Call to Order: Dr. Lara Dodds, Chair

Welcome and Introductions

Approval of minutes: April 6, 2018

Report from UCCC: Dr. Dana Franz

1. Modification of the MS in Engineering
2. Modification of the Ph.D. in Business Administration
3. Modification of the MS in Educational Leadership

Report from the Graduate School:

Report from the Graduate Student Association:

New Business

Adjourn
The April 6, 2018 meeting of the Graduate Council of Mississippi State University was called to order by Chair Lara Dodds at 1:34 PM in Room 611 of Allen Hall.

Dodds asked for approval of the minutes from the February 23, 2018 meeting. Dan Reynolds moved to approve and Rebecca Robichaux-Davis seconded. The motion carried unanimously.

Report from University Committee on Courses and Curricula (UCCC): Dana Franz

- Modification of Ph.D. in Engineering/Engineering Education – J. W. Bruce
  Dana Franz asked to move forward the modification for Modification of Ph.D. in Engineering/Engineering Education for discussion. Rebecca Robichaux-Davis moved it forward; Dan Reynolds seconded. Dana Franz stated that this is a brand new interdisciplinary concentration.

The proposed concentration will create an interdisciplinary program by which students can pursue a Ph.D. in the emerging field of engineering education. Students will take courses in engineering, education, statistics, psychology, cognitive science and other subjects supporting research, discovery, and scholarship in engineering education.

Graduates of the proposed concentration will be able to conduct and direct research in engineering education; develop, review, and critique effective research designs; effectively teach engineering subjects; design and assess engineering programs; and address critical issues facing engineering education in the 21st century. Upon approval, the proposed concentration in Engineering Education for the Ph.D. in Engineering will be the only degree of its type in the Southeastern Conference and only one of nine nationwide. After discussion, Dodds asked for a motion to approve the modification; motion passed unanimously.

Report from the Graduate School: Lori Bruce

- No Report

Report from the Graduate Student Association (GSA): Holly Holladay

- No Report
VI. Old Business:
   1. Subcommittee on Graduate Catalog Policies and Procedures – Rebecca Robichaux-Davis
      • Rebecca Robichaux-Davis deferred to Dr. Peter Ryan; Dr. Ryan stated the subcommittee
        recommends suspending efforts due to Dr. Bruce’s departure and future leadership
        changes in the Graduate School.

VII. Dodds announced the next Graduate Council meeting will be Tuesday, May 8 at 1:30 p.m., in Allen
   611. There being no further business, the meeting adjourned at 1:48 PM.
APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Engineering
Contact Person: Kari Babski-Reeves
Nature of Change: Modification
Program will be offered at: Starkville (Campus 1)
Online (Campus 5)

Department: Dean's Office
Mail Stop: 9544
E-mail: kari@bagley.msstate.edu
Date: 3/20/2018
Effective Date: Summer 2018

Current Degree Program Name: Master
Major: Engineering

New Degree Program Name: Master
Major: Engineering
Concentration: General
Concentration: Engineering, Military Engineering

Summary of Proposed Changes:
This modification is to allow the offering of two concentrations, a general engineering concentration which represents the current program and a military engineering concentration which has selected courses for students to select from.

Kari Babski Reeves
Department Head

Andy D. Perkins
Chair, College or School Curriculum Committee

Kari Babski Reeves
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐ SACS Letter Sent
1. CATALOG DESCRIPTION

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

2. GRADUATE DEGREE MODIFICATION OUTLINE FORM

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

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<td>Degree: Master of Engineering</td>
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<tr>
<td>Major: Engineering</td>
<td>Major: Engineering</td>
</tr>
<tr>
<td>Concentrations: N/A</td>
<td>Concentrations: Engineering, Military Engineering</td>
</tr>
</tbody>
</table>

Graduate study is offered through the Office of the Dean, James Worth Bagley College of Engineering, leading to the degree of Master of Engineering (M Eng). The M Eng, designed primarily for the professional engineer, is an interdisciplinary program which is delivered online and combines graduate-level courses from different engineering programs into an advanced-level educational experience. All courses are delivered in a flexible, web-based format. This program is restricted to off-campus students only and has both the thesis and non-thesis options.

