

A MEMORANDUM

DATE: February 27, 2024
TO: Academic Deans Council
FROM: Dr. Andy Perkins
UCCC Chair
RE: Change Notice 6

Listed below are curriculum change proposals which have been recommended by the University Committee Courses and Curricula. Under current procedure, members of the Academic Deans Council may question the approval of these proposals at any time prior to 5:00 p.m. on March 11, 2024 by contacting Dr. Andy Perkins (5-0004) or the office of the Vice President for Academic Affairs (5-3742). If no questions have been raised, the proposals will be considered approved automatically.

1. Course Proposals by college/school

ACADEMIC AFFAIRS

<p>Addition +Online/Distance</p> <p><u>DSCI 6113</u></p>	<p>Approved</p>	<p>DSCI 6113 Programming for Applied Data Science One hour lecture, two hours laboratory. Computer programming and data wrangling through practical application of Python and other data science tools to clean, format, and work with real datasets. Method of Instruction: B Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Prog for Applied Data Science Effective Fall 2024</p>
<p>Addition +Online/Distance</p> <p><u>DSCI 6122</u></p>	<p>Approved</p>	<p>DSCI 6122 R Lab for Applied Data Science Two hours laboratory. Introduction to programming, data wrangling, and data exploration through practical application of R and associated tools to clean, format, and work with real datasets from various fields. Method of Instruction: L Method of Delivery: O Campus: 5 CIP: 307001 30 Char: R Lab for Applied Data Science Effective: Fall 2024</p>
<p>Addition +Online/Distance</p> <p><u>DSCI 6133</u></p>	<p>Approved</p>	<p>DSCI 6133 Applied Data Visualization (Prerequisite: DSCI 6113 Programming for Applied Data Science). One hour lecture, two hours laboratory. Explore and understand data visually, communicate meaning visually, and create interactive visualizations using industry-standard tools and programming languages. Method of Instruction: B Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Applied Data Visualization Effective: Fall 2024</p>
<p>Addition +Online/Distance</p> <p><u>DSCI 6204</u></p>	<p>Approved</p>	<p>DSCI 6204 Applied Statistical Methods for Data Science (Prerequisite: DSCI 6113 Programming for Applied Data Science). Two hours lecture, two hours laboratory. Select and apply appropriate statistical methods and data science technologies to achieve analytical objectives. Write code to apply descriptive, inferential, predictive, and prescriptive statistical techniques for a variety of data types and purposes. Method of Instruction: B Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Appl Stat Methods for Data Sci Effective: Fall 2024</p>

Addition +Online/Distance 	<u>DSCI 6214</u>	Approved	DSCI 6214 Applied Machine Learning for Data Science (Prerequisite: DSCI 6113 Programming for Applied Data Science). Two hours lecture, two hours laboratory. Select and apply appropriate machine learning methods and data science technologies to implement and optimize non-artificial neural network approaches to inference, planning, and classification projects. Learn to use GPUs for computing and estimation. Method of Instruction: B Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Appl Mach Learning for Data Sc Effective: Fall 2024
Addition +Online/Distance 	<u>DSCI 6301</u>	Approved	DSCI 6301 Data Science Project Management One hour Lecture. A practical introduction to project management in the context of data science projects. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Data Science Proj Management Effective: Fall 2024
Addition +Online/Distance 	<u>DSCI 8133</u>	Approved	DSCI 8133 Foundations of Applied Data Science I Three hours lecture. Introduction to data science as a field that advances methods to improve the use of data for human progress. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Applied Data Science I Effective: Fall 2024
Addition +Online/Distance 	<u>DSCI 8143</u>	Approved	DSCI 8143 Foundations of Applied Data Science II Three hours lecture. In-depth engagement with all phases of the data science lifecycle including data modeling and acquisition, storage, analysis, and building smart systems. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Applied Data Science II Effective: Fall 2024
Addition +Online/Distance 	<u>DSCI 8224</u>	Approved	DSCI 8224 Applied Neural Networks and Deep Learning for Data Science (Prerequisite: DSCI 6113 Programming for Applied Data Science). Two hours lecture, two hours laboratory. Learn the fundamentals of artificial neural networks. Use AI/ML libraries to implement artificial neural network approaches to

			computer vision, natural language processing, reinforcement learning, and generative projects. Deepen ability to use GPUs for computing. Method of Instruction: B Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Appl Neural Netw for Data Sci Effective: Fall 2024
Addition +Online/Distance	<u>DSCI 8413</u>	Approved	DSCI 8413 Applied Graduate Data Science Capstone Three hours lecture. Faculty-directed capstone for the Master of Applied Data Science program in which students use the principles and practices of data science to address a challenge within the student's subject area focus. Method of Instruction: I Method of Delivery: O Campus: 5 CIP: 307001 30 Char: Appl Grad Data Sci Capstone Effective: Fall 2024

AGRICULTURE AND LIFE SCIENCES

Modification +Online/Distance	EPP 6543	Approved	FROM: EPP 6543 Toxicology and Insecticide Chemistry (Prerequisite: Organic Chemistry). Two hours lecture. Two hours laboratory. Spring semester. Chemistry, toxicity and mode of action of major groups of insecticides. Laboratory; bioassay methods, insecticide interactions, calculations. TO: EPP 6543 Toxicology and Insecticide Chemistry (Prerequisite: Principles of Biochemistry (BCH 4013), or General Biochemistry I (BCH 4603), or permission from instructor). Three hours lecture. Principles of toxicology, history of insecticide use, mode of action for of major insecticide classes, metabolism of insecticides, development of pest resistance, and environmental fate of insecticides. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 Effective: Fall 2024
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ARTS AND SCIENCES

Addition	AAS 2003	Approved	AAS 2003 Race, Gender, Class and Global Media (Prerequisite: CO 1403). Three hours lecture. The course will familiarize students with the breadth of media-related race, class and gender issues while providing tools to critically analyze and engage modern global media and mediums. (Same as CO 2003 and GS 2003).
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			<p>Method of Instruction: C Method of Delivery: F Campus: 1 CIP: 090102 30 Char: Race, Gend, Class & Glbl Medi Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>AN 2233</u></p>	<p>Approved</p>	<p>AN 2233 Introduction to Old Testament Archaeology Three hours lecture. A survey of the Old Testament in the light of archaeological research. This approach is chronological-historical-archaeological (Same as MEC/REL 2233). Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 450201 30 Char: Old Testament Archaeology Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>AN 3353</u></p>	<p>Approved</p>	<p>AN 3353 Tattooed, Pierced, Scarred, and Shaped: The Anthropology of Body Modification Three hours lecture. Survey of body modifications, including their history, archaeological interpretation, and modern uses. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 450201 30 Char: Anth of Body Modification Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>AN 3573</u></p>	<p>Approved</p>	<p>AN 3573 Southeastern Archaeology Three hours lecture. Archaeological overview of the southeastern United States from the first migrants during the Late Pleistocene to the nineteenth-century. Archaeological evidence is used to examine how human lifeways changed during this time. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 450201 30 Char: Southeastern Archaeology Effective: Fall 2024</p>
<p>Addition</p>	<p><u>AN 4153</u></p>	<p>Approved</p>	<p>AN 4153 Seminar in Cultural Anthropology (Prerequisite: Permission of instructor.) Three hours seminar. The study of contemporary problems and approaches in cultural anthropology. Method of Instruction: S Method of Delivery: F Campus: 1 CIP: 450201 30 Char: Seminar in Cultural Anthro Effective: Fall 2024</p>
<p>Addition</p>	<p><u>AN 4383/6383</u></p>	<p>Approved</p>	<p>AN 4383/6383 Seminar in Biological Anthropology (Prerequisite: consent of instructor) Three hours</p>

			<p>seminar. The study of contemporary problems and approaches in Biological Anthropology. Method of Instruction: S Method of Delivery: F Campus: 1 CIP: 450201 30 Char: Seminar in Bioanth Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>AN 4553</u></p>	<p>Approved</p>	<p>AN 4553 Historical Archaeology Three hours lecture. A study of the development of the modern world through integrating the study of archaeological remains with historical sources. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 450201 30 Char: Historical Archaeology Effective: Fall 2024</p>
<p>Addition</p>	<p><u>AN 4563</u></p>	<p>Approved</p>	<p>AN 4563 Seminar in Archaeology Three hours seminar. Study of contemporary problems and topics of current interest within Archaeology. Method of Instruction: S Method of Delivery: F Campus: 1 CIP: 450201 30 Char: Seminar in Archaeology Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>BIO 2013</u></p>	<p>Passed Contingent</p>	<p>BIO 2013 African STEM Innovations (Prerequisites: EN 1103, EN 1113, and sophomore standing). Three hours lecture. Discoveries by and contributions of Africans to life sciences, education, technology, and architecture from prehistory to present-day. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 260101 30 Char: African STEM Innovations Effective: Fall 2024</p>
<p>Addition +Online/Distance</p>	<p><u>CO 8733</u></p>	<p>Approved</p>	<p>CO 8733 Quantitative Methods in Communication Three hours seminar. This graduate seminar is focused on the study and practice of various statistical methods commonly used in communication research. Method of Instruction: S Method of Delivery: F & O Campus: 1 & 5 CIP: 090199 30 Char: QMC Effective: Fall 2024</p>
<p>Addition</p>	<p><u>EN 4373</u></p>	<p>Approved</p>	<p>EN 4373 English Literature and the World before 1800 (Prerequisite: EN 1113 or EN 1173). Three hours lecture. A study of works of English literature and</p>

			<p>culture from before 1800 which engage with the non-European world, with a focus on the development of English identity through contact with diverse cultural forms.</p> <p>Method of Instruction: C Method of Delivery: F Campus: 1 CIP: 231404 30 Char: Eng Lit & World before 1800 Effective: Fall 2024</p>
Addition	<u>FL 8681</u>	Approved	<p>FL 8681 Practicum on World Language Teaching (Prerequisite: Acceptance as a teaching assistant in the Department of Classical & Modern Languages and Literatures). 1 hour practicum. Field-based. Pedagogical theory in relation to effective practices for teaching college-level world language students, coordinated with at least twenty hours per week of supervised professional experience. May be repeated.</p> <p>Method of Instruction: E Method of Delivery: F Campus: 1 CIP: 160101 30 Char: Practicum on WL Teaching Effective: Fall 2024</p>
Technical Change	FLC 1123	Approved	<p>FROM: FLC 1123 Chinese II (Prerequisite: FLC 1113 or permission of instructor). Two hours lecture, two hours lab. A continuation of Chinese I, where students continue to develop skills in reading, writing, speaking and listening in a cultural context.</p> <p>TO: FLC 1123 Chinese II (Prerequisite: FLC 1113 or permission of instructor). Two hours lecture. Two hours recitation. A continuation of Chinese I, where students continue to develop skills in reading, writing, speaking and listening in a cultural context.</p>
Technical Change	FLI 1113	Approved	<p>FROM: FLI 1113 Italian I Two hours lecture, two hours laboratory. An introduction to written and spoken Italian in a cultural context.</p> <p>TO: FLI 1113 Italian I Two hours lecture. Two hours recitation. An introduction to written and spoken Italian in a cultural context.</p>
Technical Change	FLI 1123	Approved	<p>FROM: FLI 1123 Italian II (Prerequisites: FLI 1113 or equivalent). Two hours lecture, two hours laboratory. A continuation of Italian I, emphasizing oral expression, reading comprehension, and writing.</p> <p>TO: FLI 1123 Italian II (Prerequisites: FLI 1113 or equivalent). Two hours lecture. Two hours recitation. A continuation of Italian I, emphasizing oral expression, reading comprehension, and writing.</p>
Modification	<u>GG 4153/6153</u>	Approved	<p>FROM: GG 4153/6153 Engineering Geology (Prerequisite: GG1113). Two hours lecture. Two hours laboratory. Application of geologic principles to</p>

			<p>location and construction of engineering structures; engineering properties of geologic materials; engineering application of equipment used by geologists.</p> <p>TO: GG 4153/6153 Engineering Geology Three hours lecture. Application of geologic principles to location and construction of engineering structures; engineering properties of geologic materials; engineering application of equipment used by geologists.</p> <p>Method of Instruction: C Campus: 1 & 5 Effective: Fall 2024</p>
Addition	<u>GG 4883/6883</u>	Passed Contingent	<p>GG 4883/6883 Biogeochemical Evolution of Planet Earth Three hours lecture. An introduction to the mechanisms and evolution of global biogeochemical cycles through Earth's history, with emphasis on both fundamental principles and outstanding case studies.</p> <p>Method of Instruction: C Method of Delivery: F Campus: 1 CIP: 400601 30 Char: Earth Biogeochemical Evolution Effective: Fall 2024</p>
Addition +Online/Distance	<u>GR 3503</u>	Approved	<p>GR 3503 Lecture in Broadcast Meteorology Three-hour lecture. Detailed examination of the major elements of the field of broadcast meteorology, with emphasis on career management, instilling public confidence, and work-life balance.</p> <p>Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 090402 30 Char: Lecture Broadcast Meteorology Effective: Summer 2024</p>
Modification +Online/Distance	<u>MEC 2233</u>	Approved	<p>FROM: MEC 2233 Introduction to Old Testament Archaeology Three hours lecture. A survey of the Old Testament in the light of archaeological research. This approach is chronological-historical-archaeological. (Same as REL 2233).</p> <p>TO: MEC 2233 Introduction to Old Testament Archaeology Three hours lecture. A survey of the Old Testament in the light of archaeological research. This approach is chronological-historical-archaeological. (Same as REL/AN 2233).</p> <p>Method of Delivery: F & O Campus: 1, 2, & 5</p>
Addition +Meridian +Online/Distance	PHI 3193	Approved	<p>PHI 3193 Game Theory Three hours lecture. An introduction to decision theory and game theory. No mathematical knowledge beyond high school algebra is assumed. Focuses on modeling strategic decision-making by rational agents with applications to practice</p>

			and real-world cases. (Credit for this course may be earned only at the Meridian campus). Method of Instruction: C Method of Delivery: F & O Campus: 2 & 5 CIP: 380199 30 Char: Game Theory Effective: Fall 2024
Modification +Online/Distance	REL 2233	Approved	FROM: REL 2233 Introduction to Old Testament Archaeology Three hours lecture. A survey of the Old Testament in the light of archaeological research. The approach is chronological-historical-archaeological. (Same as MEC 2233). TO: REL 2233 Introduction to Old Testament Archaeology Three hours lecture. A survey of the Old Testament in the light of archaeological research. The approach is chronological-historical-archaeological (Same as MEC/AN 2233). Method of Delivery: F & O Campus: 1, 2, & 5 Effective: Fall 2024

EDUCATION

Addition +Meridian +Online/Distance	<u>HSPY 8123</u>	Approved	HSPY 8123 Advanced Developmental Psychopathology Three hours lecture. In-depth study of the major theoretical foundations, biological factors, etiology, prevalence, and cultural aspects of psychiatric disorders across the life span. Method of Instruction: C Method of Delivery: F & O Campus: 2 & 5 CIP: 420701 30 Char: Adv. Dev. Psychopathology Effective: Fall 2024
Addition +Meridian +Online/Distance	<u>HSPY 8133</u>	Approved	HSPY 8133 Advanced Psychotherapy: Theory and Practice (Prerequisite: Consent of instructor). Three hours lecture. An in-depth study of the professional issues, theories and techniques/procedures of psychotherapy and application in clinical, counseling and school settings. Method of Instruction: C Method of Delivery: F & O Campus: 2 & 5 CIP: 420601 30 Char: Advanced Psychotherapy Effective: Fall 2024
Addition +Meridian +Online/Distance	<u>HSPY 8143</u>	Approved	HSPY 8143 Clinical Psychopharmacology Across the Life Span (Prerequisite: HSPY 8123). Three hours lecture. The examination of biological and socio-

