lower than "C" in a Criminology or 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 Criminology major.

Criminology Major Requirements

The BA in Criminology is a 36 credit hour major and is housed in the Sociology Department. All students will complete 18 hours of required course work: CRM 1003 Crime and Justice in America, CRM 2003 Crime, Justice, and Inequality, CRM 3603 Criminological Theory, SO 3213 Introduction to Social Research, SO 4803 Social Research Practice, and CRM 4803 Senior Seminar in Criminology. Students will then be required to take a minimum of six hours in each of three sub-areas of the program. The sub-areas are: Criminal Behavior and Motivation, Social Dimensions of Crime, and Crime Control Policy and Practice.

Senior Internships will also be available as an elective. Internships will be available at various crime and justice related agencies. To do an internship a student must have completed 24 hours of coursework within the criminology major and have earned a minimum of a 2.5 GPA in said coursework. Students will meet with the Criminology Program Coordinator to discuss the selection of an appropriate internship site. Students will be expected to have a minimum of 150 contact hours with the sponsoring internship agency, as well as meet specific course assignments. Students would register for CRM 3316 Criminology Internship as a six credit hour course.

A senior thesis option is available for students who have completed a minimum of 24 hours of coursework within criminology and have at least a 3.0 GPA in said coursework. Students who qualify and have an interest in the senior thesis option will work individually with a faculty member to produce a research paper on an approved topic in criminology. The thesis option is elective and designed for students wishing to pursue graduate school in criminology or a related field. Students would register for CRM 4000 Directed Individual Study in Criminology: Senior Thesis as a six credit hour course.

1. Students must earn a minimum of a "C" in all Criminology and Sociology courses. Students earning a grade of lower than "C" in a Criminology or 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 Criminology major.

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Senior Internships will also be available as an elective. Internships will be available at various crime and justice related agencies. To do an internship a student must have completed 24 hours of coursework within the criminology major and have earned a minimum of a 2.5 GPA in said coursework. Students will meet with the Criminology Program Coordinator to discuss the selection of an appropriate internship site. Students will be expected to have a minimum of 150 contact hours with the sponsoring internship agency, as well as meet specific course assignments. Students would register for CRM 3316 Criminology Internship as a six credit hour course.

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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 General Education courses 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	3 3 3 9
Mathematics: MA 1313 Elective Mathematics higher than MA 1313	3 3	Mathematics: MA 1313 Elective Mathematics higher than MA 1313	3 3
Fine Arts: See A&S Core	3	Fine Arts: See A&S Core	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	3-4 3-4 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	3-4 3-4 3
Social Sciences: SO 1003 PS 1113 PSY 1013 See A&S Core	3 3 3 9	Social Sciences: SO 1003 PS 1113 PSY 1013 See A&S Core	3 3 3 9
Major Core Courses: CRM 1003 CRM 2003 CRM 3603	3 3 3	Major Core Courses: CRM 1003 CRM 2003 CRM 3603	3 3 3

SO 3213 SO 4803 CRM 4803	3 3 3	SO 3213 SO 4803 CRM 4803	3 3 3
Major Electives:		Major Electives:	
Criminal Behavior and Motivation Area Choose <i>two</i> of the following:	6	Criminal Behavior and Motivation Area Choose one of the following:	3
CRM 3313 CRM 3503 CRM 4233 CRM 4243 CRM 4253		CRM 3313 CRM 3503 CRM 4233 CRM 4243 CRM 4253	
Social Dimensions Choose <i>two</i> of the following:	6	Social Dimensions Choose one of the following:	3
CRM 3343 CRM 3353 CRM 3363 CRM 4323 CRM 4343		CRM 3343 CRM 3353 CRM 3363 CRM 4323 CRM 4343	
Crime Control Policy and Practice Area Choose <i>two</i> of the following:	6	Crime Control Policy and Practice Area Choose one of the following:	3
CRM 3103 CRM 3113 CRM 3123 CRM 4513 CRM 4523		CRM 3103 CRM 3113 CRM 3123 CRM 4513 CRM 4523	
		Upper Level Electives:	9
		Select any three criminology courses at the 3000- or 4000-level.	
Oral Communication Requirement:		Oral Communication Requirement:	
CO 1003 or CO 1013	3	CO 1003 or CO 1013	3
Writing Requirement:		Writing Requirement:	
Satisfied by successful completion of CRM 3603		Satisfied by successful completion of CRM 3603	
Computer Literacy:		Computer Literacy:	
Satisfied by successful completion of SO 3213		Satisfied by successful completion of SO 3213	
General Electives	15	General Electives	15
Consult advisor		Consult advisor	

Total Hours (31 hours must be 3000/4000 from A&S)	123	Total Hours (31 hours must be 3000/4000 from A&S)	123
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JUSTIFICATION OF THE CHANGE OF DEGREE:

Change 1: We have changed the requirements for the 18 hours of upper level electives our majors are required to take. Currently, students are required to take 6 hours from each of our three substantive areas. The change we propose would require students to take only 3 hours from each of these areas – the remaining 9 upper level hours can come from any combination of remaining upper level courses. We are initiating this change for several reasons. First, we believe this change will still require our students to take a broad range of criminology courses, while also giving them the flexibility to take courses that will interest them and/or help them later in their careers. Second, this also resolves the problem of where and how the Criminology Internship (CRM 3316) will count for students. How this course applies to their degree program has been confusing to students and the credits often have to be split over multiple substantive areas (causing more confusion). The change we are proposing will make the application of CRM 3316 much simpler – the 6 hours will apply to their upper level electives. Finally, this will also make the application of Special Topics and new course additions (i.e. CRM 4153) much simpler for students. Currently, students are hesitant to take these courses because they do not think it will count toward their criminology upper level requirements.

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
 - a. The requested changes are minor and will not cause the degree offered by the Department of Sociology to fail to meet the various needs listed above.
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. The requested changes are minor and will not have any significant impact on student diversity.
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.
 - a. The requested changes are minor and will not have any significant impact on placement of graduates.
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 requested changes are minor and will not have any significant impact on potential salaries of graduates.



MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF ARTS & SCIENCES

Department of Sociology

P.O. Box C
456 Hardy Road/207 Bowen Hall
Mississippi State, MS 39762

P. 662.325.2495

F. 662.325.4564

www.sociology.msstate.edu

August 23, 2017

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Criminology (CRM) degree program modification. The Sociology department faculty have discussed and approved the modification (August 9, 2017). 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)

 _____ Robert Boyd

 _____ Ashley Perry

 _____ Diego Thompson

Criminology Courses

CRM 1003 Crime and Justice in America: 3 hours.

Three hours lecture. A survey of the basic concepts and approaches in criminology, including patterns of crime, causes of crime, and an examination of the criminal justice system

CRM 2003 Crime, Justice, and Inequality: 3 hours.

(Prerequisites: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Survey of issues pertaining to race, class, gender, and crime, focusing on discrimination, structural barriers, and the place of inequality within the criminal justice system

CRM 2990 Special Topics in Criminology: 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)

CRM 3103 Contemporary Issues in Criminal Justice: 3 hours.

(Prerequisites: CRM 1003 and SO 1003). Three hours lecture. The interrelationships of law enforcement, prosecution, and the courts, particularly how each affects the correctional process

CRM 3113 Community Crime Prevention and Policy: 3 hours.

(Prerequisites: SO 1003 and CRM 1003 or consent of instructor). Three hours lecture. An in-depth analysis of crime control policy and community sanctions, focusing on policy implementation, effectiveness, alternatives and prevention efforts

CRM 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

CRM 3313 Deviant Behavior: 3 hours.

(Prerequisite: SO 1003 and CRM 1003 or its equivalent or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention given to the study of various theories of deviance. Same as SO 3313)

CRM 3316 Criminology Internship: 6 hours.

(Prerequisite: 24 hours of coursework within the criminology major and a minimum (GPA of 2.5 and consent of instructor). Six hours practicum. Practicum within selected corrections agencies, individually supervised performance and self-development in relation to clients, agency workers, and provisions of correctional services

CRM 3320 Field Work: 1-6 hours.

(Prerequisites: CRM 3316). One to six hours practicum within selected Corrections agencies, individually supervised performance and self-development in relation to clients, agency workers, and provisions of Correctional services

CRM 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 SO 3343)

CRM 3353 Race, Crime and Justice: 3 hours.

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

CRM 3363 Globalization and Crime: 3 hours.

(Prerequisites: CRM 1003 and SO 1003 or consent of instructor). Three hours lecture. Examines the international differences in crime and justice, exploring topics such as illegal immigration, human trafficking, organized crime and terrorism

CRM 3503 Violence in the United States: 3 hours.

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

CRM 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 SO 3603)

CRM 4000 Directed Individual Study in Criminology: 1-6 hours.

Hours and credits to be arranged

CRM 4153 Mentoring for At-Risk Youths: 3 hours.

(Prerequisite: JR/SR Standing and Permission of Instructor). One hour lecture, four hours practical experience. This course trains students to mentor at-risk juveniles to facilitate their successful transition to productive community roles. (Same as SO 4153 and SLCE 4153)

CRM 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 SO 4233/6233)

CRM 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 as SO 4243/6243)

CRM 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 SO 4253/6253)

CRM 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 SO 4323/6323)

CRM 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

CRM 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 SO 4513/6513)

CRM 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 SO 4523/6523)

CRM 4803 Senior Seminar in Criminology: 3 hours.

(Prerequisite: CRM 3603 or consent of instructor). Three hours lecture. A capstone course which integrates knowledge from criminology course work. Students will apply their knowledge of criminological theory and policy to crime and justice issues

CRM 4990 Special Topics in Criminology: 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)

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: Curriculum, Instruction, and Special Education
Contact Person: Peggy F. Hopper Mail Stop: 9705 E-mail: pfh7@msstate.edu

Nature of Change: Program Modification Date Initiated: July 1, 2017

Effective Date: Upon approval

Degree to be offered at: Mississippi State University (campus 1 and 2)

Current Degree Program Name: Bachelor of Science in Secondary Education

Major: Secondary Education Concentration: English Education

New Degree Program Name: No change

Major: No change Concentration: No change

Summary of Proposed Changes: Changes in course requirements for Secondary English education are proposed to meet new accreditation standards and make the course requirements for double majoring in English and Secondary English education more feasible by creating room for English electives.

Approved: Linda G. O'Connell
Department Head

Date: 7/24/2017

Rebecca Richaux-Davis
Chair, College of School Curriculum Committee

9/26/2017

Terina Juroc
Dean of College of School

9/27/17

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent

DEGREE MODIFICATION OUTLINE FORM

1. Catalog Description – The curriculum in English Language Arts is offered to prepare students to teach English Language Arts in high schools and middle schools. A minimum of 42 hours in English beyond freshman composition is required for a major. (No change.)