*The M Eng upholds the same rigorous academic requirements as all engineering programs offered on the MSU campus and is a unique program in the state of Mississippi. Students enrolled in courses in this program may use credit hours to satisfy continuing education hours for the Mississippi Engineering Board of Registration. Licensed professional engineers from other states also may use these courses to satisfy licensing requirements.*

All students admitted to the M Eng should become familiar with all academic requirements and processes associated with graduate studies in the Bagley College of Engineering and Mississippi State University as noted in the MSU Graduate Catalog in the General Requirements of the Graduate School and General Master’s Degree Requirements sections. The Graduate Catalog is available at http://catalog.msstate.edu/graduate/. For specific information about the program, email graduate@bagley.msstate.edu.

Admission Criteria

In addition to meeting the requirements set forth by the Graduate School as noted in the admission section of this publication, the basic requirements for admission to the M Eng include a minimum 3.00/4.00 GPA on a B.S. degree in an engineering discipline or closely related area, or remedial engineering coursework. Students should refer to the General Requirements for
Admission Criteria
In addition to meeting the requirements set forth by the Graduate School as noted in the admission section of this publication, the basic requirements for admission to the MEng include a minimum 3.00/4.00 GPA on a B.S. degree in an engineering discipline or closely related area, or remedial engineering coursework. Students should refer to the General Requirements for Admission section in the Graduate Catalog regarding University admission policy. A satisfactory performance is required on the GRE for students with a degree from a program that is not EAC/ABET-accredited. Consideration may be given to students who hold non-engineering undergraduate degrees on a case-by-case basis. Admission decisions are made by the Associate Dean for Research and Graduate Studies.

As part of the standard engineering undergraduate program, a student will have had:
Calculus I – IV and Differential Equations
One year of calculus-based physics
One semester of general chemistry class
Two or three engineering science courses (e.g., electronic circuits, engineering mechanics, thermodynamics, production control systems)
The commonality in fundamental coursework in ABET-accredited engineering programs generally allows for the offering of graduate-level engineering courses with a prerequisite of “graduate standing.” A student with a significant practical work experience in an area will have “consent of Instructor” as a standard prerequisite. If specific, significant prerequisites are required for any course, these will be clearly identified when the course is posted.

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

Program of Study
The curriculum for the MEng (both concentrations) is flexible with a minimum requirement of 30 credit hours for both the thesis
S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. Upon meeting the provisional admission requirements, the student receives regular admission status. If the student does not achieve a 3.00 GPA, the student may be terminated from the M Eng program.

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

Program of Study
The curriculum for the M Eng is flexible with a minimum requirement of 30 credit hours for both the thesis and non-thesis. Engineering Statistics I and Project Management must have been completed as part of another degree program or show on the M Eng program of study. For the thesis option, 24 hours of graduate level coursework is required, with a minimum of 12 hours at the 8000 level, and 6 hours of research thesis. For the non-thesis option, 30 hours of graduate level coursework is required, with a minimum of 15 hours at the 8000 level. Coursework is selected from courses offered across the Bagley College of Engineering. Up to 12 hours may be taken from outside the engineering field (normally business, science, mathematics, or statistics; upon petition to the Associate Dean for Research and Graduate Studies, other areas may be considered). For the Military Engineering concentration, courses are selected from a set of identified courses that are applicable to this focus. Additionally, non-thesis students in either concentration must complete GE 8003 as the final capstone course for this program.

Academic Performance
To be in good academic standing, a student is required to maintain a cumulative graduate GPA of 3.00 after admission to the program. If a graduate student’s cumulative GPA falls below 3.00, the student will be placed on academic probation. The student must raise the cumulative GPA to at least a 3.00 on the next 9 hours of approved coursework in order to return to satisfactory academic performance (DIS credits, transfer credits and courses with S grades cannot be used to satisfy this requirement). A student will be dismissed from the M Eng if:
- In any subsequent semester the student’s cumulative GPA again falls below 3.00
- A student makes a grade of D, F, or more than two Cs.

In the case of academic dismissal, the student may appeal his/her academic dismissal according to Appeal of Academic Dismissal as outlined in the Graduate Catalog.
satisfactory academic performance (DIS credits, transfer credits and courses with S grades cannot be used to satisfy this requirement. A student will be dismissed from the M Eng if:
- In any subsequent semester the student's cumulative GPA again falls below 3.00
- A student makes a grade of D, F, or more than two Cs.
In the case of academic dismissal, the student may appeal his/her academic dismissal according to Appeal of Academic Dismissal as outlined in the Graduate Catalog.