			<p>cultural factors on pharmacology and application of current and alternative research methods of pharmacology for psychiatric disorders across the life span.</p> <p>Method of Instruction: C Method of Delivery: F & O Campus: 2 & 5 CIP: 422401 30 Char: Clinical Psychopharmacology Effective: Fall 2024</p>
<p>Addition +Meridian +Online/Distance</p>	<p><u>HSPY 8690</u></p>	<p>Approved</p>	<p>HSPY 8690 Applied Experiences in Psychology Variable credit supervised field experience/three hours lecture. Applied supervised experiences in combined health service psychology across a variety of settings utilizing psychological principles and techniques addressing social-emotional, mental health, and behavioral problems. May be repeated 8 times for credit.</p> <p>Method of Instruction: E & C Method of Delivery: F & O Campus: 2 & 5 CIP: 420101 30 Char: Applied Experiences in Psych Effective: Fall 2024</p>
<p>Modification</p>	<p>INDT 2123</p>	<p>Approved</p>	<p>FROM: INDT 2123 Introduction to CNC Programming (Prerequisites: INDT 1003 & MA 1313) Two hours lecture. Two hours laboratory. Study of the fundamentals of machine and cutting tool construction as well as techniques employed in both the setup and programming of CNC machines.</p> <p>TO: INDT 2123 Introduction to CNC Programming (Prerequisites: INDT 1003 & MA 1323). Three hours lecture. Study of the fundamentals of machine and cutting tool construction as well as techniques employed in both the setup and programming of CNC machines.</p> <p>Method of Instruction: C</p>
<p>Addition</p>	<p>MU 2142</p>	<p>Approved</p>	<p>MU 2142 Song Literature (Prerequisites: Music majors (BA, BME, BMP) only, or permission of instructor). Two hours lecture. An overview of song literature covering many musical periods and languages including: German Lieder, French mélodies, American and British art songs, and Italian songs.</p> <p>Method of Instruction: C Method of Delivery: F Campus: 1 CIP: 500902 30 Char: Song Literature Effective: Fall 2024</p>

Addition +Online/Distance	<u>PE 8163</u>	Approved	PE 8163 Seminar in Physical Education Three hours lecture. The course gives a complete review of current literature in Physical Education. Method of Instruction: S Method of Delivery: F & O Campus: 1 & 5 CIP: 131314 30 Char: Sem in Physical Education Effective: Summer 2024
Addition +Online/Distance	<u>PE 8203</u>	Approved	PE 8203 Psychological Aspects of Sport Three hours lecture. An in-depth analysis of the principles, methods and outcomes of sport psychology. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 131314 30 Char: Psych Aspects of Sport Effective: Summer 2024
Addition +Online/Distance	<u>PE 8223</u>	Approved	PE 8223 Advanced Motor Learn & Performance Three hours lecture. The course will present several factors that impact human movement performance and learning. Areas of study include feedback, focus of attention, practice, motor program, generalizability of schema, dynamic system theory and performance. Students will learn how this theory and research can be applied in instructional/therapeutic/competitive. Method of Instruction: C Method of Delivery: F & O Campus: 1 & 5 CIP: 310505 30 Char: Adv Mtr Learn & Perfor Effective: Summer 2024
Addition +Meridian +Online/Distance	<u>SS 4913/6913</u>	Approved	SS 4913/6913 Sport Data Visualization Three hours lecture. This course offers a comprehensive guide to methods for converting both quantitative and qualitative data into easily understandable graphics for sport organizations. The aim is to equip students with the ability to present sport data in a way that can be effectively applied. Method of Instruction: C Method of Delivery: F & O Campus: 1, 2 & 5 CIP: 310504 30 Char: Sport Data Visualization Effective: Fall 2024
Addition +Meridian +Online/Distance	<u>SS 4923/6923</u>	Approved	SS 4923/6923 Sport Big Data Analysis Three hours lecture. The primary objective is to learn the fundamental aspects of analyzing sport big data and apply the knowledge to sport management practice. Method of Instruction: C Method of Delivery: F & O

			Campus: 1, 2 & 5 CIP: 310504 30 Char: Sport Big Data Analysis Effective: Fall 2024
Addition +Meridian +Online/Distance	<u>SS 4933/6933</u>	Approved	SS 4933/6933 Machine Learning in Sport Three hours lecture. The primary objective is to learn the fundamental aspects of machine learning and apply the knowledge to sport management practice. The course content will help understand how machine learning principles and practices are combined and applied to solving sport industry problems. Method of Instruction: C Method of Delivery: F & O Campus: 1, 2 & 5 CIP: 310504 30 Char: Machine Learning in Sport Effective: Fall 2024
Addition +Meridian +Online/Distance	<u>SS 4943/6943</u>	Approved	SS 4943/6943 Deep Learning in Sport Three hours lecture. Deep learning is a subset of automatic learning methods that are based on multiple layers of artificial neural networks with representation learning. This course will provide an overview of the deep learning concept and techniques that can be applied to the field of sport. Method of Instruction: C Method of Delivery: F & O Campus: 1, 2 & 5 CIP: 310504 30 Char: Deep Learning in Sport Effective: Fall 2024

ENGINEERING

Modification	CE 4563	Approved	FROM: CE 4563 Sedimentation Engineering (Prerequisite: Grade of C or better in CE 4523; or consent of major advisor). Three hours lecture. Processes by which cohesive and non-cohesive sediments are transported in overland flow and in rivers, reservoirs, estuaries and coastlines. Deposition and erosion rates. Design criteria. TO: CE 4563 Sedimentation Engineering (Prerequisite: Grade of C or better in CE 3503; or consent of major advisor). Three hours lecture. Processes by which cohesive and non-cohesive sediments are transported in overland flow and in rivers, reservoirs, estuaries and coastlines. Deposition and erosion rates. Design criteria. Method of Delivery: F & O
Addition +Online/Distance +Study Abroad	CHE 4733	Approved	CHE 4733 Introduction to Sustainability (Prerequisites: CH 1213, PH 2213). Three hours classroom lecture. Overview of materials, processes,

			<p>and life cycle analysis to meet future food, energy, and water needs in a sustainable manner. Method of Instruction: C & A Method of Delivery: F & O Campus: 1, 5, & 8 CIP: 140701 30 Char: Introduction to Sustainability Effective: Fall 2024</p>
Technical Change	ECE 3213	Approved	<p>FROM: ECE 3213 Introduction to Solid State Electronics (Prerequisite: grade of C or better in ECE 3424). Three hours lecture. Introduction to quantum mechanics, semiconductor physics and solid state electronics. Energy band structure and charge carriers in semiconductors. Junctions, diodes and transistors. TO: ECE 3213 Introduction to Solid State Electronics (Prerequisite: grade of C or better in ECE 3424 or ECE 3244). Three hours lecture. Introduction to quantum mechanics, semiconductor physics and solid state electronics. Energy band structure and charge carriers in semiconductors. Junctions, diodes and transistors.</p>
Technical Change	ECE 3413	Approved	<p>FROM: ECE 3413 Introduction to Electronic Circuits (Prerequisites: Grade of C or better in both MA 1723 and PH2223). Three hours lecture. Fundamentals of electric circuits and network analysis. DC and AC circuits. AC power. Ideal transformers. Frequency response of networks. Ideal operational amplifiers and circuits. TO: ECE 3413 Introduction to Electronic Circuits (Prerequisites: MA 3113 or concurrent enrollment in MA 3113). Three hours lecture. Fundamentals of electric circuits and network analysis. DC and AC circuits. AC power. Ideal transformers. Frequency response of networks. Ideal operational amplifiers and circuits.</p>
Modification	<u>ME 8213</u>	Passed Contingent	<p>FROM: ME 8213 Engineering Analysis TO: ME 8213 Advanced Engineering Analysis Method of Delivery: F & O Campus: 1, 5, & 6</p>
Technical Change	PTE 3331	Approved	<p>FROM: PTE 3331 Professional Development Seminar (Prerequisites: Petroleum Engineering majors with Junior Standing). One hour lecture. A seminar focused on professional development and topics of interest/concern to the petroleum engineering professional. (Same as CHE 3331). TO: PTE 3331 Professional Development Seminar (Prerequisites: CHE 3113). One hour lecture. A seminar focused on professional development and topics of interest/concern to the petroleum engineering professional. (Same as CHE 3331).</p>

PROFESSIONAL AND CONTINUING STUDIES

<p>Addition +Online/Distance</p> <p><u>PCS 6313</u></p>	<p>Passed Contingent</p>	<p>PCS 6313 Organizational Culture This course explores the concept of organizational culture and how effective leadership can influence that culture. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 521003 30 Char: Organizational Culture Effective: Summer 2024</p>
<p>Addition +Online/Distance</p> <p><u>PCS 6323</u></p>	<p>Passed Contingent</p>	<p>PCS 6323 Effective Organizational Discourse This course explores the concept of effective discourse within an organization. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 521003 30 Char: Effective Org Dis Effective: Summer 2024</p>
<p>Addition +Online/Distance</p> <p><u>PCS 6333</u></p>	<p>Passed Contingent</p>	<p>PCS 6333 The Dichotomies of Leadership This course explores the concept of balance within leadership by evaluating common leadership dichotomies that leaders must constantly consider to be effective. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 521003 30 Char: The Dichotomies of Leadership Effective: Summer 2024</p>
<p>Addition +Online/Distance</p> <p><u>PCS 6343</u></p>	<p>Passed Contingent</p>	<p>PCS 6343 Foundations of Organizational Leadership This course illustrates the power of personal accountability, building relationships, effective communication, proper prioritization of tasks, and empowering people to create a positive impact on organizations and their missions. Method of Instruction: C Method of Delivery: O Campus: 5 CIP: 521003 30 Char: Found of Org Lead Effective: Summer 2024</p>

2. Program Proposals by college/school:

ACADEMIC AFFAIRS

Addition	Degree: MADS Major: Applied Data Science	Approved	New Master of Applied Data Science degree. Approved by Graduate Council.
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EDUCATION

Addition +Meridian	Degree: MAT-ELAR Major: Elementary Level Alternate Route	Approved	New Alternate route degree to be offered at Meridian. Approved by Graduate Council.
Modification	Degree: BS Major: Educational Psychology	Approved	See proposal for list of revisions.
Modification	Degree: MAT-X Major: Special Education Alt Route	Approved	See proposal for list of revisions. Approved by Graduate Council.
Modification	Degree: PsyD Major: Combined Health Service Psychology	Tabled	

PROFESSIONAL AND CONTINUING STUDIES

Addition	Degree: Grad Certificate Major: Extreme Leadership Certificate	Tabled	
Addition	Degree: Grad Certificate Major: ENGAGE VR Creator	Approved	New graduate certificate. Approved by Graduate Council.

All of the proposals were approved with the exception of the following:

Proposals**



Dr. Peter L. Ryan
Executive Vice Provost for Academic Affairs

March 11th, 2024
Date

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 Education Department: Division of Education
Contact Person: Jeffrey Leffler Mail Stop: 9300 E-mail: jl221@msstate.edu
Nature of Change: Addition Date Initiated: 10/30/2023

Current Degree Program Name: N/A
Current Major: N/A
Current Concentration(s): N/A
Current Campus(es): Starkville

New Degree Program Name: Elementary Level Alternate Route Effective Date: 06/03/24

Semester	Year
<u>Summer</u>	<u>2024</u>

Proposed Major: Master of Arts in Teaching
Proposed Concentration(s): None Proposed Campus(es): Meridian

Summary of Proposed Changes:

This proposal requests approval for a new Master of Arts in Teaching Elementary Level Alternate Route program. This program will be offered at Mississippi State University-Meridian (Campus 2) and Online (Campus 5). The MAT-ELAR is an alternate route licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for those who wish to prepare for a career as an elementary teacher in grades K-6.

Approved:

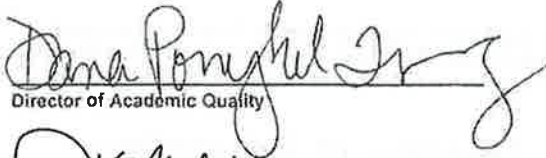
Date:

Kimberly R. Hall

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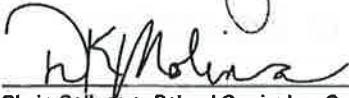
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Department Head



Director of Academic Quality

11/10/23



Chair, College or School Curriculum Committee

12.01.2023

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Dean of College or School



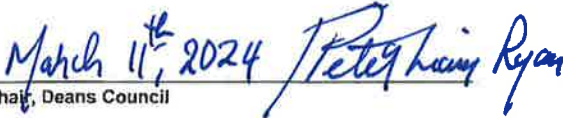
Chair, University Committee on Courses and Curricula

2/11/24



Chair, Graduate Council (if applicable)

2/14/24



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: Elementary Level Alternate Route Major: Master of Arts in Teaching Concentration 1: N/A Concentration 2: N/A	
The Master of Arts in Teaching Elementary Level Alternate Route (MAT-ELAR) is an alternate route licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for those who wish to prepare for a career as an elementary teacher in grades K-6. In addition to the criteria for admission to a Master of Science degree program (with the exception of a teaching license), MAT-ELAR candidates must pass the Praxis CORE, possess a minimum 21 composite ACT score, OR have a minimum GPA of 3.0 on the last 60 hours of coursework and pass a certified background check.	
Students in the MAT-ELAR will complete the comprehensive examination in the final semester of enrollment.	
N/A – no concentration	
Proposed Curriculum Outline	Required Hours
College Required Courses: N/A	
Major Required Courses:	
EDE 6623 Elementary & Middle Level STEM Pedagogy	3
EDE 8113 Planning & Managing of Learning for Elementary & Special Education	3
EDE 8133 Elementary & Special Education Residency I	3
EDE 8143 Elementary & Special Education Residency II	3
EDF 8553 Research in the Classroom	3
EDX 8173 Special Education in the Regular Classroom	3
EPY 8473 Elementary Assessment & Evaluation	3
RDG 6123 Elementary Literacy Instruction I	3
RDG 6133 Integrated Reading and Writing in the Curriculum	3
RDG 6143 Elementary Literacy Instruction II	3
RDG 6223 Assessing Reading Difficulties	3

Select a graduate-level education elective (must have COE, EDE, EDS, EDX, EPY, RDG, or TECH prefix)	3
Concentration 1. Courses:	
N/A	
Total Hours	36
N/A	
Proposed Curriculum Outline	Required Hours
Concentration 2. Courses:	
N/A	
Total Hours	



MISSISSIPPI STATE
UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education and Leadership
P.O. Box 9705
175 President Circle
Allen Hall, Room 310
Mississippi State, MS 39762
P. 662.325.3747
F. 662.325.7857

November 16, 2023

To Whom It May Concern:

The Mississippi Department of Education recently created an alternative pathway for elementary licensure (K-6). Specifically, the State Board of Education voted to modify the existing Master of Arts in Teaching Elementary Education (4-6) to include an Elementary Education (K-6) option. The Department of Teacher Education and Leadership Curriculum Committee has reviewed and approved the submission of a new Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) program to create an opportunity for the new licensure pathway.

Sincerely,

Nicole Miller

Digitally signed by Nicole Miller
Date: 2023.11.16 12:28:23 -06'00'

Dr. Nicole Miller, Chair

KENNETH V
ANTHONY

Digitally signed by KENNETH V ANTHONY
Date: 2023.11.16 09:51:02 -06'00'

Dr. Kenneth V. Anthony, Member

Dr. Jeffrey Leffler, Member

Kathleen M
Alley

Digitally signed by Kathleen M Alley
Date: 2023.11.16 13:15:24 -06'00'

Dr. Kathleen Alley, Member

Kristin
Javorsky

Digitally signed by Kristin Javorsky
Date: 2023.11.16 12:04:40 -06'00'

Dr. Kristin Javorsky, Member

Stephanie
Lemley

Digitally signed by Stephanie Lemley
Date: 2023.11.16 10:21:14 -06'00'

Dr. Stephanie Lemley, Member



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

November 10, 2023


To Whom It May Concern:

The Mississippi Department of Education recently created an alternative pathway for elementary licensure (K-6). Specifically, the State Board of Education voted to modify the existing Master of Arts in Teaching Elementary Education (4-6) to include an Elementary Education (K-6) option. The faculty in the Meridian Division of Education have reviewed and approves the submission of a new Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) program to create an opportunity for the new licensure pathway.

