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: College of Education **Department: Educational Leadership**

Contact Person: Danielle Molina **Mail Stop:9698**
E-mail: DMolina@colled.msstate.edu

Nature of Change: Modify program of study

Date Initiated: 9/1/2022

Effective Date: Fall 2023

Current Degree Program Name: Master of Science

Major: Educational Leadership **Concentration: Student Affairs & Higher Education**

New Degree Program Name: N/A

Major: N/A **Concentration: N/A**

Summary of Proposed Changes:

Modification 1. Replace two COE courses in program of study focused on clinical mental health counselor theory/skills training with two HED courses redesigned to address non-clinical helping theory/skills training specifically related to college student mental health issues and student affairs helping competencies.

Modification 2. Eliminate the required elective in program of study.

Modification 3. Add a clause that allows full-time workers enrolled in the SAHE program to substitute a 3 credit hour elective for one 3 credit hour practicum requirement.

Modification 4. Re-sequence the courses listed in the catalogue program of study overview.

Approved: **Date:**

Stephanie B. King Digitally signed by Stephanie B. King Date: 2022.10.06 15:33:10 -05'00'

Department Head

Dana Pongkratz

Director of Academic Quality

11/17/2022

JohnEric W. Smith, PhD Digitally signed by JohnEric W. Smith, PhD Date: 2022.12.19 14:04:47 -06'00'

Chair, College or School Curriculum Committee

Kimberly R. Hall Digitally signed by Kimberly R. Hall Date: 2022.12.19 16:29:11 -06'00'

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council(If applicable)

Chair, Deans Council

GRADUATE DEGREE MODIFICATION OUTLINE FORM

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

CURRENT Degree Description	PROPSED Degree Description
Degree: MS Major: Educational Leadership Concentration: 2. Student Affairs & Higher Education	Degree: MS Major: Educational Leadership Concentration: 2. Student Affairs & Higher Education
The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments. Program candidates in the Student Affairs & Higher Education concentration are prepared for careers in higher education management, administration, and leadership with a particular emphasis on the college student experience and services related to supporting college student success.	The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments. Program candidates in the Student Affairs & Higher Education concentration are prepared for careers in higher education management, administration, and leadership with a particular emphasis on the college student experience and services related to supporting college student success.

CURRENT CURRICULUM OUTLINE	Required Hours	CURRENT CURRICULUM OUTLINE	Required Hours
MS in Educational Leadership Concentration 2: Student Affairs & Higher Education		MS in Educational Leadership Concentration 2: Student Affairs & Higher Education	
HED 8553 Student Affairs in Higher Education	3	HED 8553 Student Affairs in Higher Education	3
HED 8623 Diversity, Globalization, and The College Student	3	HED 8623 Diversity, Globalization, and The College Student	3
HED 8523 Student Development Theory	3	HED 8523 Student Development Theory	3
COE 8023 Counseling Theory	*3*	**HED 8013 College Student Wellness & Student Affairs Practice**	**3**
COE 8013Counseling Skills Development	*3*	**HED 8023 Helping & Intervention Skills in SAHE**	**3**
HED 8563 Assessment Strategy in Student Affairs & Higher Education	3	HED 8563Assessment Strategy in Student Affairs & Higher Education	3
HED 8573 Applied Assessment in Student Affairs & Higher Education	3	HED 8573 Applied Assessment in Student Affairs & Higher Education	3

HED 8583 Administrative Competency in Student Affairs & Higher Education: Budgets & Supervision	3	HED 8583 Administrative Competency in Student Affairs & Higher Education: Budgets & Supervision	3
HED 8543 Legal Issues in Student Affairs	3	HED 8543Legal Issues in Student Affairs	3
HED 8593 Administrative Competency in Student Affairs & Higher Education: Technology, Communication, & Crisis	3	HED 8593 Administrative Competency in Student Affairs & Higher Education: Technology, Communication, & Crisis	3
HED 8113 Administrative Leadership in Student Affairs & Higher Education	3	HED 8113 Administrative Leadership in Student Affairs & Higher Education	3
Approved Electives	*3*		
Fieldwork Experience		Fieldwork Experience	
HED 8010 Practicum	6	HED 8010 Practicum **With advisor permission, graduate students holding FT jobs while enrolled in the program may substitute a 3-hour elective for one 3-hour practicum requirement.**	6
Total Hours	*42*	Total Hours	**39**

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

For the following modifications (detailed below):

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.

   Yes, these program changes meet local, state, regional, and national educational and cultural needs. The change to the two mental-health classes, more accurately aligns the curriculum with a "helping skills" orientation appropriate to contemporary Student Affairs training and practice at all levels rather than a clinical licensing-focused orientation in a program that has disassociated with CACREP and where licensure is unattainable via pursuit of the SAHE curriculum track, alone. The change to the practicum substitution policy respects the experience experienced FT employees bring to their SAHE studies and enhances the capacity of our working students to complete the program without adversely affecting their current employment (which is often at Mississippi State University) or requiring them to take undue personal/sick/leave time.

2. Will this program change result in duplication in the System? If so, please describe.

   No.

3. Will this program change/advance student diversity within the discipline? If so, please describe.

   The changes could increase the student diversity within the discipline by making the curriculum more accessible to FT working students, who may include non-traditionally aged master's students as well as students from minoritized and marginalized backgrounds.

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.

Many of our FT worker/PT students currently hold lower-level volunteer or staff positions on campus. By increasing accessibility of the program to FT workers, students graduating from the SAHE program will have earned the threshold degree often required for entry-level administrative positions and/or mid-career promotions in higher education at the institutional, state, regional, or national/international levels.