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<tr>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
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<td>IE 6613 Engineering Statistics I or equivalent</td>
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<tr>
<td>IE 6533 Engineering Management or equivalent</td>
<td>IE 6533 Project Management or CE 6703 or equivalent</td>
<td>GE 8003 MEng Capstone Course (non-thesis only)</td>
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<tr>
<td>XX 8000 Research/Thesis (thesis option only)</td>
<td>XX 8000 Research/Thesis (thesis option only)</td>
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<td>Any Bagley College of Engineering distance education class in combination with up to 12 hours outside of engineering</td>
<td>Any Bagley College of Engineering distance education class in combination with up to 12 hours outside of engineering</td>
<td>Any Bagley College of Engineering distance education class in combination with up to 12 hours outside of engineering</td>
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<td>Concentration 1. Any Bagley College of Engineering distance education class in combination with up to 12 hours outside of engineering</td>
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<tr>
<td>Concentration 2. Courses</td>
<td>Concentration 2. Military Engineering Approved Elective courses (Requires approval of the Graduate Coordinator)</td>
<td>Concentration 2. Military Engineering Approved Elective courses (Requires approval of the Graduate Coordinator)</td>
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</tr>
<tr>
<td>Total Hours</td>
<td>30</td>
<td>Total Hours</td>
<td>30</td>
</tr>
</tbody>
</table>


3. **JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

MSU currently seeks to enhance its international reputation by building a number of relationships with international universities. Many degree programs at these universities are more thematic in nature (e.g., Transportation, Robotics, and Energy) than discipline specific (e.g., Civil Engineering, Electrical Engineering, Industrial Engineering) as is the current structure within the Bagley College of Engineering (BCoE). As such, many of these students are required to complete courses across various disciplines to complete their degree. As MSU and the BCoE, specifically, continue to establish dual degree graduate programs, the need for a flexible Master’s program that facilitates degree completion across international borders becomes more critical. While this program remains targeted at the distance level towards practicing engineers looking to enhance job advancement opportunities, the on-campus program’s primary target will be support of these international collaborations.

Additionally, MSUs strong working relationship with the Engineering Research and Development Center (ERDC) in Vicksburg, MS has led to the identification of the need to develop curricula in Military Engineering. There are no degree granting programs within the US that focus on the issues surrounding military installations and projects (social, economic, structural, etc.). A few certificate programs are available, and degree programs are available internationally; however, the creation of this concentration will provide the only formal graduate degree focused on this unique topical area. It is anticipated that employees at other military research centers in the US would be interested in completing this degree resulting in an increase in graduate enrollment for the Bagley College of Engineering.

The learning outcomes will remain identical prior to expansion to non-distance students: to allow students a flexible program to advance current or planned employment plans/directions.

Since the program’s inception in 2007, over 50 students have graduated from the distance program, with approximately over 30 students currently in progress. These students have varied engineering backgrounds with mostly engineering jobs. Educational prerequisites are described in the outline but are designed to ensure a general engineering education background.

This is the only Master of Engineering program in the state and one of the few in this region, and as stated above the Military Engineering concentration will be the only degree granting program of its kind in the US. This program will continue to meet the needs of these students and their employers who are seeking state-of-the-art knowledge in the field of engineering. It is expected that this program will help to improve diversity, certainly from an age group level, but also from a cultural, regional, and ethnic level as this type of program is highly sought after across the US and supports graduate program structures internationally.
APPENDIX A: Proposed Military Engineering Specific Courses
(for illustrative purposes only—not to be included in the graduate catalogue)