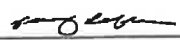
Sincerely,


Mark Fincher (Nov 14, 2023 16:49 CST)
Dr. Mark Fincher

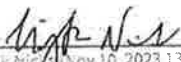

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Dr. Carlen Henington



Tania Hanna (Nov 10, 2023 14:41 CST)
Dr. Tania Hanna


LaMareshia Johnson (Nov 14, 2023 15:37 CST)
LaMareshia Johnson



Jeff Leffler (Nov 10, 2023 13:13 CST)
Dr. Jeffrey Leffler

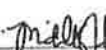

Alisha Milam (Nov 10, 2023 20:02 CST)
Dr. Alisha Milam



Myrick Nicks (Nov 10, 2023 13:10 CST)
Dr. Myrick Nicks

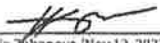

Rosanne Nunnery (Nov 10, 2023 13:43 CST)
Dr. Rosanne Nunnery


Tawny McCleon (Nov 11, 2023 12:14 CST)
Dr. Tawny McCleon


Chase McCullum (Nov 10, 2023 13:58 CST)
Dr. Chase McCullum


Michelle Stubbs (Nov 11, 2023 14:43 CST)
Michelle Stubbs


Brandi Sumrall (Nov 10, 2023 13:17 CST)
Brandi Sumrall


Ksenia Zhananova (Nov 13, 2023 08:13 CST)

Dr. Ksenia Zhananova


Jewel Lynna Shirley (Nov 10, 2023 14:44 CST)

Julyn Shirley


Darren Wozny (Nov 17, 2023 10:22 CST)

Dr. Darren Wozny


Melissa Windham (Nov 14, 2023 10:17 CST)

Dr. Melissa Windham












MATE DOE Letter 111023

Final Audit Report

2023-11-17

Created:	2023-11-10
By:	Joni Branning (jjb295@msstate.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA2F0Dzal5lh4MtG-UL2wA9mJ8rcENEzIL

















"MATE DOE Letter 111023" History

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2023-11-17 - 4:33:41 PM GMT





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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

TO: Box Council and UCCC Committee Members

FROM: Head, Meridian Division of Education

RE: New Program Proposal for Master of Arts in Teaching Elementary Alternate Route

DATE: November 10, 2023

Dear Box Council and UCCC Committee Members:

This letter of support is offered by the Head of the Meridian Division of Education for the proposed Master of Arts in Teaching Elementary Alternate Route (MAT-ELAR) program on the Meridian campus. As indicated by the signature below, I support the proposal as written for submission to the Box Council and the UCCC.

Sincerely,

Kim Hall (Nov 10, 2023 14:01 CST)

Kimberly R. Hall, Ph.D.

Head

Meridian Division of Education

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institution: Mississippi State University

Date of anticipated implementation: May 2024

Program title as it will appear on Academic Program Inventory, Diploma, and Transcript: Elementary Level Alternate Route

Name of degree(s) to be awarded: Master of Arts in Teaching

Six-digit CIP code: 13.1202

Total credit-hour requirement to earn the degree: 36

Responsible academic unit: Meridian Division of Education

Institutional contact: Jeffrey Leffler

Phone: 601-484-0187

Email: jl221@msstate.edu

SACSCOC Substantive Change: Program proposed **IS NOT** a substantive change.
 Program proposed **IS** a substantive change.

Incremental, five-year cost of implementation: \$1,890,000

Incremental, five-year per student cost of implementation: \$9,450

Potential five-year, new revenue: \$4,918,800

Potential new, five-year revenue per student: \$12,297

Will it attract new students to the university? Yes
 No

List any institutions within the State offering similar programs: Delta State University, Jackson State University, University of Southern Mississippi

Number of students expected to enroll in first 5 years: Number of students expected to graduate in first 5 years:

Year 1	40	Year 1	0
Year 2	40	Year 2	40
Year 3	40	Year 3	40
Year 4	40	Year 4	40
Year 5	40	Year 5	40
Total	200	Total	160

Program summary (include second majors completed, if applicable):

The Master of Arts in Teaching Elementary Level Alternate Route (MAT-ELAR) will be an alternate route licensure program at the graduate-level that is designed for those who wish to prepare for a career as an elementary teacher in grades K-6. The primary goal of the MAT-ELAR program is to meet the demand for highly competent elementary teachers who can eliminate opportunity gaps for students in partner school districts by providing an intensive residency experience with rigorous graduate-level teacher preparation closely tied to clinical practice to produce day-one highly effective elementary teachers. Students in the MAT-ELAR will complete initial licensure coursework focused on planning and managing learning, assessment, and serving children with special needs. The course work continues with a year-long residency experience in an elementary classroom with additional coursework in early literacy, assessing and diagnosing reading difficulties, integrated literacy instruction, research in the classroom, and STEM pedagogy culminating with a regular, renewable Mississippi teacher's license for grades K-6. The curriculum is designed with academic and experiential components to ensure alignment with the requirements for initial licensure programs as

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

part of the Council for the Accreditation of Educator Preparation (CAEP) standards.

The MAT-ELAR requires 36 credit hours across a minimum of one year of full-time graduate study (or the equivalent thereof) and completion of an internship (residency) prior to awarding the master’s degree. This internship, completed under the supervision of an accomplished elementary teacher, will allow students to further develop their knowledge and skills in effective instruction and to address the needs of diverse students.

Mississippi State University respectfully requests approval of the MAT-ELAR.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal.

Please respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

Chief Academic Officer Signature – Date

Institutional Executive Officer Signature – Date

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8

(Submit in PDF format with signatures.)

New Academic Degree Program Questions:

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

The Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) will be administered through a Program Coordinator and faculty members on the Meridian Campus under the direction of the Head of the Division of Education and the Dean of the College of Education. Specific responsibility for the design and review of the curriculum will be the purview of the Program Coordinator, Dr. Jeff Leffler, and faculty in elementary education. However, degree and course additions, modifications, and deletions are subject to approval by the larger faculty of the university (University Course and Curriculum Committee). Dr. Leffler has over 20 years of experience in higher education and has provided oversight of graduate programs at MSU for the past 7 years. Dr. Leffler has led MSU's teacher residency efforts for the past four years and has been trained in the Council for the Accreditation of Educator Preparation (CAEP) standards. Dr. Leffler will be responsible for ensuring that the curriculum meets CAEP standards and the requirements for Mississippi teacher licensure as well as coordinating ongoing efforts for program evaluation and improvement.

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

MTR is a rigorous graduate-level program, which upon completion residents receive a master's degree in elementary education with the opportunity to add an endorsement in special education. This Master of Arts in teaching elementary degree ensures residents have the skills, knowledge, and dispositions for effectiveness as licensed educators under endorsements 120 and 221. Residents will spend one year in a participating district while receiving mentorship from a high-quality teacher in collaboration with community partners and other educators. The core practices to which residents will be expected to aspire and that they will be consistently evaluated on include:

- Establish a Community of Learners
- Teach Towards Instructional Goals
- Position Students as Competent Sense Makers
- Teach with Each Student in Mind
- Orient Students to the Content
- Assess Student Understanding to Guide Instruction
- Invest in the School Community to Support Student Learning
- Reflect on Teaching Practice

Additionally, students will be prepared to demonstrate competencies measured by the required licensure exams required by the MDE, currently including the appropriate Praxis II Content exams for elementary and special education by Educational Testing Services, as well as the Foundations of Reading examination by Pearson.

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

In addition to the criteria for admission to a Master of Science degree program (apart from a teaching license), MAT-ELAR candidates must pass the Praxis CORE, possess a minimum 21 composite ACT score, OR have a minimum GPA of 3.0 on the last 60 hours of baccalaureate coursework and pass a certified background check.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

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

As an initial licensure program for teacher education, the program will be included in the university's review for the Council for the Accreditation of Educator Preparation (CAEP).

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.

The Master of Arts in Teaching Elementary Alternate Route will consist of 36 credit hours. The curriculum is outlined below.

Major Required Courses:

EDE 6623 – Elementary & Middle Level STEM Pedagogy (3 credit hours)
EDE 8113 – Planning & Managing of Learning for Elementary & Special Education (3 credit hours)
EDE 8133 – Elementary & Special Education Residency I (3 credit hours)
EDE 8143 – Elementary & Special Education Residency II (3 credit hours)
EDF 8553 – Research in the Classroom (3 credit hours)
EDX 8173 – Special Education in the Regular Classroom (3 credit hours)
EPY 8473 – Elementary Assessment & Evaluation (3 credit hours)
RDG 6123 – Elementary Literacy Instruction I (3 credit hours)
RDG 6133 – Integrated Reading and Writing in the Curriculum (3 credit hours)
RDG 6143 – Elementary Literacy Instruction II (3 credit hours)
RDG 6223 – Assessing Reading Difficulties (3 credit hours)
Selected graduate-level education elective (3 credit hours)

Total Credit Hours - 36

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.

Dr. Tania Hanna, Assistant Teaching Professor, Elementary Education, 4/4, RDG 6123-Elementary Literacy Instruction I, RDG 6133-Integrated Reading and Writing in the Curriculum, RDG 6143-Elementary Literacy Instruction II, RDG 6223-Assessing Reading Difficulties

Dr. Carlen Henington, Professor, Educational Psychology, 3/2, EPY8473-Elementary Assessment & Evaluation

Lamareshia Johnson, Instructor, Elementary Education, 4/4, RDG 6123-Elementary Literacy Instruction I, RDG 6143-Elementary Literacy Instruction II

Dr. Jeffrey Leffler, Associate Professor, Elementary Education, 3/2, Program Coordinator, EDF 8553-Research in the Classroom, RDG Integrated Reading and Writing in the Curriculum

Michelle Stubbs, Instructor, Elementary Education, 4/4, EDE 6623-Elementary & Middle Level STEM Pedagogy, EDE 8113-Planning & Managing of Learning for Elementary & Special Education, EDE 8133-Elementary & Special Education Residency I, EDE 8143-Elementary & Special Education Residency II

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8

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Brandi Sumrall, Instructor II, Special Education, 4/4, EDX 8173-Special Education in the Regular Classroom

Dr. Ksenia Zhbanova, Associate Professor, Elementary Education, 3/2, EDE 8113-Planning & Managing of Learning for Elementary & Special Education

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

The libraries at MSU contain appropriate volumes, manuscripts, maps, pamphlets, videos, periodicals and newspapers. All journals necessary for building knowledge of current and historical trends in elementary education are included in the periodical collection or are available through interlibrary loan. Faculty and students have access to various online databases including: Ebscohost, Academic Premier, PSYCinfo, ERIC, and MEDLINE online. Furthermore, the various professional fields in education have similar requirements for library resources (e.g., professional journals, monographs, texts).

In previous accreditation reviews of existing graduate programs at MSU, the library holdings in teacher preparation have been found to be adequate and those guidelines of library resources have not changed in recent years.

MSU-Meridian provides two on-site libraries. These materials are typically available to students to checkout and librarians can assist students in accessing materials from the main library in Starkville via courier service. Considering the current MSU – Meridian Hardin Libraries on the College Park and Riley Campuses, the MSU Starkville campus holdings, online resources and availability of inter-library loan services, the MSU library is currently adequate to support this degree program with the exception of the assessment and intervention materials referenced above.

8 Describe the procedures for evaluation of the program and its effectiveness in the first five 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 proposed MAT-ELAR will utilize assessment techniques required by the Council for the Accreditation of Educator Preparation (CAEP). This involves an annual review by the Mississippi Department of Education and a more extensive self-study and site visit every seven to ten years. The program will be evaluated using the CAEP initial level standards and indicators:

Standard 1: Content and Pedagogical Knowledge - The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

To evaluate students' knowledge and competencies, several tools will be utilized: (a) Course grades including examination for fundamental knowledge; (b) field experience site supervisor evaluations of students placed at their site; (c) internship site mentor Teacher Intern Assessment Instrument (TIAI) evaluations; the Impact on Student Learning Project intended to evaluate students' ability to design, conduct, and evaluate appropriate evidenced-based instruction and assessment. These tools will each have a Minimum Level of Achievement (MLA) expected of each individual student prior to graduation. This proximal data will be aggregated across students and cohorts to determine that requisite knowledge and competencies are being achieved within the program. The program will also collect distal data in the form of student surveys to determine the degree to which the program provided the student across the required competencies.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Standard 2: Clinical Partnerships and Practice - The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

To evaluate clinical partnerships and practice, the program will convene an annual Teacher Education Council to receive feedback from school district partners. The program will additionally conduct surveys of interns at the completion of the internship experience and mentors who work for school districts.

Standard 3: Candidate Recruitment, Progression, and Support - The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Additional proximal data that will be collected from current students regarding the policies, procedures, and course work in the program through formal surveys conducted annually.

Standard 4: Program Impact - The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Additional proximal data that will be collected from graduates of the program and their employers will include licensure rates, employment status, and engagement in professional activities.

Standard 5: Quality Assurance System and Continuous Improvement - The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

The core faculty and district partners will review the proximal and distal data to determine the effectiveness of the program in meeting the goals, aims, and objectives of the program, as well as the standards set forth by the MDE program review and accrediting body.

9 What is the specific basis for determining the number of graduates expected in the first five years?

The number of graduates expected for the first five years of the proposed program is based upon averages of students enrolled in the Master of Arts in Teaching Middle Level courses at MSU and similar Master of Arts in Teaching Secondary program based upon a review of their required posted acceptance/application data and the curriculum plan developed for implementation of the proposed MAT-ELAR program across 3 years.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

10

Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Please explain what has been included in the costs and revenues.

Start-Up Costs: one-time costs associated with offering this program

Direct, Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2023-24	40	40	\$5,000.00	\$140,000	\$546,000	\$4,000	\$410,000
2024-25	40	40	\$5,000.00	\$280,000	\$1,093,200	\$8,000	\$821,200
2025-26	40	40	\$5,000.00	\$490,000	\$1,093,200	\$8,000	\$611,200
2026-27	40	40	\$5,000.00	\$490,000	\$1,093,200	\$8,000	\$611,200
2027-28	40	40	\$5,000.00	\$490,000	\$1,093,200	\$8,000	\$611,200
TOTAL	40	40	\$25,000.00	\$1,890,000	\$4,918,800	\$36,000	\$3,064,800

11 Program Demand: Select one or both of the following to address student demand:

Survey of Student Interest

Number of surveys administered:

Click or tap here to enter text.

Number of completed surveys returned:

Click or tap here to enter text.

Percentage of students interested in program:

Click or tap here to enter text.

Include a brief statement that provides additional information to explain the survey.

Click or tap here to enter text.

Market Analysis or Evidence of Labor Market Need

Over a quarter century ago, many states began investing in comprehensive strategies to address forecasted teacher shortages based on recommendations from the What Matters Most report by the National Commission on Teaching and America's Future. Unfortunately, many of those efforts ceased due to a variety of political reasons and economic challenges resulting in another acute teacher shortage that can only be met by intentional preparation and support to supply new recruits (Berry & Shields, 2017). However, in addition to the need for quantity of teachers is the need for quality teachers. Schools in rural areas face challenges in recruiting and retaining quality teachers. Currently, 103 school districts in Mississippi are identified as geographical critical shortage areas (MDE, n.d.). Furthermore, the Mississippi Equitable Access Plan (MDE, n.d.) identified cultural competency as a key strategy in preparing teachers so they value diversity and effectively respond to cultural differences. To meet the shortage of today, Berry and Shields (2017) recommend a new strategy that ensures strong preparation and mentoring for recruits, which will both increase their effectiveness and reduce attrition. Between 30-50% of teachers leave the profession in the first five years because of low wages, poor working conditions, and insufficient preparation and support (Brookings, 2021, Darling-Hammond & Sykes,

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

2003, US Department of Education, n.d.). Mississippi stakeholders have identified a need for ongoing support for future educators from both the community and state levels (MDE, n.d.). The MAT-ELAR is a greatly needed pathway to meet Mississippi's demand for highly competent teachers.

12 Employment Opportunities for Graduates (state, region, nation):

Teachers are in demand now more than ever due to a shortage of teachers. Schools and states across the country are making a large effort to get qualified staff. While the overall employment of elementary school teachers is projected by the Bureau of Labor Statistics (n.d.) to show little of no change from 2022-2032, about 109,000 openings are projected each year, on average, over the decade. The Economic Policy Institute (n.d.) projects a demand of about 300,000 new teachers nationwide and a supply of just over 100,000 trained teachers by 2024. The critical shortage in Mississippi exacerbates this demand. The Brookings Institute (2023) has identified programs based on a residency model such as the MAT-ELAR program as a promising practice for addressing the demand for highly competent teachers. Upon completion of the master's degree, graduates will earn an AA license with a minimum 9-month salary of \$43,000.

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 Professional and Continuing Studies
Department:

Contact Person: Ryan Walker **Mail Stop:** 9634 **E-mail:** rwalker@nsparc.msstate.edu
Nature of Change: Addition of Certificate **Date Initiated:** April 27, 2023
Effective Date: Spring 2024
Current Degree Program Name: NA

Major: **Concentration:**

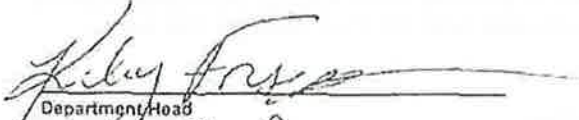
New Degree Program Name: (Certificate) ENGAGE VR Creator

Major: **Concentration:**

Summary of Proposed Changes: This is a new certificate that is comprised of two, three hour courses. This post-baccalaureate certificate will include a course on content creation in virtual reality (VR) and an application course on the development and delivery on a virtual reality experience. This program will be offered Campus 1 and Campus 5.