2. Curriculum Outline

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor of Science Secondary Education Major: Secondary Education Concentration: English		Degree: Bachelor of Science Secondary Education Major: Secondary Education Concentration: English	
<p>The purpose of the Secondary Education major is to prepare students to teach the academic subjects in grades 7-12 by providing professional courses and experiences for those desiring to teach at the middle and high school levels. The Secondary Education program is designed to lead teacher candidates to a 7-12 licensure in English, Mathematics, Biology, Chemistry, Physics, or Social Studies, or to K-12 licensure in the teaching of foreign languages. Degree programs include pedagogy courses that require field experiences in middle and high schools, as well as opportunities to master content area pedagogy. The secondary education degree culminates in a semester-long student teaching internship in a middle or high school classroom.</p>		<p>The purpose of the Secondary Education major is to prepare students to teach the academic subjects in grades 7-12 by providing professional courses and experiences for those desiring to teach at the middle and high school levels. The Secondary Education program is designed to lead teacher candidates to a 7-12 licensure in English, Mathematics, Biology, Chemistry, Physics, or Social Studies, or to K-12 licensure in the teaching of foreign languages. Degree programs include pedagogy courses that require field experiences in middle and high schools, as well as opportunities to master content area pedagogy. The secondary education degree culminates in a semester-long student teaching internship in a middle or high school classroom.</p>	
The curriculum in English Language Arts is offered to prepare students to teach English Language Arts in high schools and middle schools. A minimum of 42 hours in English beyond freshman composition is required for a major.		The curriculum in English Language Arts is offered to prepare students to teach English Language Arts in high schools and middle schools. A minimum of 42 hours in English beyond freshman composition is required for a major.	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English (Ex: EN 1103 English Comp I): EN 1103 English Comp or equivalent (C or better) EN 1113 English Comp or equivalent (C or better)	6	English (Ex: EN 1103 English Comp I): EN 1103 English Comp or equivalent (C or better) EN 1113 English Comp or equivalent (C or better)	6
Fine Arts (General Education): <i>any Gen Ed course</i>	3	Fine Arts (General Education): CO 1503 Intro to Theater	3
Natural Sciences (2 labs required from Gen Ed): Physical Science with lab Biological Science with lab	6-8	Natural Sciences (2 labs required from Gen Ed): Physical Science with lab Biological Science with lab	6-8
Extra Science (if appropriate) <i>any Gen Ed course (no lab required)</i>		Extra Science (if appropriate) <i>any Gen Ed course (no lab required)</i>	
Math (General Education): MA 1313 College Algebra Any math above MA 1313	6-9	Math (General Education): MA 1313 College Algebra Any math above MA 1313	6-9
Humanities (General Education): HI 1063 Early U.S. History HI 1073 Modern U.S. History	6	Humanities (General Education): HI 1063 Early U.S. History HI 1073 Modern U.S. History	6
Social/Behavioral Sciences (Gen Ed):	6	Social/Behavioral Sciences (Gen Ed):	6

any Gen Ed course		any Gen Ed course	
Major Core Courses		Major Core Courses	
EDF 3333 Social Foundations	3	EDF 3333 Social Foundations	3
EDX 3213 Individualizing Instruction For Exceptional children*	3	EDX 3213 Individualizing Instruction For Exceptional children*	3
EDS 3411 Prac. In Secondary Ed.	1	EDS 3411 Prac. In Secondary Ed.	1
EDF 4243 Plan. Div. Learner	3	EDF 4243 Plan. Div. Learner	3
EPY 3143 Human Develop. And Lea.	3	EPY 3143 Human Develop. And Lea.	3
EPY 3253 Evaluating Learning	3	EPY 3253 Evaluating Learning	3
EDE 3343 Teaching Adoles. Lit.	3	EDE 3343 Teaching Adoles. Lit.	3
RDG 3513 Rdg. Strat. Secondary Sch.	3	RDG 3513 Rdg. Strat. Secondary Sch.	3
EDS 3673 Secondary Lang. Arts Ed.	3	EDS 3673 Secondary Lang. Arts Ed.	3
EDS 4673 Method. Teach. Lang. Arts	3	EDS 4673 Method. Teach. Lang. Arts	3
EDS 4873 Managing Secondary Class	3	EDS 4873 Managing Secondary Class	3
EDS 4886 Teaching Internship Sec. Ed.	6	EDS 4886 Teaching Internship Sec. Ed.	6
EDS 4896 Teaching Internship Sec. Ed.	6	EDS 4896 Teaching Internship Sec. Ed.	6
Concentration Courses		Concentration Courses	
<i>CO 1503 Intro to Theater (deleted)</i>	3	EN 2243 American Lit. I	3
<i>EN 2203 Intro to Lit (deleted)</i>	3	EN 2253 American Lit. II	3
EN 2243 American Lit. I	3	EN 2213 English Lit. I	3
EN 2253 American Lit. II	3	EN 2223 English Lit. II	3
EN 2213 English Lit. I	3	EN 2273 <u>or</u> EN 2283 World Lit. (I or II)	3
EN 2223 English Lit. II	3	EN 2434 Lit and Film or EN 3523	
EN 2273 <u>or</u> EN 2283 World Lit. (I or II)	3	Shakespeare and Film	4 or 3
EN 2434 Lit and Film	4	EN 3414 Critical Writing	4
EN 3414 Critical Writing	4	EN 3423 Desc. Eng. Grammar	3
EN 3423 Desc. Eng. Grammar	3	EN 4503 <u>or</u> EN 4513 Shakespeare	3
EN 4503 <u>or</u> EN 4513 Shakespeare	3	EN 4413 Hist of EN Lang <u>or</u> EN 4403 Intro to Linguistics <u>or</u> 4633 Lang and Society	
EN 4413 Hist of EN Lang <u>or</u> EN 4403 Intro to Linguistics <u>or</u> EN 4633 Lang and Society	3	or EN 4623 Lang and Culture	3
EN 4323 Lit Crit <u>or</u> EN 4353 Crit Theory	3	EN 4323 Lit Crit <u>or</u> EN 4353 Crit Theory	3
<i>EN 3000/4000 level elective</i>	3	EN 3000/4000 level electives	9
Total Hours	123	Total Hours	122-123

3. Justification and Student Learning Outcomes –

The change in CO 1503 as a Fine Arts requirement plus the addition of class choices (EN 3523 Shakespeare and Film, EN 4623 Lang and Culture, and extra EN elective) will support the Secondary English Education degree program outcomes for students. Information has been reinforced through meetings with the English faculty and Department Head that the additional choices in English courses will not weaken the content of the program but instead allow for greater student choice within the same subject areas and thus strengthen the program and student outcomes. A review of the mandated test for teacher licensure (PRAXIS) indicates that the 100% pass rate currently held by English education students will not be affected by this curriculum change.

There are two justifications for the proposed changes. The accrediting body for teacher preparation programs has changed from the National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP). As a result of the change in accrediting body, the standards for Secondary English programs, called specialized program areas (SPAS) have also changed. The changes presented in this proposal are designed to more directly meet the new program standards. During our last accreditation visit from NCATE, the English education program passed with no conditions from the first submission. These program changes are designed to ensure a repeat of this success.

The next reason is to work more directly with the English Department at MSU to increase the number of students choosing English as a major. By modifying the English education program of study to provide for more course choices, students will be able to more easily double major in English and English education. Students should also be able to finish both programs in a shorter time frame.

Specific justifications for course changes are as follows. Moving CO 1503 Intro to Theater from the Concentration Courses to become a Fine Arts requirement allows for another English course elective. This does not represent a change in requirement because CO 1503 remains a required course—the course will now be used as the Fine Arts requirement instead of a Concentration requirement.