Engineering

CE 6513 Engineering Hydrology
CE 6523 Open Channel Hydraulics
CE 6533 Comp Methods in Water Resources Eng
CE 6923 Structural Dynamics
CE 8303 Materials Characterization
CE 8433 Advanced Foundation
CE 8443 Soil Behavior
CE 8503 Data Analysis for CEE
CE 8673 Blast Effects & Structural Response
CE 8683 Finite Elem Analy in Struc Engineering
CE 8933 Surface Water Quality Modeling II
CSE 6253 Secure Software Engineering
CSE 6273 Intro to Computer Forensics
CSE 6363 Software Reverse Engineering
CSE 6383 Crypto & Network Secur
CSE 6503 Database Management Systems
CSE 6633 Artificial Intell
CSE 6643 AI Robotics
CSE 6653 Cognitive Science
CSE 6753 Computation Fundamentals
CSE 6763 Cyber Law
CSE 8153 Advanced Data Comm
CSE 8673 Machine Learning
CSE 8713 Advanced Cyber Operations
CSE 8723 Cyber Law and Policy
CSE 8743 Advanced Network Security
EM 6123 Intro to Finite Elem Method
EM 6213 Advanced Mech of Materials
IE 6333 Production Control I
IE 6513 Engineer Administration
IE 6533 Project Management
IE 6543 Logistics Engineering
IE 6573 Process Improve Engineer
IE 6613 Eng Statistics I
IE 6753 Systems Eng and Analysis
IE 6773 Systems Simulation I
IE 8583 Enterprise Sys Engineering
ME 6123 Failure of Eng Materials
ME 8253 Fatigue in Engineering Design

XX 6990/8990 Special Topics (requires prior approval before enrolling)
XX 7000 Directed Individual Study (content must be approved prior to enrolling)

Non-Engineering Campus Five Approval

AEC 6353 Intro to Regional Econ Develop
BL 8113 Law Ethics Dispute Resolution
CO 6213 Political Communication
EC 6323 International Economics
GR 6303 Principles of GIS
MGT 8813 Organizational Behavior
PPA 8703 Govt Org & Admin Theory

Non-Engineering/Non-Campus Five Approval

AELC 6503 International Ag Ed
AELC 8413 Methods of Planned Change AEE
CO 6273 Intercultural Communication
GR 6123 Urban Geog
HI 6493 Terrorism in America
HI 8893 History of ISIS
MGT 8823 Org Development
PPA 8103 Sem. In Public Admin
PPA 8133 City and County Mgt.
PPA 8193 Sem. In Intergov Relations
PPA 8703 Gov Org and Admin Theory
PPA 8713 Public Personnel Mgt.
PPA 8723 Public Budgeting and Financial Mgt.
PPA 8733 Public Program Eval.
PPA 8743 Admin Law
PPA 8903 Public Policy (same as PS 8903)
PS 6363 Int. Peacekeep and Post-Conflict Nat
PS 6383 Natl. Security Policy
SO 6113 Soc Org & Change
SO 6123 Poverty Analysis
SO 6173 Environment-Society

Bold indicates that the course is not currently approved for distance education.
March 6, 2018

RE: Master of Engineering Degree Modification

Dean Curriculum Committee Members

The graduate committee for the Master's of Engineering supports the modification to the Master of Engineering degree. The proposed change to the Master of Engineering to include the following:

1. Campus 1 Offering
2. Two concentrations: Engineering and Military Engineering

Below, the committee members have indicated their support of the proposal.

Kindest Regards,

Kari Babski-Reeves
Associate Dean for Research and Graduate Studies
Chair, MEng graduate Committee
IRB Chair

3/20/2018

Farshid Vahedifard, Civil and Environmental Engineering
Edward Luke

Ed Luke, Computer Science Engineering

Linkan Bian, Industrial and Systems Engineering

Tamra Swann, Dean of Engineering
March 6, 2018

RE: Master of Engineering Degree Modification

Dean Curriculum Committee Members

The Dean's office presented the proposed change to the Master of Engineering to include the following:
1. Campus 1 Offering
2. Two concentrations: Engineering and Military Engineering

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

Kindly Regards
Kari Babski-Reeves

Kari Babski-Reeves  
Associate Dean for Research and Graduate Studies  
IRB Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>For</th>
<th>Against</th>
</tr>
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<tbody>
<tr>
<td>Davy Bell, Aerospace Engineering</td>
<td></td>
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<tr>
<td>Jonathan Doe, Agricultural and Biological Engineering</td>
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<tr>
<td>Bill Smith, Chemical Engineering</td>
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<tr>
<td>Dennis Lee, Civil and Environmental Engineering</td>
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<tr>
<td>Donna Johnson, Computer Science Engineering</td>
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<tr>
<td>Nicolas H. Younan</td>
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<tr>
<td>Nick Younan, Electrical and Computer Engineering</td>
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</table>
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Business  Department: Finance & Economics