Approved:

Date:


Department Head

4/27/23


Director of Academic Quality

10/3/23


Chair, College or School Curriculum Committee

9/29/23


Dean of College or School

4/27/23


Chair, University Committee on Courses and Curricula

12/13/23


Chair, Graduate Council (if applicable)

2/10/2024


Chair, Deans Council

March 11th, 2024

INTENT TO OFFER, MODIFY, OR DELETE A CERTIFICATE PROGRAM

Institutional Request Form – Appendix 16
(Submit in PDF format with signatures.)

Institution: Mississippi State University

Date of anticipated implementation: Spring 2024

Notification of intent to:

- Offer a certificate
- Modify an existing certificate
- Delete a certificate

Certificate title as it will appear on Academic Program Inventory: ENGAGE VR Creator

Six-digit CIP code (and four-digit IHL sequence code if this is a modification or deletion): 11.0804

Total credit hours: 6

Unit head: Dr. Susan Seal

Phone: (662) 325-0007

Email: susan.seal@msstate.edu

OFFERING or MODIFYING a certificate - Complete this section if the intent is to offer or modify a certificate.

Vocational certificate: Yes No

Credit-bearing program: Yes No

Title IV financial aid eligible: Yes No

Which of the following best describes this certificate program?

- Pre-Baccalaureate (Less than 1 Year)** - Undergraduate program with duration of less than one academic year; designed for completion in less than 30 credit hours
- Pre-Baccalaureate (At Least 1 Year)** - Undergraduate program with duration of at least 1 year; designed for completion in at least 30 hours; does not meet requirements for associate or bachelor's degrees
- Post-Baccalaureate** - Program designed beyond the baccalaureate degree but does not meet the requirements for a master's degree
- Post-Master's** - Program designed beyond the master's degree but does not meet the requirements for a doctoral degree
- Other** - Other certificate program not meeting one of the four criteria above

Program summary:

The College of Professional and Continuing Studies (CPCS) will offer the industry recognized "ENGAGE VR Creator" certificate to students' successfully completing the established coursework (PCS 6113 and PCS 6103). The ENGAGE VR Creator certificate is an industry-recognized program designed to empower students with the skills and knowledge needed to excel in the dynamic world of virtual reality (VR) content creation. In a rapidly evolving digital landscape, the ability to craft immersive VR experiences is a valuable asset with applications across diverse industries.

Key Program Highlights:

Experiential Learning in the Metaverse: Our program leverages experiential learning through the metaverse, allowing students to immerse themselves in the world of VR content creation. Through hands-on experience, they learn to develop VR animations and simulations aligned with their personal interests or career aspirations.

Endorsed by Industry Leaders: The ENGAGE VR has been adopted by leading organizations across various business verticals, including KPMG, Pfizer, 3M, Stanford University, Lenovo, HSBC, KIA, and many more. ENGAGE, one of the fastest-growing platforms in the Metaverse, collaborates with over 180 global enterprises to bring virtual strategies to life.

INTENT TO OFFER, MODIFY, OR DELETE A CERTIFICATE PROGRAM

Institutional Request Form – Appendix 16

(Submit in PDF format with signatures.)

Career Opportunities Abound: VR technology has transcended boundaries, offering employment opportunities in virtually every sector. Graduates of this program are well-prepared to embark on fulfilling careers in fields such as education, healthcare, entertainment, architecture, and more, where VR is transforming the way we interact and learn.

Comprehensive Curriculum: The certificate offers a comprehensive curriculum, spanning two key courses:

PCS 6103 Content Creation in Virtual Reality: Students gain proficiency in VR content creation, learning 3D modeling, animation, and VR software tools.

PCS 6113 Development and Delivery of Virtual Reality Experience: Students identify target audiences, develop VR experiences, and assess their impact.

Flexible Learning Options: Courses are offered in both spring and fall semesters as two continuous eight-week sections. Whether on campus or through online learning, students can access the program with an emphasis on proficiency with the Canvas learning platform.

State-of-the-Art Facilities: Face-to-face classes meet in the ISWD VR teaching lab, providing access to cutting-edge VR equipment and technology. Online education students are encouraged to use VR headsets (Oculus Quest or Oculus Quest II) for a fully immersive learning experience, though it is not mandatory.

Internship Opportunities: Upon program completion, students are eligible for internships with Optima Ed, the industry leader in VR education. This hands-on experience further enhances their expertise and opens doors to exciting career prospects.

Engage in ENGAGE: As part of the program, students engage with the ENGAGE virtual learning platform, a trusted and widely recognized tool in the VR education landscape.

Chief Academic Officer Signature – Date

Institutional Executive Officer Signature – Date

ENGAGE VR Creator Certificate - Program Outcome Mapping

Program Level Outcome	
PLO 1: Demonstrate proficiency in virtual reality (VR) creation using industry standard VR content creation tools and software.	
Course Level Outcome:	Assessments:
PCS 6104: CLO6 – Create and record basic VR animations for academic, personal, or professional contexts.	VR Basic Content Creation – Students will submit various types of VR content files.
PCS 6104: CLO1 – Navigate VR content creation platforms using VR headsets and desktop apps for creating engaging VR content.	Skills Test – Students will complete a skills test in the Engage platform to demonstrate proficiency.
Program Level Outcome	
PLO 2: Collaborate with users and peers to collect feedback and revise experiences to enhance quality and effectiveness.	
Course Level Outcome:	Assessments:
PCS 6113: CLO1: Collaborate with peers to revise VR creations according to feedback.	Delivery and Assessment Participant Experience- Students will deliver a VR product to peers and have them give feedback.
PCS 6104: CLO5 – Evaluate effectiveness of VR animations for the purpose of improving the impact of VR content.	Final Project/Presentation – Students will produce an immersive VR experience of their choice and present it to peers.
Program Level Outcome:	
PLO3: Synthesize presentation and communication skills to effectively share VR creations with peers and stakeholders.	
Course Level Outcome:	Assessments:
PCS 6113: CLO2 – Communicate using industry standard language appropriate to the target audience.	Product Pitch – Students will develop a product pitch for a VR product of their choice.
PCS 6113: CLO3 – Integrate basic VR creation skills to develop a comprehensive VR product.	Final Portfolio – Students will develop a portfolio consisting of a VR product that is comprehensive of what they have learned in the course.

Justification for Program: This certificate was created in response to the rapidly evolving landscape of educational technology and the increasing demand for skilled professionals in this field. As the educational landscape continues to shift towards online and immersive learning experiences, VR offers opportunities for engagement, interactivity, and experiential learning. The integration of VR technologies in education has the potential to enhance pedagogical approaches, enabling students to explore complex concepts in a dynamic, three-dimensional environment. Furthermore, industries beyond education, such as healthcare, engineering, and entertainment, are also embracing VR, creating a growing need for professionals well-versed in its applications. A certificate program in VR not only aligns with the broader digital transformation strategies in education but also equips learners with a competitive edge in a technology-driven job market, making it an important investment in the future of education and workforce development.



MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF PROFESSIONAL AND
CONTINUING STUDIES

365 Barr Avenue
P.O. Box 5247
Mississippi State, MS 39762

September 27, 2023

To: University Committee on Courses and Curricula

Re: New Program Addition; Engage VR Creator Certificate

The College of Professional and Continuing Studies Curriculum Committee affirm support for the addition of the Engage VR Creator certificate program to be housed in our college.

Please let the committee know if there are any questions or concerns.

Sincerely,

Kenna Vowell, Instructor, Committee Chair

Sean Owen, Ph.D., Associate Dean/Research Professor

Kali Dunlap, Instructor

APPROVAL FORM FOR
DEGREE PROGRAMS
MISSISSIPPI STATE UNIVERSITY

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College: College of Education

Department: Curriculum, Instruction, and Special Education

Contact Person: Kellie Fondren

Mail Stop: 9705

E-mail: pkb22@msstate.edu

Nature of Change: Program Modification

Date Initiated: 8/24/2022

Effective Date: Summer ~~2023~~ 2024

Current Degree Program Name: MAT-X

Major: Special Education

New Degree Program Name: MAT-X

Major: Special Education

Summary of Proposed Changes:

The proposed changes to the graduate MAT special education program of study are based on the Mississippi Department of Education's April 2022 updated licensure requirements.

- EDX 8113, Special Education Law and Research, EDX 8033, Supporting P12 Students with Disabilities in STEM Instruction, EDX 8043, Evidence-Based Practices for Struggling Learners, and EDX 8263, Eligibility Requirements for Students with Disabilities will be created and added to the program of study.
- EDX 6173, Contingency Management, EDX 8013, Intro to Teaching Students with Intellectual and Developmental Disorders, and EDX 8053, Intro to Teaching Students with Emotional and Behavioral Disorders will be removed from the program of study.
- RDG 6123 Early Literacy 1 and RDG 6143 Early Literacy 2 will be added to the program of study

Each of the program modifications is being requested due to licensure requirements being updated by the Mississippi Department of Education in the summer of 2022.

Approved:

Date:

Department Head

Director of Academic Quality

Chair, College or School Curriculum Committee

Dean of College or School



Chair, University Committee on Courses and Curricula

2/11/24



Chair, Graduate Council (if applicable)

2/16/24



Chair, Deans Council

March 11th, 2024

APPROVAL FORM FOR
DEGREE PROGRAMS
MISSISSIPPI STATE UNIVERSITY

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College: College of Education

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Contact Person: Kellie Fondren

Mail Stop: 9705

E-mail: pkb22@msstate.edu

Nature of Change: Program Modification

Date Initiated: 8/24/2022

Effective Date: Summer ~~2023~~ 2024

Current Degree Program Name: MAT-X

Major: Special Education

New Degree Program Name: MAT-X

Major: Special Education

Summary of Proposed Changes:

The proposed changes to the graduate MAT special education program of study are based on Mississippi Department of Education's April 2022 updated licensure requirements.

- EDX 8113, Special Education Law and Research, EDX 8014, Supporting P12 Students with Disabilities in STEM Instruction, EDX 8043, Evidence Based Practices for Struggling Learners, and EDX 8168, Eligibility Requirements for Students with Disabilities will be created and added to the program of study.
- EDX 6173, Contingency Management, EDX 8013, Intro to Teaching Students with Intellectual and Developmental Disorders, and EDX 8053, Intro to Teaching Students with Emotional and Behavioral Disorders will be removed from the program of study.
- RDG 6123 Early Literacy 1 and RDG 6143 Early Literacy 2 will be added to the program of study

Each of the program modifications are being requested due to licensure requirements being updated by the Mississippi Department of Education in the summer of 2022.

Approved:

Date:

Tricholon
Department Head

11.2.2022

Dina Ponzel Jg
Director of Academic Quality

11/7/2022

hK Molina
Chair, College or School Curriculum Committee

12.01.2023

Kimberly R. Hall

Digitally signed by Kimberly R. Hall

Date: 2023.12.04 09:23:05 -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		PROPOSED Degree Description	
Degree: Master's Major: Special Education Concentrations:		Degree: Master's Major: Special Education Concentrations:	
The MAT-X is a post-baccalaureate program designed for individuals who are seeking an alternate route to become a highly qualified special educator. The MAT-X program of study consists of 11 graduate level courses that are offered completely online. All participants in the program will receive a mild/moderate special education endorsement on their teaching license. Before participants can enroll in the first internship course, they must secure a teaching position in a Mississippi public school as a special education teacher and provide a copy of their employment contract.		The MAT-X is a post-baccalaureate program designed for individuals who are seeking an alternate route to become a highly qualified special educator. The MAT-X program of study consists of 11 graduate level courses that are offered completely online. All participants in the program will receive a mild/moderate special education endorsement on their teaching license. Before participants can enroll in the first internship course, they must secure a teaching position in a Mississippi public school as a special education teacher and provide a copy of their employment contract.	
"[Click here and type old concentration description]"		"[Click here and type new concentration description]"	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses		College Required Courses	
EDX 6193 Advanced Planning for Special Education	3	EDX 6193 Advanced Planning for Special Education	3
EDX 6813 Introduction to Assessment in Special Education	3	EDX 6813 Introduction to Assessment in Special Education	3
EDX 8173 Special Education in the Regular Classroom	3	EDX 8173 Special Education in the Regular Classroom	3
Major Required Courses		Major Required Courses	
<i>EDX 6173 Introduction to Contingency Management</i>	3	EDX 8113 Sped Law and Research	3
<i>EDX 8013 Fundamentals of Teaching Individuals with Intellectual and Developmental Disorders</i>	3	EDX 8033 Supporting P12 Students with Disabilities in STEM Instruction	3
<i>EDX 8023 Fundamentals of Teaching Individuals with Learning Disabilities</i>	3	EDX 8043 Evidence Based Practices for Struggling Learners	3
<i>EDX 8053 Fundamentals of Teaching Individuals with Emotional and Behavioral Disorders</i>	3	EDX 8263 Eligibility Requirements for Students with Disabilities	3
EDX 8233 Special Education Internship I	3	EDX 8233 Special Education Internship I	3
EDX 8243 Special Education Internship II	3	EDX 8243 Special Education Internship II	3
<i>EDE 8163 or EDS 6633 Teaching Middle Level Mathematics Content Mathematics Education Pedagogy</i>	3	RDG 6143 Early Literacy Instruction I	3
<i>RDG 8113 or RDG 8123</i>	3	RDG 6123 Early Literacy Instruction II	3

<i>or RDG 8133 or RDG 8653 Middle Level Literacy Instruction Supporting the Middle Level Literacy Learner Middle Level Content Area Literacy Instruction Teaching Reading in the Secondary Schools</i>			
Concentration 1. Courses			
Concentration 2. Courses			
Total Hours	33	Total Hours	33

3. Justification and Student Learning Outcomes

This proposed program of study reflects the April 2022 Mississippi Department of Education guidelines. The Special Education faculty have reviewed the updated licensure guidelines from Mississippi department of education. These updates impacted the program of study of our MATX licensure path. These modifications will allow student to obtain a teaching license from the state of Mississippi. MATX students are online/distance students who are seeking post-baccalaureate program designed for individuals who are wanting to become a highly qualified special educator through an alternat route pathway. Modifications to the program of study will also increase current evidence-based practices for future educators. The new course will also increase practical application of those evidence-based practices.

The student outcomes for the College of Education:

1. Professionalism: The knowledge, skills and dispositions needed to become a professional and to help all students learn; the demonstration of responsible, ethical behavior and good judgment.
2. Differentiation and Individualization: Knowledge and understanding of human behavior and individual differences; the ability to adapt instruction/services to meet the needs of all students/clientele.
3. Knowledge of Content: The deep understanding of both content and teaching strategies relevant to the discipline.
4. Assessment/Evaluation: The basic skills of assessment and evaluation relevant to the major field of study; the ability to use assessments to improve teaching, learning, and performance.
5. Communication Skills: Ability to use appropriate language, speak and write with clarity, use standard English in writing and speaking; the demonstration of good listening and interpersonal skills.
6. Social/Cultural Skills: The belief that all students can learn and the relevant social and cultural skills for a diverse environment; tolerant, fair, and culturally appropriate behavior.
7. Technology: The ability to infuse appropriate technology into professional practice.
8. Reflection: The ability to use self-reflection and problem-solving for improvement and personal and professional growth.
9. Collaboration: The ability to work cooperatively with peers/colleagues, parents, the community, and other entities.
10. Planning: The basic skills of planning instruction/services to meet the needs of diverse populations; the ability to design and implement effective strategies that positively impact student learning.
11. Managing: The basic skills of management in diverse settings.

12. Resourcefulness: The skills in locating and utilizing relevant resources at the local, state, regional, national, and international levels.

The program modification applies to all campuses (1, 2, 5). Students must be enrolled in Phase II (Teacher Education) of the program and special education majors.

1. The program is being revised to meet new April 2022 guidelines and requirements from the Mississippi Department of Education.
2. The program change will not result in duplication in the system.
3. The program modification will advance student diversity as this is the most updated courses with emphasis on best learning practices in special education.
4. This program change will result in students that meet and exceed the standards thus making them highly sought after.
5. The program change will not result in an increase in the potential salaries of graduates.