For students planning to double major, the increase in the number of electives is significant. Elective courses could be chosen to satisfy requirements for the English major; for students who are working toward Teachers of English to Speakers of Other Languages (TESOL), electives could be chosen to meet TESOL required courses that are not on the English education program of study; for students who are majoring in English education, electives could be in a specialized area of student interest such that is not represented in the English education program of study.

Adding the choices of EN 3523 Shakespeare and Film and EN 4623 Language and Culture allows for more student choice but also opens up scheduling as many of the established required courses are full each semester. Since these choices have been approved by the English department as meeting the same standards and curriculum objectives as the established courses (EN 2434 Lit and Film and EN 4413 Hist of EN Lang, EN 4403 Intro to Linguistics, EN 4633 Sociolinguistics respectively), this change does indicate any change in subject material.

Finally, the deletion of EN 2203 Intro to Literature was a decision made because of our increase in transfer students. As generally the community colleges do not offer this course, many of the English education students took this class after taking many other literature class. Unfortunately, the result of this was to make an introductory class of little value to these students. And because we do not have a strict course rotation, other students who began at Mississippi State as freshmen also had the same experience. As this course does not now meet any specific standard for accreditation, there is no need to continue to require it. Once again, this allows students to have a choice of elective that can be put to good use as illustrated above.

The one hour difference between the two literature and film courses (EN 2434 Lit and Film and EN 3523 Shakespeare and Film) should not cause any difficulties. The following is the section from the IHL Bylaws pertaining to number of hours per degree:

510. 511 HOURS TO DEGREE

All undergraduate degree programs must have a minimum of 120 hours and a maximum of 124 hours unless the Board has granted an exception. A request for exception will come to the Board with a justification and recommendation from the Commissioner. Among other issues, these reviews will take into account:

1. Accreditation standards of the appropriate specialized accrediting agencies which mandate a baccalaureate program of over 124 credit hours.
2. Licensing standards of the professions involved which require a baccalaureate program of over 124 credit hours.

Developmental and curriculum prerequisite preparative courses do not count as part of the 124 credit hour requirement.

(BT Minutes, 7/2004; 3/2008)

Students will be within the number or hours defined by IHL regardless of whether they take the three hour or four hour course.

4. Support –

This program change will not alter how we meet local, state, regional, and national educational and cultural needs.

This program does not overlap any other program on campus.

The proposed changes do **not** affect any other program in secondary or other program areas in the Curriculum, Instruction, and Special Education Department.

This program will not result in duplication within the system.

This program will not require additional personnel or materials (classroom space, lab space, number of sections, etc.).

Since the number of students in English courses could potentially increase, letters of support are offered and attached. Letters of support are also offered by Dean Richard Blackburn, College of Education and Dr. Dan Punday, English Department Head. A letter also attached from Dr. Lindon Ratliff, the secondary faculty member in Meridian.

5. Proposed 4-Letter Abbreviation –No change; abbreviation will remain ENED.

6. Effective Date – Upon Approval



MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF EDUCATION

P.O. Box 9710
175 President's Circle, 309 Allen Hall
Mississippi State, MS 39762

P. 662.325.3717

F. 662.325.8784

www.educ.msstate.edu

July 5, 2017

To Whom It May Concern:

I am writing in support of the attached Secondary English Education proposal. It is my sincere belief that these changes will provide our students with additional options and an enhance experience.

Sincerely,

Dean Blackbourn



MISSISSIPPI STATE
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MSU - MERIDIAN
Division of Education
College Park Campus
1000 Hwy 19 North
Meridian, MS 39307

P. 601.484.0170

F. 601.484.0280

meridian.msstate.edu

June 14, 2017

RE: Letter of Support

To whom it may concern:

I support the degree modification proposal for the Bachelor of Science in Secondary Education program.
I believe these changes will make the program stronger for accreditation purpose.

Sincerely,

Lindon Ratliff, Ph.D.
Associate Professor of Secondary Education
MSU-Meridian
601.484.0175 (p)
lratliff@meridian.msstate.edu



June 28, 2017

Dear Dr. Hopper:

As the Director of Undergraduate Studies for the Department of English, I am happy to write in support of the proposed changes to the program of the Bachelor of Science in Secondary Education with a Concentration in English. The changes to the concentration courses will provide students with a stronger knowledge of English content while also adding a degree of flexibility that will allow them to pursue opportunities that are valuable to their own education and to that of their future students.

The additional options of EN 3523 Shakespeare and Film and EN 4623 Language and Culture are appropriate representatives of their respective requirement areas. Moving CO 1503 Introduction to Theater to the Fine Arts requirement and deleting the requirement for EN 2203 Introduction to Literature leaves space for two additional upper-division English electives; this replacement of lower-division classes with upper-division classes will provide students with a greater depth of English knowledge. If students choose TESOL (Teaching English to Speakers of Other Languages) courses as their three elective courses, they will have only two courses remaining to earn a Certificate in TESOL and an ESL Endorsement, allowing them to teach ESL in the public schools and satisfy a growing need in the state. If they attend to the requirements of the B.A. in English when choosing their English electives, they will be able to earn a double major in English and English Education with only two additional summers of study, a possibility that does not exist under the current program.

Because of the additional options that these program changes allow the students while strengthening their program of study, I offer them my unreserved support.

Sincerely,

Ginger Pizer
Associate Professor, Department of English
Director of Undergraduate Studies



MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF ARTS & SCIENCES

Department of English

P.O. Box E

Mississippi State, MS 39762

P. 662.325.3644

F. 662.325.3645

June 29, 2017

Dear Dr. Hopper:

As the Department Head for English, I am happy to support of the proposed changes to the program of the Bachelor of Science in Secondary Education with a Concentration in English. I know that Professor Ginger Pizer (our Undergraduate Coordinator) has already written a supporting letter outlining the benefits of this change for our English program. In particular she outlined the space in the program for new upper-division courses. As Professor Pizer explained, this arrangement will also make possible more flexibility for TESOL an ESL endorsement, as well as a potential double major.

Please let me know if I can provide any other information in support of this curriculum change.