Contact Person: Claudia R. Williamson  Mail Stop: 9580  E-mail: Cwilliamson@msstate.edu

Nature of Change: Modification  Date Initiated: 03/18  Effective Date: Fall 2018

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Doctor of Philosophy

Major: Business Administration  Concentrations: Business Information Systems
                                      Finance
                                      Management
                                      Marketing

New Degree Program Name: Doctor of Philosophy

Major: Business Administration  Concentrations: Business Information Systems
                                      Finance
                                      Management
                                      Marketing
                                      Economics

Summary of Proposed Changes:

- Add a concentration in Economics within the Ph.D. in Business Administration degree program

Finance & Economics has offered a Doctor of Philosophy in Applied Economics for over 15 years. The Economics faculty have already been teaching the ‘EC’ courses listed below in this program, and as support for the concentration in Finance. The proposed concentration will require no change in courses taught. It is merely a movement of the current program under the Business Administration umbrella.
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 italic and all new courses and information in bold. Please include the course prefix, number, and title in both columns. Expand rows as needed.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
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<td>Management</td>
<td>Management</td>
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<tr>
<td>Marketing</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

Graduate Studies in Business
Director: Dr. Nicole Ponder
McCoo Hall, Room 200
Box 9587
Mississippi State, MS 39762
Telephone: 662-325-1891
E-mail: nponder@business.mssate.edu

The College of Business currently offers a Doctor of Philosophy in Business Administration with concentrations in Finance (Coordinator, Dr. Brandon Cline), Information Systems (Coordinator, Dr. Merrill Warkentin), Management (Coordinator, Dr. James Vardaman), and Marketing (Coordinator, Dr. Joel Collier). These programs share a common core of 9 hours. Afterward, the requirements of each are set within the individual discipline.

Graduate Studies in Business
Director: Dr. Nicole Ponder
McCoo Hall, Room 200
Box 9587
Mississippi State, MS 39762
Telephone: 662-325-1891
E-mail: nponder@business.mssate.edu

The College of Business currently offers a Doctor of Philosophy in Business Administration with concentrations in Finance (Coordinator, Dr. Brandon Cline), Information Systems (Coordinator, Dr. Merrill Warkentin), Management (Coordinator, Dr. James Vardaman), Marketing (Coordinator, Dr. Joel Collier), and Economics (Coordinator, Dr. Claudia Williamson). These programs share a common core of 9 hours. Afterward, the requirements of each are set within the individual discipline.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
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<td>EC 8123 Quantitative Economic Analysis</td>
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<td>EC 8173 Macroeconomics I</td>
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<td>EC 8133 Econometrics I</td>
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<td>EC 8323 Econ. Anal. Of Developing Nations</td>
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<td>EC 8423 Seminar in Public Finance</td>
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<td>EC 8473 Public Choice</td>
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Total Hours: 68-71

3. JUSTIFICATION AND LEARNING OUTCOMES

An Economics concentration to the Doctor of Philosophy in Business Administration degree program. The Department of Finance & Economics has offered a Doctor of Philosophy in Applied Economics since about 2000. The move to the Business Administration aligns the degree to other areas in the College, including Finance students within our department who have already been taking the economics required courses.

Student learning outcomes remain unchanged by this proposal and include the following:

1. Students will develop an in-depth knowledge of economic theory and empirical methods.
2. Students will demonstrate an ability to conceptualize and implement research based on economic theory.
3. Students will demonstrate the ability to conduct research supported by appropriate research methodologies and to disseminate research findings to a variety of audiences.

4. SUPPORT

A letter of support from Graduate Studies in Business as well as one from the Department of Finance & Economics are included with this proposal.

5. EFFECTIVE DATE

Fall 2018
Date:  April 10, 2018

To:  University Curriculum Committee Members

From:  Nicole Ponder, Director, Graduate Studies in Business

Re:  PhD in Business Administration – Economics Proposal

I am happy to support the proposal to include Economics as a major under the PhD in Business Administration degree.