Therefore, the changes to the program will enhance students' opportunities for career placement and advancement at Mississippi State University, at postsecondary institutions across Mississippi, in the Southeast, and across the U.S. The possibility of salary increases often accompanies such enhanced career placement and promotion opportunities.

Modification 1. Replace two COE courses with equivalent HED courses more specifically tailored to the SAHE practitioner preparation program.

In 2017, the SAHE MS program was transitioned out of Counselor Education, a CACREP accredited and licensure-focused concentration, to Educational Leadership, a non-accredited concentration with no connection to a counseling licensure pathway. As such, we propose replacing COE 8023 Counseling Theory and COE 8013 Counseling Skills with HED 8013 College Student Wellness and Student Affairs Practice and HED 8023 Helping and Intervention Skills in SAHE to:

a) better align SAHE curriculum with its specific focus on helping skills related to college students, college environments, and college student affairs;
b) eliminate the appearance of training non-licensure students for licensure-focused counseling activities; and
c) enhance the focus of practitioner training for students seeking jobs in the SAHE field upon graduation;

These course replacements do not alter the overall goal or structure of the SAHE degree program.

Modification 2. Eliminate the required elective from the Program of Study.

In a recent review of the SAHE curriculum, it was determined that the elective inherited from the previous curriculum in Counselor Education no longer serves a purpose that justifies its inclusion as a required course in the Program of Study. Professional standards do not require the elective and it is not considered a key component of either core knowledge or skills development as evaluated by the comprehensive exam. As such, eliminating the required elective in the Program of Study will:

a) eliminate the financial and time burdens placed on students for a class that does not have strong justification for being included as a program requirement;
b) free up a course requirement that will allow full-time students opportunities to gain valuable hands-on summer experiences at alternative institutions;
c) shorten the time to degree completion, especially for part-time students who are enrolled in the program while working full-time
d) reallocate faculty resources to fulfill other core class and doctoral program curricular needs.

The elimination of this requirement lowers our overall required credit hours from 42 to 39, which also enhances our competitiveness with similar programs in SAHE.

Modification 3. Add clause allowing PT students to substitute an elective for 3 credit hours of the credit hour practicum requirement.

Our Program of Study was originally predicated on the assumption of full-time students who work only 20 hours a week in Graduate Assistantships related to SAHE. Since shifting from COE to EDLD, we have significantly increased our enrollment by part-time students who work full-time at MSU while enrolled in the program. This is due, in large part, to relinquishing the restrictiveness of the CACREP accreditation requirements that often posed barriers for full-time workers (e.g., requirements to take four classes per semester to stay in sequence, a 600 hour internship in the final semester of the program).

While we maintain a 300 field hour requirement (split over two three-credit hour courses) supported by our field's CAS Standards guidelines for master's program curricula, students who are full-time workers routinely encounter difficulties with requesting time off from work to complete two semesters' worth of fieldwork hours. The faculty recognize that the intent of field-work hours is to give students substantive experience directly in an SAHE office setting to enhance their resumes, professional networks, and career mobility. In reexamining our field work policy, the program faculty deemed that full-time workers already substantively gain the experience required by practicum partially through their existing campus job experiences, and therefore should, with advisors approval, have an option for substituting an elective to satisfy at least part of the practicum requirement. This policy will:

a. eliminate unnecessary barriers for part-time students wishing to enroll in our program;
b. better support the needs of part-time students who hold full-time jobs while enrolled in the program;
c. decrease time conflicts that place students in difficult negotiating positions between MSU worksites and the master's program.

This policy change does not alter the overall goal or structure of the SAHE degree program.

Modification 4. Change the order of courses listed in the catalogue program of study overview.

The order in which the classes are listed on the program change form has been changed from how courses are currently listed in the graduate catalogue. This alteration will:

a. clarify for both prospective and current students the program sequence, distinguishing first-year (foundations and student facing curriculum) and second-year (leadership and administrative facing curriculum) course options; and
b. strengthen advisors' capacity to guide students in course selection.

This policy does not alter the overall goal or structure of the SAHE degree program.

6. SUPPORT

A letter of support by the Program Coordinator, Danielle Molina, and signed by the faculty responsible for teaching in this concentration has been included with this proposal

7. PROPOSED 4-LETTER ABBREVIATION

N/A

8. EFFECTIVE DATE

Fall 2023

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership
P.O. Box 6037
245 Allen Hall
175 President's Circle
Mississippi State, MS 39762
P. 662.325.0969
F. 662.325. 0975
educ.msstate.edu

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

From: Danielle K. Molina, Program Coordinator and Associate Professor
MS in Educational Leadership, Concentration in Student Affairs & Higher Education

Date: November 14, 2022

RE: MS EDLD/STUDENT AFFAIRS & HIGHER EDUCATION CONCENTRATION FACULTY LETTER OF SUPPORT FOR CHANGES TO PROGRAM OF STUDY

We, the undersigned program faculty members for the Student Affairs and Higher Education master's concentration in Educational Leadership, have reviewed and approve changes to the program of study proposals as listed below:

- Modification 1. Replace two COE courses in program of study focused on clinical mental health counselor theory/skills training with two HED courses redesigned to address non-clinical helping theory/skills training specifically related to college student mental health issues and student affairs helping competencies.
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Approved/Date:

Danielle K. Molina
Danielle K. Molina
MS Educational Leadership/SAHE
Program Coordinator & Associate Professor

Christa Winkler
Christa Winkler
MS Educational Leadership/SAHE
Assistant Professor

Kaleb Briscoe
MS Educational Leadership/SAHE
Assistant Professor