Sincerely,

Dan Punday, Head
Department of English

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: Industrial & Systems Engineering
Contact Person: Lesley Strawderman Mail Stop: 9542 E-mail: strawderman@ise.msstat.edu

Nature of Change: Modification Date Initiated: 09/05/17 Effective Date: Spring 2018

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Science

Major: Industrial Engineering Concentration:

New Degree Program Name:

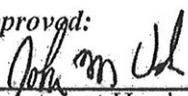
Major: Concentration:

Summary of Proposed Changes:

Change one required course, as the course currently listed is no longer offered on the Starkville campus. Instead of requiring ACC 2203 (no longer offered on Starkville campus), we will require ACC 2023.

No other change in degree requirement is proposed.

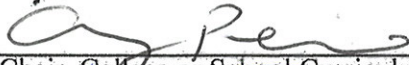
Approved:



Department Head

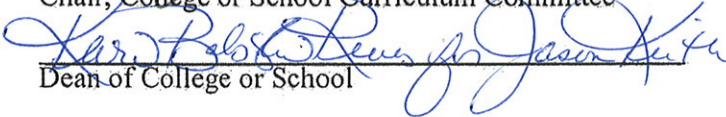
Date:

9/5/17



Chair, College or School Curriculum Committee

10/4/17



Dean of College or School

10/4/17

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent

Proposal for the Modification of the BS in Industrial Engineering

1. CATALOG DESCRIPTION

No changes proposed.

2. CURRICULUM OUTLINE

Detailed list of changes

- Change one required course, as the course currently listed is no longer offered on the Starkville campus. Instead of requiring ACC 2203 (no longer offered on Starkville campus), we will require ACC 2023.
- No other change in degree requirement is proposed.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Industrial Engineering Concentration:	Degree: Bachelor of Science Major: Industrial Engineering Concentration:
Industrial and systems engineering is the application of engineering methods and the principles of scientific management to the design, improvement, and installation of integrated systems of people, materials, information, equipment, and energy. The industrial and systems engineer is concerned with the design of total systems, and is the leader in the drive for increased productivity and quality improvement.	Industrial and systems engineering is the application of engineering methods and the principles of scientific management to the design, improvement, and installation of integrated systems of people, materials, information, equipment, and energy. The industrial and systems engineer is concerned with the design of total systems, and is the leader in the drive for increased productivity and quality improvement.
The industrial and systems engineering profession uses a variety of specialized knowledge and skills. These include communications, economics, mathematics, physical and social sciences, together with the methods of engineering analysis and design.	The industrial and systems engineering profession uses a variety of specialized knowledge and skills. These include communications, economics, mathematics, physical and social sciences, together with the methods of engineering analysis and design.
The industrial and systems engineer is often involved in designing or improving major systems that encompass the total organization. Consequently, he/she is often in contact with individuals from many segments of the organization. From his/her education and these experiences, the industrial and systems engineer develops a global view of the many inter-related operations necessary to deliver a firm's goods and services. Because of their management skills and global view of the organization, a large proportion of industrial and systems engineers move into management, and later advance into top management positions.	The industrial and systems engineer is often involved in designing or improving major systems that encompass the total organization. Consequently, he/she is often in contact with individuals from many segments of the organization. From his/her education and these experiences, the industrial and systems engineer develops a global view of the many inter-related operations necessary to deliver a firm's goods and services. Because of their management skills and global view of the organization, a large proportion of industrial and systems engineers move into management, and later advance into top management positions.
Although industrial and systems engineering is especially important to all segments of industry, it is also applied in other types of organizations, such as transportation, health care, public utilities, agriculture, defense, government, merchandising, distribution, logistics, and other service sectors. With increasing	Although industrial and systems engineering is especially important to all segments of industry, it is also applied in other types of organizations, such as transportation, health care, public utilities, agriculture, defense, government, merchandising, distribution, logistics, and other service sectors. With increasing

emphasis on quality and productivity for successful international competition, it is expected that industrial and systems engineers will be in increasing demand in the coming decades.

The objectives of the Department of Industrial and Systems Engineering are founded in Mississippi State University's educational philosophy and in the industrial engineering profession. They were developed to satisfy the needs of the department's constituents: students, employers, alumni, faculty, and the industrial engineering profession.

The Industrial Engineering program objective is to graduate students having a broad education, with emphasis in industrial and systems engineering fundamentals and practices, which enables them to function effectively in systems involving people, materials, information, energy, and money.

The six educational objectives of the Bachelor of Science degree in industrial engineering are stated below.

1. The Department of Industrial and Systems Engineering strives to ready its graduates for a lifelong pursuit of learning.
2. The Department of Industrial and Systems Engineering expects its graduates to be well versed in industrial engineering theory, know how to apply that theory, and to be capable of functioning effectively in a broad range of organizations.
3. The Department of Industrial and Systems Engineering expects its graduates to master important professional skills, including communication, economics, physical and social science, mathematics and statistics.
4. The Department of Industrial and Systems Engineering expects its graduates to interact cooperatively in professional situations with individuals having different cultures, training, education, and interest.
5. The Department of Industrial and Systems Engineering expects its graduates to think independently, to critically examine ideas, and to make discerning professional judgments, whether intellectual, ethical, or aesthetic.
6. The Department of Industrial and Systems Engineering expects to graduate professionally mature, responsible, and informed citizens.

Because of the importance of systems design in the many facets of industrial and systems engineering, instruction of the principles and methods of design is integrated throughout the curriculum of industrial engineering, and culminates in a major design

emphasis on quality and productivity for successful international competition, it is expected that industrial and systems engineers will be in increasing demand in the coming decades.

The objectives of the Department of Industrial and Systems Engineering are founded in Mississippi State University's educational philosophy and in the industrial engineering profession. They were developed to satisfy the needs of the department's constituents: students, employers, alumni, faculty, and the industrial engineering profession.

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3. The Department of Industrial and Systems Engineering expects its graduates to master important professional skills, including communication, economics, physical and social science, mathematics and statistics.
4. The Department of Industrial and Systems Engineering expects its graduates to interact cooperatively in professional situations with individuals having different cultures, training, education, and interest.
5. The Department of Industrial and Systems Engineering expects its graduates to think independently, to critically examine ideas, and to make discerning professional judgments, whether intellectual, ethical, or aesthetic.
6. The Department of Industrial and Systems Engineering expects to graduate professionally mature, responsible, and informed citizens.