As you can see from the proposal, the Economics doctoral program is currently structured as a degree separate from the PhD in Business Administration. As such, its admissions process is separate and its assessment process is separate. Bringing in Economics under the Business Administration umbrella will certainly help to make these processes more efficient. For example, in the Institutional Effectiveness reports, we can have one set of learning goals for all business majors rather than having to modify them for the separate Economics program. The assessment measures for each of the learning goals could now all be the same as well. As Assessment Coordinator for the College, I could more easily gather these data across majors and be able to make comparisons across majors more easily as well.

Other benefits would include streamlining recruiting efforts, tracking applicants more efficiently, providing consistent information to all incoming doctoral students during our College’s orientation (rather than having to modify instructions and advice for the separate Economics program), and developing programs of study that are more consistent across all majors.

Our College has a PhD Advisory Committee consisting of the doctoral coordinators for each business major. The Committee voted unanimously in favor of including Economics as a Business Administration major. I hope the UCCC members feel the same way. If you have any questions about the proposal, I can be reached at nponder@business.msstate.edu or 325-1284. Thank you for your consideration!
To: University Curriculum Committee
From: Economics Faculty, Department of Finance & Economics 
College of Business
Re: Approval of Economics Concentration within PhD in Business 
Administration
Date: March 8, 2018

This proposal includes adding a concentration in economics under the current PhD program in Business Administration.

Finance & Economics has offered a Doctor of Philosophy in Applied Economics for over 15 years. The Economics faculty have already been teaching the necessary courses to support the economics concentration. The proposed concentration will require no change in courses taught. It is merely a movement of the current program under the Business Administration umbrella.

The Economics faculty has reviewed this submission. We support creating this concentration. If you have any questions, or need any additional information, please feel free to contact me (Claudia Williamson, 325-6717, crw433@msstate.edu).

Thank you for your time in considering these requests.

Michael Highfield, Department Head

Dan Parisian, Assistant Professor

Randall Campbell, Professor

Cheng Li, Assistant Professor

Kevin Rogers, Professor

Claudia Williamson, Associate Professor

M. Kathleen Thomas, Associate Professor

Sandra Orozco, Assistant Professor
April 19, 2018

Dr. Mike Highfield, Chairperson
Finance and Economics Department
Campus Mail Stop: 9580

Dear Dr. Highfield:

The Mississippi State Agricultural Economics Department has met and reviewed the proposed Economics Concentration within the Business Administration Ph.D. We continue to look at the possibility of offering an Agricultural and Applied Economics Ph.D. so we consider this proposal with interest.

We voted to support your proposal. At some point, we would like to visit with Dr. Williamson and others to learn more of the program.

Sincerely,

[Signature]
Keith H. Coble
Giles Distinguished Professor and Department Head
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: Educational Leadership

Contact Person: Eric Moyen    Mail Stop: 9698
E-mail: emoyen@colled.msstate.edu
Nature of Change: Modification for new concentration in “Teacher Leadership”
Date Initiated: February 2, 2018    Effective Date: Upon Approval
Current Degree Program Name: MS in Educational Leadership

Major: Educational Leadership    Concentration: School Administration

New Degree Program Name: MS in Educational Leadership

Major: Educational Leadership    Concentration: Teacher Leadership

School Administration

Summary of Proposed Changes:
This modification includes a new concentration in Teacher Leadership. Teacher leadership has become a growing trend in P-12 education, and it is the desire of the Educational Leadership department to be at the forefront of this change in the state of Mississippi. In order to do so, we have created four new courses that will focus on four critical educational components and their relationship to teacher leadership: assessing content knowledge, differentiated instruction, effective and reflective practitioners, and teaching practice and learning environment. Those courses will be coupled with five existing courses in the Educational Leadership master’s program along with one graduate elective course.
Approved:

Eric Moyen
Department Head

Rebecca Roubicek
Chair, College or School Curriculum Committee

Teresa J. Grant
Dean of College or School

Date:

2/2/18

Rebecca Roubicek
2/2/18

Teresa J. Grant
2/16/18

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
Program Modification: Master of Science in Educational Leadership

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td>Degree: Master of Science</td>
<td>Degree: Master of Science</td>
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<tr>
<td>Major: Educational Leadership</td>
<td>Major: Educational Leadership</td>
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<tr>
<td>Concentration: School Administration</td>
<td>Concentration: School Administration</td>
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</table>