4. SUPPORT- See attached letters of support.

5. PROPOSED 4-LETTER ABBREVIATION: EXED

6. Effective Date- Summer ~~2023~~ 2024



August 1, 2022

Dr. Nicholson,

The special education faculty supports the proposed modifications to the graduate MAT special education program of study based on Mississippi Department of Education's updated licensure requirements.

- EDX 6193, Advanced Planning for Special Education, will be updated to include classroom management content.
- Special Education Law and Research, Supporting Students with Disabilities in the STEM classroom, and Eligibility Requirements for Students with Disabilities will be created and added to the program of study.
- EDX 6173, Contingency Management, EDX 8013, Intro to Teaching Students with Intellectual and Developmental Disorders, and EDX 8053, Intro to Teaching Students with Emotional and Behavioral Disorders will be removed from the program of study.
- EDX 8023, Intro to Teaching Students with Learning Disabilities will be updated and renamed to Evidence Based Practices for Struggling Students.

This program modification is being requested due to licensure requirements being updated by the Mississippi Department of Education.

Thank you,

Dr. Kent Coffey

8-18-2022

Date

Dr. Sandy Devlin

8-16-2022

Date

Dr. Kellie Fondren

8-16-2022

Date



MISSISSIPPI STATE
UNIVERSITY

COLLEGE OF EDUCATION
Department of Curriculum, Instruction,
and Special Education
P.O. Box 9705
175 President's Circle
Allen Hall, Room 310
Mississippi State, MS 39762
P. 662.325.3523
F. 662.325.7857
cise.msstate.edu

August 1, 2022

Dr. Nicholson,

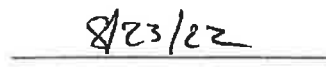
The special education faculty have request permission to include RDG 6123 Early Literacy 1 and RDG 6143 Early Literacy 2 in the modified program of study for the graduate MAT special education program of study based on Mississippi Department of Education's updated licensure requirements. The inclusion of these courses would increase evidence-based literacy instruction for supporting and remediating struggling readers based on the science of reading.

The elementary literacy faculty support the addition of these courses to the MAT special education program of study.

Thank you,



Dr. Kristen Javorsky



Date

APPROVAL FORM FOR
DEGREE PROGRAMS
MISSISSIPPI STATE UNIVERSITY

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College Academic Affairs Department: Data Science

Contact Person: Mimmo Parisi Mail Stop: 9545 E-mail: parisi@datascience.msstate.edu

Nature of Change: Addition Date Initiated: 12/4/2023

Current Degree Program Name: _____

Current Major: _____

Current Concentration(s): _____

Current Campus(es): Starkville

New Degree Program Name: Master of Applied Data Science Effective Date: 08/01/20

Semester Fall Year 2024

Proposed Major: Data Science

Proposed Concentration(s): _____

Proposed Campus(es): Distance

Summary of Proposed Changes:

Approved:

Date:

Domenico Parisi Digitally signed by Domenico Parisi
Date: 2024.01.04 14:16:45 -06'00'

Department Head

Dana Pomykal Digitally signed by Dana Pomykal
Franz
Date: 2024.01.04 15:00:07 -06'00'

Director of Academic Quality

Kimberly R. Hall Digitally signed by Kimberly R. Hall
Date: 2024.01.04 15:30:14 -06'00'

Chair, College or School Curriculum Committee

Jamie Dyer Digitally signed by Jamie Dyer
Date: 2024.01.05 13:17:59
-06'00'

Dean of College or School



Chair, University Committee on Courses and Curricula

2/11/24



Chair, Graduate Council (if applicable)

2/14/24



Chair, Deans Council

March 11th, 2024

Summary of Proposed Changes:

The Office of Academic Affairs requests that the new Master of Applied Data Science distance program be offered. Coursework for the 30-hour Master of Applied Data Science may be broken down into foundational data science courses; courses that teach programming, data wrangling, and visualization skills; methods courses that consider statistical, machine learning, and deep learning methods; and final courses related to an applied student capstone project. Throughout the coursework students will build a literature review to gain familiarity with the important discussions within the field of data science. The final literature review evaluation will occur in tandem with the final project review. Syllabi for each of the following courses provide greater detail on course content.

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 Applied Data Science Major: Data Science	
Degree Description: The fully online Master of Applied Data Science (MADS) provides an applied approach to data science and is oriented towards working professionals. In the current economic environment, as every industry and sector of the economy transitions to digital models of operation, data science knowledge and expertise is in great demand. Many working professionals must acquire an understanding of data science methods to contribute to digital transformation projects and the ongoing operation of digitally transformed organizations. These professionals seek a practical approach to data science, focusing on the skills for responsible use of data science methods and tools. Because data science tools are used in every aspect of the modern organization, these professionals have a variety of educational backgrounds and may lack traditional preparation in subjects like computer science and statistics that form a significant part of data science. In response to this need, the MADS degree innovatively combines concepts and skills from many disciplines to enable learners to gain a mastery of data science concepts along with practical, hands-on experience in using data science methods. To address the needs of working professionals, the degree is designed to be offered fully online. To ensure the accessibility of the program, the degree has been designed to obviate the need for prerequisite courses that add demotivating friction to a learner's ability to commence the program. Coursework provides deep engagement with data modeling, collection, analysis (including statistical, machine learning, and deep learning AI approaches), computation, and integration. Students learn how to present data-driven discoveries and craft data-intensive solutions to real-world problems while understanding the legal and ethical context of their work. A capstone practicum class provides experience in the complete data science lifecycle applied to a real-world problem in the student's field of choice.	
Proposed Curriculum Outline	Required Hours
Major Required Courses: Courses are approved for Campus 5. DSCI 8133 Foundations of Applied Data Science I DSCI 6113 Programming for Applied Data Science DSCI 8143 Foundations of Applied Data Science II DSCI 6122 R Lab for Applied Data Science DSCI 6204 Applied Statistical Methods for Data Science DSCI 6301 Data Science Project Management DSCI 6214 Applied Machine Learning for Data Science DSCI 6133 Applied Data Visualization DSCI 8224 Applied Neural Networks and Deep Learning for Data Science DSCI 8413 Applied Graduate Data Science Practicum	30
Total Hours	30

Target Audience:

Working professionals who must acquire an understanding of data science methods to contribute to digital transformation projects and the ongoing operation of digitally transformed organizations.

The Master of Applied Data Science incorporates the following learning objectives:

1. **Digital Transformation Mindset:** Create a culture and leadership environment for innovation that puts the practice of data science at the core source of the economic and cultural vitality of an organization to ensure success in the process of digital transformation.
2. **Data Modeling and Datafication:** Apply fundamental data modeling concepts, manage massive data sets, and use both structured and unstructured data and database management systems.
3. **Data Governance:** Clearly define the purpose of data and how it should be used ethically to advance the mission of an organization.
4. **Ethics:** Apply ethical and legal constraints in the use of data. Guard against bias and ensure fairness and reproducibility in the context of the data science lifecycle.
5. **Privacy and Security:** Ensure privacy, confidentiality, data security, and network security within the lifecycle of data.
6. **Communication and Visualization:** Formulate insights from data analytic results and communicate these insights effectively (both individually and in teams) with a range of stake holders using suitable visualization methods and tools.
7. **Exploratory Analysis:** Analyze and visualize data to generate insights that improve business processes and outcomes.
8. **Modeling and Prediction:** Construct, evaluate, and choose data-enabled predictive models using state-of-the-art artificial intelligence, machine learning, statistical modeling, and model evaluation methods.
9. **Computer Science:** Demonstrate competency in programming to support data analysis and data-intensive application development. Use languages such as R, Python, and common machine-learning libraries such as TensorFlow.
10. **Integration of Domain Knowledge:** Identify, construct, and incorporate domain knowledge (of an application discipline) into datafication, problem formulation, and the design of predictive modeling.

Procedure for evaluation of the program and its effectiveness in the first five years of the program:

The program success will be built on championing program evaluation as means to promote a culture of continued quality improvement as part of the overall effort to achieve the learning objectives set forth by the program effectively. This will create an environment where assessment and evaluation are embedded in the regular discourse surrounding quality improvement for curriculum and student experience. This will be accomplished by developing an evaluation plan that will provide key indicators to gauge student learning outcomes, quality of instruction, and quality of the overall strategy for the delivery of the program. Data for measuring student learning outcomes will come from assessments such as exams, quizzes, homework, and laboratory assignments. Data for measuring quality of instruction will come from student faculty evaluations. The overall quality of the programs will be assessed by looking at completion rates or the number of students who completed the program in 4, 5 and 6 years. It will also include placement or advancement rates (the number of students who find a job or are promoted within 3 months, 6 months, and a year of graduation). Graduates will also be surveyed to learn about the strengths and weaknesses of the program and how the program is helping them in their professional careers. External reviewers will also be identified to conduct periodic self-studies, and when possible, to seek accreditation through appropriate accreditation bodies relevant to establishing the overall quality of the program.

Support: 2 Letters of Support - Data Science Program and the University Data Science Committee

Proposed 4-Letter Degree Code: MADS

Proposed 4-Letter Major Code: DSCI

Effective Date: Fall 2024

CIP Number: 30.7001

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Institution: Mississippi State University

Date of anticipated implementation: August 2024

Program title as it will appear on Academic Program Inventory, Diploma, and Transcript: Master of Applied Data Science

Name of degree(s) to be awarded: Master of Applied Data Science

Six-digit CIP code: 30.7001

Total credit-hour requirement to earn the degree: 30

Responsible academic unit: Division of Academic Affairs
Office of the Provost and Executive Vice President

Institutional contact: Mimmo Parisi

Phone: 662-325-3168

Email: parisi@datascience.msstate.edu

SACSCOC Substantive Change: Program proposed **IS NOT** a substantive change.
 Program proposed **IS** a substantive change.

Incremental, five-year cost of implementation: 2,702,134

Incremental, five-year per student cost of implementation: 4,659

Potential five-year, new revenue: 4,402,200

Potential new, five-year revenue per student: 7,590

Will it attract new students to the university? Yes
 No

List any institutions within the State offering similar programs: N/A

Number of students expected to enroll in first 5 years:		Number of students expected to graduate in first 5 years:	
Year 1	20	Year 1	0
Year 2	40	Year 2	0
Year 3	80	Year 3	20
Year 4	100	Year 4	40
Year 5	100	Year 5	80
Total	340	Total	140

Program summary (include second majors completed, if applicable):
There is a growing demand for a graduate degree program that provides an applied approach to data science and is oriented towards working professionals. At the present time, Mississippi State University (MSU) offers a Master of Science in Data Science that is geared toward traditional academic goals for those more interested in learning the principles and basic knowledge of the fields that support data science. MSU currently does not offer a graduate degree program that focuses more on the applied side of data science which is the aspect of data science in highest demand by working professionals.

In the current economic environment, as every industry and sector of the economy transitions to digital models of operation, data science knowledge and expertise is in great demand. Many working professionals must acquire an understanding of data science methods to contribute to digital transformation projects and the ongoing operation of digitally transformed organizations. These professionals seek a practical approach to

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

data science, focusing on the skills for responsible use of data science methods and tools in many domains. Because data science tools are used in every aspect of the modern organization, these professionals have a variety of educational backgrounds, making it difficult to anticipate whether learners will have traditional preparation in subjects like computer science and statistics that form a significant part of data science. In response to this need, a growing number of universities in the United States are offering a Master of Applied Data Science (MADS) degree.

MSU's proposed Master of Applied Data Science (MADS) innovatively combines concepts and skills from many disciplines to enable learners to gain a mastery of data science concepts along with practical, hands-on experience in using data science methods with real-world datasets in many application domains (e.g., agriculture, finance, manufacturing, athletics, social science, health, etc.). To address the needs of working professionals, the degree is designed to be offered fully online. To address uncertainty about learner preparation and improve the accessibility of the program, the degree has been designed to obviate the need for prerequisite courses that add demotivating friction to a learner's ability to commence the program.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal.

Please respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

Chief Academic Officer Signature – Date

Institutional Executive Officer Signature – Date

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8

(Submit in PDF format with signatures.)

New Academic Degree Program Questions:

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

The program will be administered through the Office of the Provost and Executive Vice President, by a program director, a program coordinator, and a student program advisor. The program will be governed under the general direction of the university-wide Data Science Program Advisory Committee of the Faculty (hereafter, committee) with the Program Director as a member of the committee. The committee's general responsibility will be to provide oversight for the overall management of the program and to provide continuous review of the program to keep it current and relevant. The committee is comprised of full-time or tenure-track faculty from each of the colleges on campus. Members serve a three-year term. The committee elects its own chair for a one-year term.

The Program Coordinator, responsible for curriculum development and ongoing program review, is Jonathan Barlow, Ph.D., the Associate Director of the MSU Data Science Program.

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

The Master of Applied Data Science incorporates the following learning objectives:

1. Digital Transformation Mindset: Create a culture and leadership environment for innovation that puts the practice of data science at the core source of the economic and cultural vitality of an organization to ensure success in the process of digital transformation.
2. Data Modeling and Datafication: Apply fundamental data modeling concepts, manage massive data sets, and use both structured and unstructured data and database management systems.
3. Data Governance: Clearly define the purpose of data and how it should be used ethically to advance the mission of an organization.
4. Ethics: Apply ethical and legal constraints in the use of data. Guard against bias and ensure fairness and reproducibility in the context of the data science lifecycle.
5. Privacy and Security: Ensure privacy, confidentiality, data security, and network security within the lifecycle of data.
6. Communication and Visualization - Formulate insights from data analytic results and communicate these insights effectively (both individually and in teams) with a range of stake holders using suitable visualization methods and tools.
7. Exploratory Analysis - Analyze and visualize data to generate insights that improve business processes and outcomes.
8. Modeling and Prediction - Construct, evaluate, and choose data-enabled predictive models using state-of-the-art artificial intelligence, machine learning, statistical modeling, and model evaluation methods.
9. Computer Science - Demonstrate competency in programming to support data analysis and data-intensive application development. Use languages such as R, Python, and common machine-learning libraries such as TensorFlow.
10. Integration of Domain Knowledge: Identify, construct, and incorporate domain knowledge (of an application discipline) into datafication, problem formulation, and the design of predictive modeling.

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

Admitted applicants to the Master of Applied Data Science program at MSU will meet the University's Graduate School Admissions requirements. The degree has been designed to obviate the need for any

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

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prerequisites beyond a Bachelor of Arts or Bachelor of Science degree, though students should be aware that the program will require engagement with mathematical concepts and techniques from calculus, linear algebra, and statistics along with computer programming. We also recommend, but do not require, that students have at least two years of professional experience after their undergraduate degree.

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

As an applied degree in a nascent field, there are currently no professional accreditation standards in view. Because this degree program is at a higher level than the bachelor's degree, it will require a substantive change prospectus for SACSCOC, but it will not require a substantive change visit

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

All students will be required to complete 30 hours of coursework that includes the following categories: data science foundations (6 hours), programming, data wrangling, and visualization (8 hours), a data science methods course sequence (12 hours), and the management and practice of data science (4 hours) which includes a culminating research component (the practicum). Throughout their coursework, students will build a literature review to gain familiarity with the important discussions within the field of data science. The final literature review evaluation will occur in tandem with the final project review.

Syllabi for each of the following courses provide greater detail on course content:

Data Science Foundations (6 hours)

DSCI 8133 - Foundations of Applied Data Science I

DSCI 8143 – Foundations of Applied Data Science II

Programming, Data Wrangling, and Visualization (8 hours)

DSCI 6113 Programming for Applied Data Science

DSCI 6122 R Lab for Applied Data Science

DSCI 6133 Applied Data Visualization

Data Science Methods: Statistical Analysis and Artificial Intelligence (12 hours)

DSCI 6204 Applied Statistical Methods for Data Science

DSCI 6214 Applied Machine Learning for Data Science

DSCI 8224 Applied Neural Networks and Deep Learning for Data Science

The Management and Practice of Data Science (4 hours)

DSCI 6301 Data Science Project Management

DSCI 8413 Applied Graduate Data Science Practicum

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

The faculty necessary to teach the program courses are already present at MSU. Mississippi State has an ongoing, strong focus on data science. More than 350 faculty and research scientists in a recent survey conducted by the Office of the Provost and Executive Vice President reported active

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8

(Submit in PDF format with signatures.)

involvement in data science research, teaching, and service and rated their expertise as either experts in data science theoretical frameworks, methods, and tools or as users of data science methods and tools. These faculty and research scientists are expected to provide the foundational intellectual capacity for the successful delivery of the program, especially in the concentration areas. Below find lists of faculty members who will be involved in the teaching of the coursework for this program.