Because of the importance of systems design in the many facets of industrial and systems engineering, instruction of the principles and methods of design is integrated throughout the curriculum of industrial engineering, and culminates in a major design experience in the student's

experience in the student's senior year. The Industrial Engineering Program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org .		senior year. The Industrial Engineering Program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org .	
n/a		n/a	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English	6	English	6
Humanities	6	Humanities	6
Fine Arts	3	Fine Arts	3
Social/Behavioral Sciences	6	Social/Behavioral Sciences	6
Major Core		Major Core	
Mathematics	15	Mathematics	15
Science	13	Science	13
Math/Science Elective	3	Math/Science Elective	3
Engineering Topics		Engineering Topics	
CHE 3413 or ME 3403, ECE 3413, EM 2413, ACC 2203, EG 1142	14	CHE 3413 or ME 3403, ECE 3413, EM 2413, ACC 2023, EG 1142	14
IE Topics	47	IE Topics	47
IE Elective	3	IE Elective	3
Engineering Science Elective	6	Engineering Science Elective	6
Oral Communication Requirement	3	Oral Communication Requirement	3
Writing Requirement	3	Writing Requirement	3
Total Hours	128	Total Hours	128

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

There is no change in student learning outcomes.

Benefits

The change of accounting course will allow our students to take the course on campus, and avoid paying distance fees. It will also allow transfer students to take the ACC 2023 course at a community college before transferring to MSU.

Detailed Rationale

ISE was informed on June 29, 2017, that the accounting department will no longer be offering ACC, 2203, on the Starkville campus due to a shortage of faculty. Sharon Oswald, Dean of the College of Business, recommended that industrial engineering students take Principles of Managerial Accounting, ACC 2023, instead. The College of Business faculty have agreed to waive the prerequisite (ACC 2013) for industrial engineering students.

The undergraduate committee reviewed Dean Oswald's email at the start of the fall semester, and agreed with the recommendation to require ACC 2023 instead of ACC 2203 in the industrial engineering curriculum. The committee made the recommendation before the IE faculty on September 1, and the recommendation was approved.

4. SUPPORT

See attached letter from ISE faculty.

5. PROPOSED 4-LETTER ABBREVIATION

No change

6. EFFECTIVE DATE

Spring 2018



INDUSTRIAL & SYSTEMS ENGINEERING

September 01, 2017

To: Bagley College of Engineering Committee on Courses and Curricula
 University Committee on Courses and Curricula

From: Senior Faculty, Department of Industrial & Systems Engineering

RE: Curriculum Modification, Bachelor of Science in Industrial Engineering

The senior faculty of the Department of Industrial & Systems Engineering have reviewed the application for the following curriculum modification: replacing ACC 2203 with ACC 2023. The senior faculty unanimously approved these changes in department faculty meetings, and offer full support.

Linkan Bian

Linkan Bian

Stanley F. Bullington

Stanley F. Bullington

Reuben Burch

Reuben Burch

Ra'ed Jaradat

Ra'ed Jaradat

Junfeng Ma

Junfeng Ma

Mohammad Marufuzzaman

Mohammad Marufuzzaman

Hugh Medal

Hugh Medal

Brian Smith

Brian Smith

Lesley Strawderman

Lesley Strawderman

Wengmeng Tian

Wengmeng Tian

John M. Usher

John M. Usher




MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF BUSINESS
Richard C. Adkerson School of Accountancy
P.O. Box EF
Mississippi State, MS 39762-5661
P. 662.325.3710
F. 662.325.1646
business.msstate.edu/accounting

October 4, 2017

TO: Dr. John M. Usher
Department Head
Industrial and Systems Engineering

FROM: Dr. Shawn Mauldin 

RE: ACC 2023

The School of Accountancy will waive the ACC 2023 pre-requisites for students majoring in Industrial Engineering and will be able to accommodate students in the course. In the event you should have any questions, or if additional information is required, please let me know.



APPROVAL FORM FOR
DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

College or School: BCoE

Department: Agricultural & Biological Engineering

Contact Person: Dr. Steven Elder

Mail Stop: 9632

E-mail: selder@abe.msstate.edu

Nature of Change: Modification

Date Initiated: 7/21/2017

Effective Date: 8/15/2018

New or Current Degree Program Name: Master of Science/Doctor of Philosophy
in Biomedical Engineering

Summary of Proposed Changes:

We propose to replace the required course ABE 8511 Journal Review in Biomedical Engineering with a new course, ABE 8621 Fundamentals of Biomedical Engineering Research. Due to the wide range of thesis topics, ABE 8511 cannot be taught as it was envisioned. In addition to covering the basics of literature review, ABE 8621 is designed to overcome consistently observed deficiencies in student preparation for laboratory research.

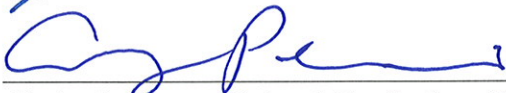
Approved by:

Date:



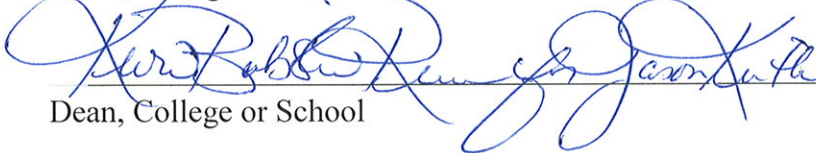
8/1/17

Department Head



8/23/17

Chair, College or School Curriculum Committee



10/4/17

Dean, College or School

Chair, University Committee on Courses & Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Master of Science in Biomedical Engineering

Degree Program Modification

1. Catalog Description

The proposed modification does not require a change to the catalog description (see below).