DATA SCIENCE FOUNDATIONS:

DSCI 8133 Foundations of Applied Data Science I
Instructors: Jonathan Barlow, Joe Crumpton, Mimmo Parisi

DSCI 8143 Foundations of Applied Data Science II
Instructors: Jonathan Barlow, Joe Crumpton

PROGRAMMING, DATA WRANGLING, AND VISUALIZATION:

DSCI 6113 Programming for Applied Data Science
Instructors: Katherine Shi, Mahdi Ghafoori, Jonathan Barlow

DSCI 6122 R Lab for Applied Data Science
Instructors: Katherine Shi, Shane Miller, Carolina Siniscalchi

DSCI 6133 Applied Data Visualization
Instructors: Xueyan Shan, Bimal Balakrishnan, Katherine Shi

DATA SCIENCE METHODS:

DSCI 6204 Applied Statistical Methods for Data Science
Instructors: Katherine Shi, Mahdi Ghafoori, Mimmo Parisi

DSCI 6214 Applied Machine Learning for Data Science
Instructors: Katherine Shi, Mahdi Ghafoori

DSCI 8224 Applied Neural Networks and Deep Learning for Data Science
Instructors: Mahdi Ghafoori

THE MANAGEMENT AND PRACTICE OF DATA SCIENCE:

DSCI 6301 Data Science Project Management
Instructors: John Cartwright, Joe Crumpton, Jonathan Barlow

DSCI 8413 Applied Graduate Data Science Practicum
Instructors: Faculty per Subject Area Concentration

7

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

The Mississippi State library has adequate holding for the proposed program. In the field of data science, students and faculty can generally rely on open-source resources that include software, data, and tutorials. They can also rely on open access journals and books. Additionally, MSU has access to additional resources through

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

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the SEC Library Consortium agreement. The Mississippi State library holds the following databases that are specifically relevant to the data science program. These databases host a variety of journals, conferences, and workshops:

- Academic Search Complete
- ACM Digital Library
- ASTM Digital Library

The MSU Library has also added several positions dedicated to data and the use of data in scholarship and research including a new Data Science Coordinator. The MSU Library also works in partnership with the MSU High Performance Computing Center to make necessary computational and data resources available to MSU students.

8 Describe the procedures for evaluation of the program and its effectiveness in the first five 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 success will be built on championing program evaluation as means to promote a culture of continued quality improvement as part of the overall effort to achieve the learning objectives set forth by the program effectively. This will create an environment where assessment and evaluation are embedded in the regular discourse surrounding quality improvement for curriculum and student experience. This will be accomplished by developing an evaluation plan that will provide key indicators to gauge student learning outcomes, quality of instruction, and quality of the overall strategy for the delivery of the program. Data for measuring student learning outcomes will come from assessments such as exams, quizzes, homework, and laboratory assignments. Data for measuring quality of instruction will come from student faculty evaluations. The overall quality of the programs will be assessed by looking at completion rates or the number of students who completed the program in 4, 5 and 6 years. It will also include placement or advancement rates (the number of students who find a job or are promoted within 3 months, 6 months, and a year of graduation). Graduates will also be surveyed to learn about the strengths and weaknesses of the program and how the program is helping them in their professional careers. External reviewers will also be identified to conduct periodic self-studies, and when possible, to seek accreditation through appropriate accreditation bodies relevant to establishing the overall quality of the program.

9 What is the specific basis for determining the number of graduates expected in the first five years?

Based on patterns of enrollment in the MSU Bachelor of Science in Data Science, inquiries we have received directly from MSU alumni in the workforce, and media reports about the demand for such programs, the following estimates for enrollment and graduation were created. The numbers are intentionally conservative and we expect to see higher enrollment than these.

Year	Number to Enroll	Number to Graduate
1	20	0
2	40	0
3	80	20
4	100	40
5	100	80
Totals	340	140

10 Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Please explain what has been included in the costs and revenues.

Start-Up Costs:

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Direct, Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2024-25	20	20	\$0.00	150.000	151.800	\$0.00	1.800
2025-26	40	60	\$0.00	396.358	455.400	\$0.00	59.042
2026-27	80	120	\$0.00	718.592	910.800	\$0.00	192.208
2027-28	100	180	\$0.00	718.592	1,366.200	\$0.00	647.608
2028-29	100	200	\$0.00	718.592	1,518.000	\$0.00	799.408
TOTAL	340	580	\$0.00	2,702.134	4,402.200	\$0.00	1,700.066

No startup costs are anticipated.

For the first year, the initial cost will primarily include a half-time program coordinator, a quarter-time program advisor, a portion of four instructors, and two teaching assistants' salaries. The second year the cost will also include the hiring of four instructors and six teaching assistants. For the third year, depending upon enrollment, the plan is to hire two teaching professors and six teaching assistants. The university will leverage existing resources for the setup of the online learning platform, computing resources, and other technologies.

11 **Program Demand:** Select one or both of the following to address student demand:

- Survey of Student Interest

Number of surveys administered: [Click or tap here to enter text.](#)

Number of completed surveys returned: [Click or tap here to enter text.](#)

Percentage of students interested in program: [Click or tap here to enter text.](#)

Include a brief statement that provides additional information to explain the survey.

[Click or tap here to enter text.](#)

- Market Analysis or Evidence of Labor Market Need

Data Science experts are currently among the most sought professionals in the labor market because they allow businesses and organizations to place data at the center of their solutions. Demand for data science experts is and has been increasing since AI and Big Data have come to dominate how the private and public sectors operate to meet the demand for goods and services effectively. According to LinkedIn, since 2012 the demand for data science experts has grown by 650%. According to the U.S. Bureau of Labor Statistics, the rise of demand for data science expertise will create roughly 11.5 million new jobs by 2026. The World Economic Forum indicates that data science experts will become the number one emerging role in the world. Harvard Business Review refers to data science occupations as the “sexiest jobs of the 21st century.” A recent study conducted by LinkedIn reports that data science experts earn an average annual salary between \$78,000 and \$150,000. The recent success of generative AI has sparked an additional round of demand for further education and training in the area of data science. Microsoft, for example, reports that its generative AI coursework has already served 1.5M learners within the year after the launch of OpenAI’s ChatGPT in November of 2022. MIT

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
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Sloan reports that 25,000 working professionals have completed its new online offerings in this area.

12 **Employment Opportunities for Graduates (state, region, nation):**

Digital transformation is a global phenomenon creating the need for data science experts at local, regional, national, and international levels. Many businesses in Mississippi are going through the process of introducing AI and Big Data in their operations. The survival of many of these businesses will depend on their ability to find a qualified workforce to support, sustain, and expand the use of AI and Big Data in their operations. State government also is going through the same digital transformation. The shortage of data science experts in the southern region of the US threatens the economic competitiveness of the region. To address this challenge, the major research institutions in the Southeastern Conference (SEC) formed a consortium to leverage their educational resources toward increasing the production of graduates with data science and AI backgrounds. At the national level, congress is proposing an investment of over \$100M to increase the competitiveness of the US economy. We have seen similar trends at the international level. As organizations and businesses in the state and around the world turn to data solutions and AI strategies, they are also increasingly creating new economic opportunities for our graduates. Cisco Systems' AI readiness survey (of 8,161 business leaders) discovered that nearly all feel pressure to deploy AI-powered technologies that rely on business data; two-thirds reported a need for further preparation. We anticipate that this program will fill a much-needed niche, especially for working professionals in roles that deal significantly with business data. Because of these trends, the Master of Applied Data Science is a key program to promote economic development in the state.



MISSISSIPPI STATE
UNIVERSITY

DATA SCIENCE
133 Etheredge Hall
Mississippi State, MS 39762
P. 662.325.3168

December 7, 2023

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

Dear Dr. Perkins:

The members of the University Committee on Data Science provide this letter to express support for the addition of the Master of Applied Data Science degree. The proposed degree is 30 graduate credit hours designed by the committee. The Office of the Provost and the Executive Vice President established the committee and charged it to provide oversight for the development of the curriculum of the new program. Committee membership includes two representatives from each college present on our campus.

The addition of this new degree program to our existing offerings will require the creation of 10 new graduate courses.

1. DSCI 8133 Foundations of Applied Data Science I
2. DSCI 8143 Foundations of Applied Data Science II
3. DSCI 6113 Programming for Applied Data Science
4. DSCI 6122 R Lab for Applied Data Science
5. DSCI 6133 Applied Data Visualization
6. DSCI 6204 Applied Statistical Methods for Data Science
7. DSCI 6214 Applied Machine Learning for Data Science
8. DSCI 8224 Applied Neural Networks and Deep Learning for Data Science
9. DSCI 6301 Data Science Project Management
10. DSCI 8413 Applied Graduate Data Science Practicum

With the additional faculty resources included in the Appendix 8 application, the addition of these new classes should not place an undue burden on existing university faculty. The committee approved the application for the new degree program in addition to the new proposed courses during the November 2023 meeting.

Sincerely,

The following undersigned members of the University Committee on Data Science

Dan Gadke, UDSC Chair
Approve Disapprove

Kari Babski-Reeves
Approve Disapprove

Bimal Balakrishnan
Approve Disapprove

Jonathan Barlow
Approve Disapprove

David Buys
Approve Disapprove

Will Davis
Approve Disapprove

Stephen France
Approve Disapprove

Deborah Lee
Approve Disapprove

Melanie Loehwing
Approve Disapprove

Duane McLemore
Approve Disapprove

Bindu Manduri
Approve Disapprove

Kimberly Hall
Kimberly Hall, Curriculum Subcommittee Chair
Approve Disapprove

Sean Owen
Approve Disapprove

Mimmo Parisi
Approve Disapprove

Andy Perkins
Approve Disapprove

Mohammad Sepehrifar
Approve Disapprove

Carolina Siniscalchi
Approve Disapprove

David Smith
Approve Disapprove

Jason Street
Approve Disapprove

Ryan Walker
Approve Disapprove

Guiming Wang
Approve Disapprove

Merrill Warkentin
Approve Disapprove

Xin Zhang
Approve Disapprove

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: Counseling, Educational Psychology, and Foundations

Contact Person: Elaine Wei Mail Stop: 9727 E-mail: ewei@colled.msstate.edu
Nature of Change: Program Modification

Date Initiated: Jan 2023 Effective Date: Fall 2024

Current Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Degree offered at: Campus 1 and Campus 5

Major: Educational Psychology Concentration: N.A.

New Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Major: Educational Psychology Concentration: N.A.

Summary of Proposed Changes:

Update courework to: (a) incorporate recent changes in MSU's general education mathematics (now "quantitative reasoning") requirement; (b) reorganize some courses and requirements to reduce redundancy and avoid confusion; (c) update supporting interest area courses according to course changes in other programs; (c) apply other course changes that are approved by the program faculty (see Undergraduate Degree Modification Outline Form for details).

Approved:

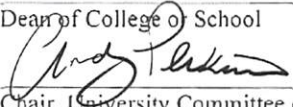
Date:

Department Head

Director of Academic Quality

Chair, College or School Curriculum Committee

Dean of College or School



Chair, University Committee on Courses and Curricula

2/27/24

Chair, Graduate Council (if applicable)



Chair, Deans Council

March 21st 2024

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: Counseling, Educational Psychology, and Foundations

Contact Person: Elaine Wei Mail Stop: 9727 E-mail: ewei@colled.msstate.edu
Nature of Change: Program Modification

Date Initiated: Jan 2023 Effective Date: Spring 2024

Current Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Degree offered at: Campus 1 and Campus 5

Major: Educational Psychology Concentration: N.A.

New Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Major: Educational Psychology Concentration: N.A.

Summary of Proposed Changes:

Update corework to: (a) incorporate recent changes in MSU's general education mathematics (now "quantitative reasoning") requirement; (b) reorganize some courses and requirements to reduce redundancy and avoid confusion; (c) update supporting interest area courses according to course changes in other programs; (c) apply other course changes that are approved by the program faculty (see Undergraduate Degree Modification Outline Form for details).

Approved:

Date:

Department Head

Director of Academic Quality

JohnEric W. Smith, PhD

Digitally signed by JohnEric W. Smith, PhD
Date: 2023.09.05 16:54:58 -05'00'

Chair, College or School Curriculum Committee

Kimberly R. Hall

Digitally signed by Kimberly R. Hall
Date: 2023.09.05 17:15:09 -05'00'

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter Liam Ryan
Chair, Deans Council

March 21st, 2024

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: Education **Department:** Counseling, Higher Ed, Ed Psych, & Foundations

Contact Person: Elaine Wei **Mail Stop:** 9727 **Email:** ewei@colled.msstate.edu

Nature of Change: Program Modification **Date Initiated:** 01/18/2022

Effective Date: Spring 2024 **Current Degree Program Name:** Bachelor of Science

Major: Educational Psychology **Concentration:** N/A

New Degree Program Name: No Change

Major: No Change **Concentration:** No Change

Summary of Proposed Changes:

Update coursework to: (a) incorporate recent changes in MSU-s general education mathematics (now "quantitative reasoning") requirement; (b) reorganize some courses and requirements to reduce redundancy and avoid confusion; (c) update supporting interest area courses according to course changes in other programs; (c) apply other course changes that are approved by the program faculty)see Undergraduate Degree Modification Outline Form for details).

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

Contact Person: Elaine Wei Mail Stop: 9727 E-mail: ewei@colled.msstatc.edu
Nature of Change: Program Modification

Date Initiated: Jan 2023 Effective Date: Fall 2023

Current Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Degree offered at: Campus 1 and Campus 5

Major: Educational Psychology Concentration: N.A.

New Degree Program Name: Bachelor of Science (B.S.) in Educational Psychology

Major: Educational Psychology Concentration: N.A.

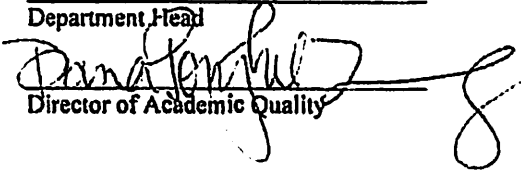
Summary of Proposed Changes:

Update corework to: (a) incorporate recent changes in MSU's general education mathematics (now "quantitative reasoning") requirement; (b) reorganize some courses and requirements to reduce redundancy and avoid confusion; (c) update supporting interest area courses according to course changes in other programs; (c) apply other course changes that are approved by the program faculty (see Undergraduate Degree Modification Outline Form for details).

Approved:

Daniel Gadke, Ph.D.

Department Head



Director of Academic Quality

Date:

Digitally signed by Daniel Gadke, Ph.D.
Date: 2023.03.01 16:03:51 -06'00'



Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

UNDERGRADUATE DEGREE MODIFICATION OUTLINE FORM

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

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor of Science Major: Educational Psychology (<i>Non-Teaching Option</i>) Concentration: N.A.		Degree: Bachelor of Science Major: Educational Psychology Concentration: N.A.	
<p>1. The B.S. degree in Educational Psychology is a non-teaching option. This program provides students with a general background of psychological topics and principles as they relate to education. Additionally, students complete an emphasis or a minor. Students who enroll in this program pursue a diversity of careers. Some of the vocational areas for which this program can prepare students are as follows: <i>child care</i> centers, seminary, the armed services (ROTC students), business settings, mental health agencies, and graduate work in counselor education, educational psychology, and school psychology. Students majoring in Educational Psychology <i>have to</i> earn a grade of "C" or better on all EPY major core courses (43 hours of the curriculum). Students must have a GPA of 2.25 for acceptance into the program (except Freshmen) and a GPA of 2.25 to graduate from the program.</p> <p>2. Minor (for non-majors). For the 18 hour minor in EPY, students may choose to complete any 18 hours from the following: EPY 2513, EPY 3063, EPY 3143, EPY 3253, EPY 3503, EPY 3543, EPY 4033, EPY 4073, EPY 4313, EPY 4513, EPY 4553, EPY 4683.</p>		<p>1. The B.S. degree in Educational Psychology (EPY) is a non-teaching option. This program provides students with a general background of psychological topics and principles as they relate to education. Additionally, students complete an emphasis or a minor. Students who enroll in this program pursue a diversity of careers. Some of the vocational areas for which this program can prepare students are as follows: childcare centers, seminary, the armed services (ROTC students), business settings, mental health agencies, and graduate work in counselor education, educational psychology, and school psychology. Students majoring in Educational Psychology must earn a grade of "C" or better on all EPY major core courses (46 hours of the curriculum). Students must have a GPA of 2.25 for acceptance into the program (except Freshmen who do not have a GPA available at the time a major change is initiated) and a GPA of 2.25 to graduate from the program.</p> <p>2. Minor (for non-majors). For the 18 hour minor in EPY, students may choose to complete any 18 hours from the following: EPY 2513, EPY 3063, EPY 3503, EPY 3543, EPY 4033, EPY 4073, EPY 4313, EPY 4513, EPY 4553, EPY 4683.</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English Composition		English Composition (6 hours)	
EN 1103—English Composition I Or <i>EN 1163—Accelerated English Composition I</i>	3	EN 1103—English Composition I Or EN 1104—Expanded English Composition I	3
EN 1113—English Composition II Or EN 1173—Accelerated Composition II	3	EN 1113—English Composition II Or EN 1173—Accelerated Composition II	3
<i>Mathematics</i>		Quantitative Reasoning (3 hours)	
<i>MA 1313—College Algebra</i>	3		
<i>Math above College Algebra excluding: MA 1413—Structure of the Real Number System MA 1423—Problem Solving with Real Numbers MA 1433—Informal Geometry and</i>	3	Any Gen Ed Quantitative Reasoning course 1	3

¹ See MSU's General Education Requirements <http://catalog.msu.edu/undergraduate/academicpolicies/degreesdegreerequirementsandscheduling/generaleducationrequirements/> for all English, Natural Sciences, Humanities (incl. History and Literature), Fine Arts, Social/Behavioral Sciences electives in this curriculum.

<i>Measurement</i>			
Science		Natural Sciences (9 hours)	
<i>BIO 1123—Animal Biology</i>	3	Any Gen Ed Natural Sciences course ¹	3
<i>Lab Science from General Education courses</i>	3	Any Gen Ed Natural Sciences Lab-Based Science electives ¹	6
<i>Math:Science Elective</i>			
<i>Choose one of the following: Math above College Algebra excluding M.A 1413—Structure of the Real Number System M.A 1423—Problem Solving with Real Numbers M.A 1433—Informal Geometry and Measurement OR Science from General Education courses</i>	3		
Humanities		Humanities (12 hours)	
History course	3	Any Gen Ed History course ¹	3
Literature course	3	Any Gen Ed Literature course ¹	3
		Any Gen Ed Humanities courses ¹	6
Fine Arts		Fine Arts (3 hours)	
See General Education courses	3	Any Gen Ed Fine Arts course ¹	3
Social Sciences		Social/Behavioral Sciences (6 hours)	
SO 1003—Introduction to Sociology	3	SO 1003—Introduction to Sociology	3
General Education course excluding EPY prefixes	3	Any Gen Ed Social/Behavioral Sciences course excluding EPY prefixes ¹	3
Major Core		Major Core (46 hours)	
PSY 1013—General Psychology	3	PSY 1013—General Psychology	3
EPY 2513—Human Growth and Development	3	EPY 2513—Human Growth and Development	3
EPY 3063—Psychology of Individual Differences and Exceptional Ability	3	EPY 3063—Psychology of Individual Differences and Exceptional Ability	3
EPY 3503— Principles of Educational Psychology	3	EPY 3503— Principles of Educational Psychology	3
EPY 3543— Psychology of Adolescence	3	EPY 3543— Psychology of Adolescence	3
EPY 4033— Application of Learning Theories	3	EPY 4033— Application of Learning Theories	3
EPY 4073— Personal and Motivational Factors in Education	3	EPY 4073— Personal and Motivational Factors in Education	3
EPY 4214— Educational and Psychological Statistics	4	EPY 4214— Educational and Psychological Statistics	4
EPY 4313— Measurement and Evaluation	3	EPY 4313— Measurement and Evaluation	3
EPY 4553—Creativity/Innovation	3	EPY 4553—Creativity/Innovation	3
EPY 4513—Introduction to Research in Educational Psychology	3	EPY 4513—Introduction to Research in Educational Psychology	3
EPY 4683—Advanced Issues in Educational Psychology	3	EPY 4683—Advanced Issues in Educational Psychology	3
PSY 3623—Social Psychology	3	PSY 3623—Social Psychology	3
PSY or SO elective above 3000	3	PSY or SO elective ¹ above 3000. or EPY 4710	3
		EPY 3513—Writing in the Behavioral Sciences	3
Human/Cultural Diversity <i>Elective</i>		Human/Cultural Diversity (3 hours)	

Choose one of the following: SO 2203—Introduction to Race and Ethnicity SO 3013—Society and the Individual SO 1103—Contemporary Social Problems SO 3323—Contemporary Woman SO 3333—Society and Religion AN 2203—Introduction to Race and Ethnicity AN 3113—Societies of the World	3	Choose one of the following: SO 2203—Introduction to Race and Ethnicity SO 3013—Society and the Individual SO 1103—Contemporary Social Problems SO 3323—Contemporary Woman SO 3333—Society and Religion AN 2203—Introduction to Race and Ethnicity AN 3113—Societies of the World EPY 4710—Study Abroad Program	
<i>Oral Communication Requirement</i>		Oral Communication (3 hours)	
CO 1003—Fundamentals of Public Speaking	3	CO 1003—Fundamentals of Public Speaking Or CO 1013—Introduction to Communication	
<i>Writing Requirement</i>			
EPY 3513-- <i>Writing in the Behavioral Sciences</i>	3		
<i>Humanities</i>			
General Electives	12	General Electives	12
<i>Supporting Interest Area</i>	18	Emphasis Area	18
In addition to the University and Major cores above, a choice of one <i>special interest area</i> of 18 hours and 12 hours of electives are required for the degree total to reach 124 hours. <i>Choose 18 hours from one of the listed areas for your supporting interest area. At least half of these must be 3000 level or above</i>		In addition to the requirements above, a choice of one emphasis area of 18 hours or a minor is required for the degree total to reach 121 hours. To meet the emphasis area requirement, choose 18 hours from one of the emphasis areas listed below. Hours from different areas cannot be combined.	
<u>Counseling/ Clinical Applications</u> COE 3313 Rehab Services COE 4013 Facilitative Skills COE 4023 Introduction to Counseling COE 4903 Dev Counseling & Mental Health COE 4353 Adaptive Tech & Disabilities COE 4743 OR PSY 3203 Gender COE 4713 OR PSY 4983 Aging EPY 4113 Behavioral & Cog Intervention EPY 4133 Data Based Decisions PSY 3213 Abnormal Psych PSY 3073 Psych of Interpersonal Relations PSY 3363 Behavior Modification PSY 4223 Drug Use & Abuse PSY 4333 Intro Clinical Psych PSY 4343 Clinical Child Psy <u>The Developing Child</u> HS 2283 Child Health & Nutrition HS 2293 Individual & Family Nutrition HS 2803 Pre-natal & Infant Development		<u>COUNSELING/CLINICAL APPLICATIONS</u> COE 3313 Rehabilitation Services COE 4013 Facilitative Skills Development COE 4023 Introduction to Counseling COE 4713 Issues in Aging OR PSY 4983 Psychology of Aging COE 4743 Gender Issues in Counseling OR PSY 3203 Psych of Gender Differences COE 4903 Developmental Counseling EPY 4103 ABA for Behavior Technicians EPY 4113 Principles of Behavior Analysis EPY 4133 Data-Based Decisions PSY 3073 Psych of Interpersonal Relations PSY 3213 Psychology of Abnormal Behavior PSY 3363 Behavioral Modification PSY 3503 Health Psychology	

<p> <i>HS 2813 Child Development I</i> <i>HS 3803 Child Care Procedures</i> <i>HS 3813 Lifespan Theory</i> <i>HS 3823 Designing Child Care Programs</i> <i>HS 4333 Families, Legislation & Pub Policy</i> <i>HS 4803 Parenting</i> <i>HS 4843 Family Interaction</i> <i>HS 4853 Family: Human Eco Perspective</i> <i>HS 4883 Risk, Resilience, & Prev Interv</i> <u>Youth and Teen Studies</u> COE 4013 Facilitative Skills HS 4853 Family: Human Eco Perspective HS 4873 Positive Youth Development HS 4883 Risk, Resilience, & Prev Interv PSY 3073 Psych of Interpersonal Relations PSY 3203 Psych of Gender Differences PSY 3413 Human Sexual Behavior PSY 3503 Health Psychology PSY 4223 Drug Use & Abuse PSY 4643 Social Cognition <u>Law & Order</u> CRM 1003 Crime & Justice in America CRM 2003 Crime, Justice, & Inequality PSY 4223 Drug Use & Abuse PSY 4353 Psych & the Law <i>PSY 4373 Forensic Psych</i> <i>SO 3313 Deviant Behavior</i> <i>SO 3343 Gender, Crime, & Justice</i> <i>SO 3353 Race, Crime, & Justice</i> <i>SO 3503 Violence in the US</i> <i>SO 3603 Criminological Theory</i> <i>SO 4233 Juvenile Delinquency</i> <i>SO 4253 White Collar Crime</i> <i>SO 4513 Correctional Systems</i> <i>Note: Many courses are cross listed as CRM</i> <u>Human Resources & Industrial Applications</u> PSY 3353 Motivation <i>PSY 4523 Industrial Psych</i> <i>MGT 3114 Prime of Mgmt & Prod</i> MGT 3513 Intro Human Resource Mgmt MGT 3813 Organizational Behavior MGT 4533 Adv Human Resource Mgmt <i>MGT 4543 Compensation Mgmt</i> <i>MGT 4563 Staffing in Organizations</i> MGT 4613 OR TKT 4263 Diversity/ Cult <i>MGT 4713 Quality in Organizations</i> <i>TKB 3133 Admin Mgmt & Proc</i> <i>TKB 4583 Graphics & Web Design</i> <i>TKI 3063 Industrial Human Relations</i> <u>Kinesiology</u> SS 2003 - Foundations of Sport Mgmt KI 2023 - Found of Health Ed KI 2213 - Emergency Health Care KI 2603 - Medical Term <i>KI 3273 - Athletic Train</i> </p>		<p> PSY 4223 Drug Use and Abuse PSY 4333 Introduction to Clinical Psychology PSY 4343 Clinical Child Psychology PSY 4813 Positive Psychology <u>THE DEVELOPING CHILD</u> HS 2283 Child Health and Nutrition HDFS 2803 Prenatal and Infant Development HDFS 2813 Child Development HDFS 3803 Creativity & Play in Young Child HDFS 3813 Lifespan Theory HDFS 3823 Early Care & Education Programs HDFS 4333 Family & Public Policy HDFS 4803 Parenting HDFS 4843 Family Interaction HDFS 4853 Family: Human Ecolog Perspective HDFS 4883 Risk, Resilience & Prevention <u>HUMAN RESOURCES & INDUSTRIAL APPLICATIONS</u> PSY 3353 Motivation MGT 3113 Principles of Management MGT 3513 Introduction to HR Management MGT 3813 Organizational Behavior MGT 4533 Advanced HR Management MGT 4613 Cross-Cultural Management <u>KINESIOLOGY*</u> SS 2003 Foundations of Sport Industry KI 2023 Foundations of Health Education KI 2213 Emergency Health Care KI 2603 Medical Terminology PE 3033 Basketball and Football Officials PE 3133 Adapted Physical Education PE 3163 Sport Psychology PE 3223 Motor Development and Movement PE 3433 General Safety Methods PE 4413 Driver Education I PE 4423 Driver Education II <i>*At least 9 hours must be 3000 level or above.</i> <u>LAW & ORDER</u> CRM 1003 Crime and Justice in America CRM 2003 Crime, Justice, and Inequality PSY 4223 Drug Use and Abuse PSY 4353 Psychology and the Law CRM/SO 3313 Deviant Behavior CRM/SO 3343 Gender, Crime, and Justice CRM/SO 3353 Race, Crime, and Justice </p>	
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<p>KI 3633 - Rehab Tech in Sport PE 2043 - Intro to Sports Studies PE 3033 - Basket/Football Officiating PE 3133 - Adapted Physical Ed PE 3163 - Sport Psychology PE 3223 - Motor Dev & Movement PE 3422 - Coach Football PE 3432 - Coach Basketball PE 3452 - Coach Soft Baseball PE 3433 - General Safety Methods PE 4413 - Basic Driver Ed I PE 4423 - Driver Ed Meth II</p> <p><u>Speech/Language Pathology</u> -see advisor Minor .Is an alternative to choosing one of the special interest areas above. you may elect to complete a minor or certificate in another department. To do so. you must meet the stated requirements in the undergraduate bulletin for that minor certificate.</p>		<p>CRM/SO 3503 Violence in the United States CRM/SO 3603 Criminological Theory CRM/SO 4233 Juvenile Delinquency CRM/SO 4513 Correctional Systems</p> <p><u>SPEECH/LANGUAGE PATHOLOGY (SLP)</u> The emphasis area of speech and language pathology (SLP) prepares you with prerequisites for graduate programs in the field. Most SLP courses are offered at Mississippi University for Women (MUW), and an EPY student will need to apply to MUW as a cross-registered student and see an SLP advisor at MUW for completing their SLP coursework. Contact your EPY advisor first for detailed information.</p> <p><u>YOUTH & TEEN STUDIES</u> COE 4013 Facilitative Skills Development HDFS 4853 Family: Human Ecolog Perspective HDFS 4873 Positive Youth Development HDFS 4883 Risk, Resilience & Prevention PSY 3073 Psych of Interpersonal Relations PSY 3203 Psychology of Gender Differences PSY 3213 Psychology of Abnormal Behavior PSY 3413 Human Sexual Behavior PSY 3503 Health Psychology PSY 4223 Drug Use and Abuse PSY 4643 Social Cognition CRM/SO 3313 Deviant Behavior CRM/SO 4233 Juvenile Delinquency</p> <p><u>MINOR OPTION</u> As an alternative to choosing one of the emphasis areas above, you may elect to complete a minor or certificate to meet the EPY requirements. To do so, you must meet the stated requirements in the undergraduate bulletin. It is strongly recommended that you meet with an advisor in the minor program to discuss courses you need to take for obtaining the minor.</p>	
<p>Total Hours</p>	<p>124</p>	<p>Total Hours</p>	<p>121</p>

Justification (Campus 1, 2, & 5)

This course modification will update and streamline coursework for the Bachelor of Science degree in Educational Psychology. This degree program was last modified in 2014; since then, there have been changes at both the university and program levels, entailing another round of degree modification. The current proposal seeks to update courses and better meet the needs of our students.

The changes in this modification include the following:

- 1) Updating the degree description to reflect the most accurate and up-to-date program information
- 2) Replacing the general education "Mathematics" requirement with the new general education "Quantitative Reasoning" requirement
- 3) Combining the two overlapping requirements, "Science" and "Math/Science," into one requirement, renamed as "Natural Sciences"
- 4) Replacing a required course, BIO 1123, under "Natural Sciences" requirement with any general education natural sciences elective
- 5) Collapsing the two overlapping requirements, "Humanities" (History and Literature) and "Humanities" (free electives) into one requirement named "Humanities"
- 6) Moving EPY 3513 from "Writing Requirement" to "Major Core," making the major core courses to add up to 46 hours
- 7) Adding one course, EPY 4710, to be an alternative to the PSY/SO elective over 3000 under "Major Core"
- 8) Adding one course, EPY 4710, to be an "Human/Cultural Diversity" elective
- 9) Adding one course, CO 1013, to be an "Oral Communication" elective
- 10) Renaming the "supporting interest area" or "special interest area" as "emphasis area"
- 11) Updating the approved list of courses in each emphasis area

The reasons for aforementioned changes are as follows:

- 1) All undergraduate programs are required to incorporate recent changes in MSU's general education mathematics (now "quantitative reasoning") requirement.
- 2) The existing curriculum has a few overlapping requirements (e.g., both "Science" and "Humanities" appear twice in the curriculum), and we hope to address redundancy and avoid confusion by collapsing these requirements.
- 3) The program has redefined what courses count as major core and made changes accordingly: EPY 3513 to be added to our major core.
- 4) We also hope to offer our students more flexibility in their choice of courses; thus, we propose to (a) replace BIO 1123 with any general educational natural sciences elective and (b) add EPY 4710 as an elective in our major core requirement and human/cultural diversity requirement.
- 5) Historically, faculty and students have referred to the 18-hour requirement "special interest area." "supporting interest area," or "emphasis area"; to ensure consistency in communication, we decided to use "emphasis area" only in the future.
- 6) Many of the emphasis areas that are listed in the current bulletin have undergone many changes in their course offerings and/or curriculum. Our curriculum needed to be changed to meet other majors' additions and modifications (i.e., Human Science, Sociology/Criminology, Management). In addition, the options offer more flexibility in courses for students' interests and goals to be met.