2. Curriculum Outline

DEGREE MODIFICATION OUTLINE FORM

CURRENT Degree Description	PROPOSED Degree Description
Degree: Master of Science Major: Biomedical Engineering Concentration:	Degree: Master of Science Major: Biomedical Engineering Concentration:
<p>Department Head: Dr. Jonathan Pote Graduate Coordinator: Dr. Steven Elder 100 Ag and Bio Engineering Building Box 9632 Mississippi State, MS 39762 Telephone: (662) 325-3282 E-mail: selder@abe.msstate.edu Website: http://www.abe.msstate.edu</p> <p>An Interdisciplinary Curriculum</p> <p>The interdisciplinary Biomedical Engineering program is administered through Agricultural and Biological Engineering for the College of Engineering. Programs of study and research leading to both the Master of Science and the Doctor of Philosophy degrees in Biomedical Engineering are available. Biomedical Engineering is the engineering discipline that applies engineering principles to study and finds solutions for problems associated with the human body, medicine, and the health care field. At MSU, students can concentrate on research in areas such as injury biomechanics and bio-inspired design, computational modeling, vascular calcification, hemodynamics and sickle cell disease, bone fracture healing, and cartilage regeneration.</p> <p>Admission Criteria</p> <p>Regular admission into the M.S. or Ph.D. programs</p>	<p>Department Head: Dr. Jonathan Pote Graduate Coordinator: Dr. Steven Elder 100 Ag and Bio Engineering Building Box 9632 Mississippi State, MS 39762 Telephone: (662) 325-3282 E-mail: selder@abe.msstate.edu Website: http://www.abe.msstate.edu</p> <p>An Interdisciplinary Curriculum</p> <p>The interdisciplinary Biomedical Engineering program is administered through Agricultural and Biological Engineering for the College of Engineering. Programs of study and research leading to both the Master of Science and the Doctor of Philosophy degrees in Biomedical Engineering are available. Biomedical Engineering is the engineering discipline that applies engineering principles to study and finds solutions for problems associated with the human body, medicine, and the health care field. At MSU, students can concentrate on research in areas such as injury biomechanics and bio-inspired design, computational modeling, vascular calcification, hemodynamics and sickle cell disease, bone fracture healing, and cartilage regeneration.</p> <p>Admission Criteria</p> <p>Regular admission into the M.S. or Ph.D. programs</p>

requires the student meet the following criteria.

- Meet the admission requirements of the Office of the Graduate School
- Have earned a bachelor's degree in an engineering discipline
- Submit GRE scores
- Receive a positive recommendation by the coordinating committee of the biomedical engineering graduate program
- Be accepted as a student by a member of the biomedical engineering graduate faculty

The student must have a 3.00 grade point average or higher and, if applicable, a TOEFL score of 600 PBT (96 iBT) or IELTS score of 7.5 or greater. A student entering the Ph.D. program should have an M.S. in an engineering discipline. Special consideration may be given to exceptional students with a B.S. degree in engineering who may wish to bypass the M.S. in completing the requirements for the doctoral degree.

Provisional Admission

An applicant who has not fully met the GPA requirement stipulated by the University may be admitted on a provisional basis. The provisionally-admitted student is eligible for a change to regular status after receiving a 3.00 GPA on the first 9 hours of graduate courses at Mississippi State University (with no grade lower than a C). The first 9 hours of graduate courses must be within the student's program of study. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. If a 3.00 is not attained, the provisional student **shall** be dismissed from the graduate program. Academic departments may set higher standards for students to fulfill provisional requirements; a student admitted with provisional status should contact the graduate coordinator for the program's specific requirements. **While in the provisional status, a student is not eligible to hold a graduate assistantship.**

Contingent Admission

If a student applying to the M.S. program does not have an undergraduate degree in engineering or an approved

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Contingent Admission

If a student applying to the M.S. program does not have an undergraduate degree in engineering or an approved

C.S. degree, the student will be required to complete approximately 45-48 hours of prerequisite coursework in mathematics, the sciences, or engineering. The student will be granted contingent admission until the course requirement has been satisfied. If a student applying to the Ph.D. program does not have a B.S. or M.S. in engineering or C.S., the same set of 45-48 hours of courses will be required before the student is fully admitted.

Graduate Committees

The graduate committee for each M.S. and Ph.D. student will be composed of a minimum of four and five faculty members, respectively. Faculty members on the graduate Biomedical Engineering faculty hold appointments in departments in the College of Engineering at MSU, the Department of Chemistry at MSU, the Department of Animal and Dairy Sciences at MSU, the College of Veterinary Medicine (CVM) at MSU, and in departments of the University of Mississippi Medical Center (UMC) in Jackson, MS.

The following requirements for an M.S. graduate committee will apply.

- Chair must be an MSU engineering faculty member
- One member must be a clinician (CVM faculty, UMC faculty, or practicing clinician)
- Two or more members must be engineers
- Two or more members must be MSU faculty members

The following requirements for a Ph.D. graduate committee will apply.

- Chair must be an MSU engineering faculty member
- One member must be a clinician (CVM faculty, UMC faculty, or practicing clinician)
- Three or more members must be engineers
- Three or more members must be MSU faculty members

C.S. degree, the student will be required to complete approximately 45-48 hours of prerequisite coursework in mathematics, the sciences, or engineering. The student will be granted contingent admission until the course requirement has been satisfied. If a student applying to the Ph.D. program does not have a B.S. or M.S. in engineering or C.S., the same set of 45-48 hours of courses will be required before the student is fully admitted.

Graduate Committees

The graduate committee for each M.S. and Ph.D. student will be composed of a minimum of four and five faculty members, respectively. Faculty members on the graduate Biomedical Engineering faculty hold appointments in departments in the College of Engineering at MSU, the Department of Chemistry at MSU, the Department of Animal and Dairy Sciences at MSU, the College of Veterinary Medicine (CVM) at MSU, and in departments of the University of Mississippi Medical Center (UMC) in Jackson, MS.

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- One member must be a clinician (CVM faculty, UMC faculty, or practicing clinician)
- Three or more members must be engineers
- Three or more members must be MSU faculty members

Academic Performance

Unsatisfactory performance in the graduate program in Biomedical Engineering is defined as any of the following.

- Failure to maintain a B average in attempted graduate courses after admission to the program
- A grade of D or F in any course
- More than two grades below a B
- Failure of the qualifying or preliminary exam (Ph.D. students only)
- Failure of the thesis/dissertation defense
- Unsatisfactory evaluation of a thesis or dissertation
- Receiving a second grade of U in ABE 8000 Research/Thesis or ABE 9000 Research/Dissertation (A student who receives a grade of U will be placed on academic probation the following semester. A second grade of U in ABE 8000/9000 in the probationary semester or any thereafter will result in dismissal from the program.)

Any one of these or a combination of these will constitute the basis for review for possible dismissal. The graduate coordinator will review the record along with the student's graduate committee and take a final course of action which will be recommendation for immediate dismissal or the establishment of a probationary period in which corrective action must take place. Appeal of dismissal can be made by submitting a written appeal statement to the department head. If the dismissal is upheld by the department head upon the student's appeal, the student can then submit a written appeal to the dean of the College of Engineering.

For more information, contact the Biomedical Engineering Graduate Program Coordinating Committee, Department of Agricultural and Biological Engineering, Box 9632, Mississippi State, MS 39762 or by e-mail at abe-head@abe.msstate.edu. Information is also available at <http://www.abe.msstate.edu>.

Academic Performance

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CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
MASTER OF SCIENCE			
Major Core Courses		Major Core Courses	
<i>ABE 8511 Journal Reviews in Biomedical Engineering</i>	1	ABE 8621 Fundamental of Biomedical Engineering Research	1
ABE 8801 Clinical Experience for Biomedical Engineers	1	ABE 8801 Clinical Experience for Biomedical Engineers	1
BIO 6514 Animal Physiology OR BIO 6114 Cellular Physiology	4	BIO 6514 Animal Physiology OR BIO 6114 Cellular Physiology	4
ST 8114 Statistical Methods	4	ST 8114 Statistical Methods	4
Approved 8000-level coursework	6	Approved 8000-level coursework	6
Approved graduate-level coursework	8	Approved graduate-level coursework	8
Research/Thesis	6	Research/Thesis	6
Total Hours	30	Total Hours	30
DOCTOR OF PHILOSOPHY			
Major Core Courses		Major Core Courses	
<i>ABE 8511 Journal Reviews in Biomedical Engineering</i>	1	ABE 8621 Fundamental of Biomedical Engineering Research	1
ABE 8801 Clinical Experience for Biomedical Engineers	1	ABE 8801 Clinical Experience for Biomedical Engineers	1
BIO 6514 Animal Physiology OR BIO 6114 Cellular Physiology	4	BIO 6514 Animal Physiology OR BIO 6114 Cellular Physiology	4
ST 8114 Statistical Methods	4	ST 8114 Statistical Methods	4
MA XXXX Graduate-level mathematics course	3	MA XXXX Graduate-level mathematics course	3
Approved 8000-level coursework	6	Approved 8000-level coursework	6
Approved graduate-level coursework	29-41	Approved graduate-level coursework	29-41
Research/Dissertation	20-32	Research/Dissertation	20-32
Total Hours	80	Total Hours	80

3. Justification and Student Learning Outcomes

Students are currently required to take ABE 8511 Journal Reviews in Biomedical Engineering, which was intended to stimulate critical review and discussion of current literature relevant to students' thesis topics. However, the wide differences among the topics and academic backgrounds of the students limit the possibility for meaningful and in-depth discussion. We have found that laboratory meetings of students working in a common area are a better forum for such discussions. At the same time, we have observed that new graduate students are generally not adequately prepared for guided or independent laboratory research. ABE 8621 is designed to address some of the observed deficiencies. It will arm all new BME graduate students with skills and knowledge that are applicable to almost any field of lab-based biomedical engineering research. It is expected that students who have completed the course will require less direct supervision, will make fewer errors, and will become more productive in the lab. In short, the course is designed to speed up the learning curve for students entering the laboratory. We feel that it will be much more valuable to the students and the faculty than the course it replaces. In particular, the change is expected to strengthen the first of our educational objectives, which are as follows:

- To provide an environment in which students can focus their skills and knowledge in an interdisciplinary manner to address research problems in biomedical engineering.
- To expose students to a clinical aspect of biomedical engineering by interacting with professionals in medical and veterinary sciences
- To build on students' undergraduate experience to provide them with an in-depth understanding of engineering principles, mathematics, biology, chemistry, and physics as applied to biomedical engineering problems
- To expose students to educational and research opportunities that prepare them be leaders in biomedical engineering in industry and academia.
- To encourage students from Mississippi and other places to fully appreciate the importance of graduate studies in biomedical engineering, with a special emphasis on encouraging women and minorities to pursue graduate degrees.

- a. Will this program change result in duplication in the System?

No. The Biomedical Engineering graduate program at MSU is the only one of its kind in the state, and the proposed change is a minor one to the curriculum (involves only one credit hour).

- b. Will this program change/advance student diversity within the discipline?

The proposed change is not expected to impact diversity of our graduate student population. We have always promoted participation by students from all national, racial, cultural, and ethnic backgrounds and will continue to do so.

- c. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.?

We hope that this program change will increase student output in the laboratory such that they can accomplish a publishable quality and quantity of research sooner than before.

Thus it may put more students in a position to submit their work for presentation at national conferences and for publication in peer-reviewed journals. Such scholarly productivity would be expected to increase our graduates' competitiveness for all jobs.

- d. Will the program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?

Although we do anticipate a positive impact on graduate marketability, no increase in potential salary is expected.

4. Support (see letter attached)
5. Proposed 4-Letter Abbreviation: BME
6. Effective Date: August 15, 2018



MISSISSIPPI STATE UNIVERSITY™

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

Date: July 27, 2017

University Committee on Courses and Curricula
Mailstop: 9702
Mississippi State, MS 39762

Dear UCCC,

The undersigned represent all members of the Agricultural & Biological Engineering faculty who either teach or advise Biomedical Engineering graduate students, and we agree that ABE 8621 Fundamentals of Biomedical Engineering Research would more valuable to our students and should replace ABE 8511 Journal Reviews in Biomedical Engineering in the M.S. and Ph.D. curricula.

Sincerely,

Jonathan Pote, Department Chair

Filip To, Professor

Raj Prabhu, Assistant Research Professor

Renita Horton, Assistant Professor

Steven Elder, BME Graduate Coordinator

Lakiesha Williams, Associate Professor

LaShan Simpson, Assistant Professor

Lauren Priddy, Assistant Professor