Effective Date: Fall 2024

Wei, Elaine

From: Vancil-Leap, Ashley
Sent: Friday, December 1, 2023 3:47 PM
To: Wei, Elaine
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives

Hello Elaine,

The faculty in the Department of Sociology met today and voted to support the inclusion of our two courses, CRM/SO 3313 Deviant Behavior and CRM/SO 4233 Juvenile Delinquency, into your emphasis areas. However, there were some questions/feedback:

1. While we support the inclusion of Deviant Behavior into your area of Teen Youth, we do want to share that it may not be applicable to that area. The course does not specifically discuss (or at all) youth or teens. There are several other classes in our department that may be more appropriate. For example, Sociology of Education or Mentoring Youth
2. There were additional courses from our department on your flyer, that you did not specifically mention in your email. Were these courses already approved on your emphasis areas or should they have also been included in your email? We just wanted to make sure the UCCC would be okay with our acknowledgement of the classes you specifically emailed me about.

That should cover it, but please let me know if you have any questions.

Thank you,

Ashley

Chair of the Undergraduate Curriculum and Policies Committee in the Department of Sociology

Ps. If the UCCC needs a formal letter of support, please let me know.

--

Dr. Ashley Vancil-Leap, Ph.D.
she/her/hers
Assistant Teaching Professor
Department of Sociology and
Gender Studies Program Affiliate
Mississippi State University
Office: (662) 325-7584
Email: avleap@soc.msstate.edu

From: Vancil-Leap, Ashley <avleap@soc.msstate.edu>
Date: Monday, November 6, 2023 at 2:36 PM
To: Wei, Elaine <ewei@colled.msstate.edu>
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives

Hello Elaine,

Yes, this information is very helpful. Thank you so much. I will report back as soon as I can.

Have a good day,

Ashley

--

Dr. Ashley Vancil-Leap, Ph.D.
she/her/hers
Assistant Teaching Professor
Department of Sociology and
Gender Studies Program Affiliate
Mississippi State University
Office: (662) 325-7584
Email: avleap@soc.msstate.edu

From: Wei, Elaine <ewei@colled.msstate.edu>
Date: Monday, November 6, 2023 at 2:33 PM
To: Vancil-Leap, Ashley <avleap@soc.msstate.edu>
Subject: RE: Request for Departmental Support - B.S. in Educational Psychology Electives

Hi Ashley,

Thanks for the detailed information. Please find our emphasis area sheet attached. Just to clarify, each of our undergraduate students will choose one emphasis area from the sheet, and both classes (CRM/SO 3313 and CRM/SO 4233) are listed as electives for two of the emphasis areas: (a) Law & Order and (b) Youth & Teen Studies. These two classes have always been in our list, but we recently discovered that they were not officially documented in our approved curriculum by UCCC. I hope this information is helpful.

As for the letter of support, I was told by UCCC that an email confirmation will suffice. Thank you!

Elaine

Tianlan (Elaine) Wei, Ph.D.
(*She, Her, Hers*)
Associate Professor of Educational Psychology
Program Coordinator of Educational Psychology
Department of Counseling, Educational Psychology, and Foundations
508 Allen Hall
P.O. Box 9727
Mississippi State, MS 39762
Office hours (Spring 2023): Monday & Tuesday 2-5pm
且夫天地為爐兮，造化為工，陰陽為炭兮，萬物為銅

From: Vancil-Leap, Ashley <avleap@soc.msstate.edu>
Sent: Monday, November 6, 2023 2:05 PM
To: Wei, Elaine <ewei@colled.msstate.edu>
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives

Hello Elaine,

Thank you for your email, on behalf of our department's curriculum committee. Our internal procedures are to review any requests we get as a committee first, and then we review as a whole faculty body. The committee will meet on Friday, November 17th. If approved at the committee level, then it will be presented and discussed at our next faculty meeting which will take place on Friday,

December 1st. If approved at that meeting, we can then provide you with a letter of support, which you may include with your application to the UCCC.

When Dr. Rader forwarded me your original message, it did not include your attachment. Would you mind replying with your attachment, so that I may share it with the committee members?

Please feel free to let me know if you have any questions about our procedures.

Have a good day,

Ashley

--

Dr. Ashley Vancil-Leap, Ph.D.
she/her/hers
Assistant Teaching Professor
Department of Sociology and
Gender Studies Program Affiliate
Mississippi State University
Office: (662) 325-7584
Email: avleap@soc.msstate.edu

From: Rader, Nicole <NRader@soc.msstate.edu>

Date: Monday, November 6, 2023 at 1:48 PM

To: Wei, Elaine <ewei@colled.msstate.edu>

Cc: Rader, Nicole <NRader@soc.msstate.edu>, Vancil-Leap, Ashley <avleap@soc.msstate.edu>

Subject: RE: Request for Departmental Support - B.S. in Educational Psychology Electives

Hi Elaine,

I'm copying Dr. Ashley Vancil Leap, the chair of the Undergraduate Policies and Curriculum Committee in the department. The committee reviews these requests.

Best,
Nicole

Nicole E. Rader, Ph.D. | she/her
Head and Professor of Sociology
Assistant Dean for Strategic Initiatives
College of Arts & Sciences
Mississippi State University
Mississippi State, MS 39762
(662) 325-2495
nrader@soc.msstate.edu
www.sociology.msstate.edu



MISSISSIPPI STATE UNIVERSITY™
DEPARTMENT OF SOCIOLOGY



MSU™ COLLEGE OF ARTS & SCIENCES
IDEA COMMITTEE

From: Wei, Elaine <ewe1@colled.msstate.edu>
Sent: Thursday, November 2, 2023 4:14 PM
To: Rader, Nicole <NRader@soc.msstate.edu>
Subject: FW: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Dr. Rader,

I hope this email finds you well. We are currently in the process of modifying the undergraduate program in educational psychology (B.S. in EPY). As part of this modification, we are seeking to add the following courses offered by your department as part of our emphasis area electives:

- CRM/SO 3313 Deviant Behavior
- CRM/SO 4233 Juvenile Delinquency

I have also attached a copy of our emphasis area sheet for your reference. In practice, our students may have already been enrolling in these electives to meet their emphasis area requirements. However, the UCCC has stipulated that we must seek formal permission for the inclusion of the aforementioned course(s) as they were not previously documented.

Please let us know if your department is willing to support the inclusion of the mentioned courses. If so, kindly reply to this email with your confirmation. Thank you!

Regards,

Tianlan (Elaine) Wei, Ph.D.
(*She, Her, Hers*)

Associate Professor of Educational Psychology
Program Coordinator of Educational Psychology
Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations (CHEF)
508 Allen Hall
P.O. Box 9727
Mississippi State, MS 39762
Office hours (Fall 2023): Monday 2-5pm, Tuesday 2-5pm
地下東南，天高西北，天地尚無完體

Wei, Elaine

From: Gadke, Daniel
Sent: Friday, November 3, 2023 11:14 AM
To: Wei, Elaine
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives

Elaine,

Of course, this is okay. Thank you for checking. If I can provide any other documentation, please let me know.

Thanks,
Dan

From: Wei, Elaine <ewei@colled.msstate.edu>
Date: Thursday, November 2, 2023 at 4:01 PM
To: Gadke, Daniel <dgadke@colled.msstate.edu>
Subject: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Dr. Gadke,

I hope this email finds you well. We are currently in the process of modifying the undergraduate program in educational psychology (B.S. in EPY). As part of this modification, we are seeking to add the following courses offered by your department as part of our emphasis area electives:

- EPY 4103 ABA for Behavior Technicians

I have also attached a copy of our emphasis area sheet for your reference. In practice, our students have already been enrolling in these electives to meet their emphasis area requirements. However, the UCCC has stipulated that we must seek formal permission for the inclusion of the aforementioned course(s) as they were not previously documented.

Please let us know if your department is willing to support the inclusion of the mentioned courses. If so, kindly reply to this email with your confirmation.

Regards,

Tianlan (Elaine) Wei, Ph.D.

(She, Her, Hers)

Associate Professor of Educational Psychology

Program Coordinator of Educational Psychology

Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations (CHEF)

508 Allen Hall

P.O. Box 9727

Mississippi State, MS 39762

Office hours (Fall 2023): Monday 2-5pm, Tuesday 2-5pm

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From: [Marler, Laura](#)
To: [Wei, Elaine](#)
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives
Date: Wednesday, January 10, 2024 2:38:11 PM

Great! Thank you, Elaine!

Sent from iPhone

On Jan 10, 2024, at 1:03 PM, Wei, Elaine <ewei@colled.msstate.edu> wrote:

Hi! Your email confirmation below shall suffice as per UCCC. Thanks again!

Elaine

Sent from my iPhone

On Jan 10, 2024, at 12:54, Marler, Laura
<lmарler@business.msstate.edu> wrote:

Great! I appreciate your flexibility. Do you need a signed letter from me? If so, I can send one tomorrow!

Sent from iPhone

On Jan 10, 2024, at 10:09 AM, Wei, Elaine
<ewei@colled.msstate.edu> wrote:

Hi Laura,

Certainly! MGT 3213 will be removed from our emphasis area courses. I appreciate your approval to retain MGT 3113. Feel free to contact me if you have any further inquiries!

Thanks,
Elaine

Tianlan (Elaine) Wei, Ph.D.

(She, Her, Hers)

Associate Professor of Educational Psychology
Program Coordinator of Educational Psychology
Department of Counseling, Higher Education
Leadership, Educational Psychology, and Foundations
(CHEF)

508 Allen Hall

P.O. Box 9727

Mississippi State, MS 39762

Office hours (Spring 2024): TBD

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From: Marler, Laura <lmarler@business.msstate.edu>

Sent: Wednesday, January 10, 2024 9:29 AM

To: Wei, Elaine <ewe@colled.msstate.edu>

Subject: RE: Request for Departmental Support - B.S. in
Educational Psychology Electives

Elaine,

Thank you for reaching out. Happy New Year to you as well.
Given our current staffing situation, adding to MGT 3213 is
challenging. Would you be okay with us including just the
MGT 3113 and re-evaluating the other in a year?

Let me know your thoughts!

Many thanks,

Laura

Dr. Laura E. Marler

Head, Department of Management & Information Systems

Jim and Pat Coggin Endowed Professor of Management

Family Business Education Initiative Director

McCool Hall, 302-I

Mississippi State, MS 39762

662.325.1957 (office)

662.325.3928 (department)

From: Wei, Elaine <ewe@colled.msstate.edu>

Sent: Saturday, January 6, 2024 1:53 PM

To: Marler, Laura <lmarler@business.msstate.edu>

Subject: FW: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Laura,

Happy new year! I hope you had a great winter holiday! I was wondering if there's any update from your department about our inclusion of the MGT classes in our (EPY) undergraduate curriculum as electives (please see email thread below). Thanks!

Elaine

Regards,

Tianlan (Elaine) Wei, Ph.D.

(She, Her, Hers)

Associate Professor of Educational Psychology
Program Coordinator of Educational Psychology
Department of Counseling, Higher Education
Leadership, Educational Psychology, and Foundations
(CHEF)

508 Allen Hall

P.O. Box 9727

Mississippi State, MS 39762

Office hours (Spring 2024): TBD

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From: Wei, Elaine

Sent: Thursday, November 30, 2023 4:17 PM

To: Marler, Laura <lmrler@business.msstate.edu>

Subject: RE: Request for Departmental Support - B.S. in Educational Psychology Electives

Hi Laura,

That sounds great! Just to provide some statistics from our end, a very small percentage of our undergraduate students, accounting for less than 10% ($n < 15$ across all classifications), typically opt to pursue the MGT emphasis (the majority of our students are inclined towards help profession tracks, such as behavioral analysis or counseling). I hope this helps and look forward to hearing back from you. Thank you for your support!

Thanks,
Elaine (*She, Her, Hers*)

From: Marler, Laura <lmарler@business.msstate.edu>
Sent: Thursday, November 30, 2023 4:06 PM
To: Wei, Elaine <eweier@colled.msstate.edu>
Subject: RE: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Dr. Wei,

We are currently evaluating our capacity for non-business students in our courses. I will follow up with you after I have had my meeting (next week) with our new Dean.

Thank you for your patience.

Best,

Laura

Dr. Laura E. Marler

Head, Department of Management & Information Systems
Jim and Pat Coggin Endowed Professor of Management
Family Business Education Initiative Director
McCool Hall, 302-I
Mississippi State, MS 39762
662.325.1957 (office)
662.325.3928 (department)

From: Wei, Elaine <eweier@colled.msstate.edu>
Sent: Thursday, November 16, 2023 12:29 PM
To: Marler, Laura <lmарler@business.msstate.edu>
Subject: FW: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Dr. Marler,

I hope this email finds you well. We are currently in the process of modifying the undergraduate program in educational psychology (B.S. in EPY). As part of this modification, we are seeking to add the following courses offered by your department as part of our emphasis area

electives:

- MGT 3113 Principles of Management
- MGT 3213 Organizational Communications

I have also attached a copy of our emphasis area sheet for your reference. In practice, our students may have already been enrolling in these electives to meet their emphasis area requirements. However, the UCCC has stipulated that we must seek formal permission for the inclusion of the aforementioned course(s) as they were not previously documented.

Please let us know if your department is willing to support the inclusion of the mentioned courses. If so, kindly reply to this email with your confirmation. Thank you!

Regards,

Tianlan (Elaine) Wei, Ph.D.

(She, Her, Hers)

Associate Professor of Educational Psychology
Program Coordinator of Educational Psychology
Department of Counseling, Higher Education
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(CHEF)

508 Allen Hall

P.O. Box 9727

Mississippi State, MS 39762

Office hours (Fall 2023): Monday 2-5pm, Tuesday 2-5pm

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Wei, Elaine

From: Berman, Mitchell
Sent: Friday, November 3, 2023 9:47 AM
To: Wei, Elaine
Cc: Danielle Nadorff
Subject: Re: Request for Departmental Support - B.S. in Educational Psychology Electives

Hello Elaine:

For an emphasis area, sure. Confirmed. Do you need a letter from our undergraduate committee? That would be Dr. D. Nadorff's role. I am cc'ing her.

Best,

Mitch

Mitchell E. Berman, Ph.D.
Professor and Department Head
Department of Psychology
110 Magruder Hall
P. O. Box 6161
Mississippi State, MS 39762

If you receive an email from me outside of business hours, please do not feel obligated to respond until the next business day. Emails sent to me will be answered in the order received, usually by 5:00 PM on the next business day. If you have paperwork that requires my attention or signature, please be cognizant of these time constraints.

E-mail is not private. Therefore, do not send me anything that you would not want your mother, spouse, church congregation, or boss to read. If you received this e-mail in error, enjoy the contents and then forget what you read. You do not have to go to the bother of deleting it unless you want to, because by now there are copies on computers and servers all over the globe.

From: "Wei, Elaine" <ewei@colled.msstate.edu>
Date: Thursday, November 2, 2023 at 4:21 PM
To: "Berman, Mitchell" <MBerman@psychology.msstate.edu>
Subject: FW: Request for Departmental Support - B.S. in Educational Psychology Electives

Dear Dr. Berman,

I hope this email finds you well. We are currently in the process of modifying the undergraduate program in educational psychology (B.S. in EPY). As part of this modification, we are seeking to add the following courses offered by your department as part of our emphasis area electives:

- **PSY 3503 Health Psychology**
- **PSY 4813 Positive Psychology**
- **PSY 3213 Psychology of Abnormal Behavior**

I have also attached a copy of our emphasis area sheet for your reference. In practice, our students may have already been enrolling in these electives to meet their emphasis area requirements. However, the UCCC has stipulated that we must seek formal permission for the inclusion of the aforementioned course(s) as they were not previously documented.

Please let us know if your department is willing to support the inclusion of the mentioned courses. If so, kindly reply to this email with your confirmation. Thank you!

Regards,

Tianlan (Elaine) Wei, Ph.D.

(She, Her, Hers)

Associate Professor of Educational Psychology

Program Coordinator of Educational Psychology

Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations (CHEF)

508 Allen Hall

P.O. Box 9727

Mississippi State, MS 39762

Office hours (Fall 2023): Monday 2-5pm, Tuesday 2-5pm

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