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

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

Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, promote change, establish positive school culture. Teacher-leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Degree completers will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
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<tr>
<td>School Administration</td>
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<tr>
<td>EDL 8413 School Legal and Ethical Perspectives</td>
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<td>EDL 8433 Using Data for School Improvement</td>
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<td>EDF 8443 Evaluation of School Programs</td>
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<td>EDL 8523 Educating Diverse Learners</td>
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<td>EDL 8623 Leading Curriculum, Instruction and Assessment</td>
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<td>EDL 8633 Human Resources Leadership for Schools</td>
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<td>Course</td>
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<td>EDL 8713 School Business and Facilities</td>
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<td>EDL 8723 Leadership for Positive School Culture</td>
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<tr>
<td>EDL 8513 School Leadership Internship I</td>
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<tr>
<td>EDL 8613 School Leadership Internship II</td>
<td>3</td>
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<td><strong>Total Hours</strong></td>
<td><strong>33</strong></td>
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**PROPOSED CURRICULUM OUTLINE**

New Concentration: Teacher Leadership
- EDL 8423 School Leadership 3
- EDL 8433 Using Data for School Improvement 3
- EDL 8523 Educating Diverse Learners 3
- EDL 8623 Leading Curriculum, Instruction and Assessment 3
- EDL 8723 Leadership for Positive School Culture 3
- EDL 8313 Assessing Content Knowledge for Teacher Leadership 3
- EDL 8323 Differentiation of Instruction for Teacher Leadership 3
- EDL 8333 Teaching Practice and Learning Environment for Teacher Leadership 3
- EDL 8343 Effective and Reflective Practitioner for Teacher Leadership 3
- EDL/EDF/EDE/EDS/EPY Elective 3

**Total Hours** 30

**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

**Justification**

The proposed modification to add a concentration in Teacher Leadership to the MS program in Educational Leadership is designed to provide current P-12 school teachers with an option for an advancement in educational leadership that does not remove them entirely from direct contact with students or classroom teaching. Because of the growing emphasis in teacher leadership this program will be well situated to make a positive impact both in and outside Mississippi. As more P-12 schools hiring teaching/instructional coaches, curriculum leaders, and lead teachers multiple states are considering teacher leadership licensure endorsements. The new courses will assist current teachers in attaining National Board Certification, enhancing the desirability of the program. However, this is not a required path of the curriculum. Courses in teacher leadership will be offered alongside traditional educational leadership classes, allowing for an important and trend setting degree opportunity.

**Student Learning Outcomes**
Students will gain an understanding of school leadership and the ways in which educational administration can provide leadership for the improvement of school culture, policy, instruction, and learning.

Students will develop deep knowledge of content areas and pedagogical practices.

Students will develop the ability to think systematically about the school environment, student learning, curriculum and instruction, and educational leadership. Students will be able to understand the connections between all of these various components of the educational enterprise.

Students will understand the importance of professional learning communities and the ways in which the foster diversity, collaboration, engagement, and learning.

Distance Learning

The teacher leadership concentration courses will be offered in a face-to-face format. Other Educational Leadership courses will continue with an online option.

Comparison with Leading Academic Programs in the Discipline

The proposed concentration in Teacher Leadership is a growing trend nationally. However, Mississippi State University would be one of the first research universities in the South to implement such a program

- Northwestern University offers a master’s concentration in teacher leadership. https://www.sesp.northwestern.edu/msed/teacher-leadership/teacher-leadership-curriculum.html
- Pennsylvania State University offers a special emphasis in its master’s program in Educational Leadership. https://ed.psu.edu/eps/edldr/graduate-degrees/masters-degree
- Mount Holyoke offers an MA in Teacher Leadership that is centered on the National Board Certification Modules. https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership
- In the metro Atlanta area Kennesaw State University, which has an enrollment in excess of 35,000, offers a master’s degree in teacher leadership. http://bagwell.kennesaw.edu/majors-programs/masters-degrees/master-education/med-teacher-leadership/

An examination of the above programs reveals a variety of courses and curricula aimed at allowing P-12 teachers to develop leadership skills outside of the traditional path to a principal’s position. While the exact courses vary in each program, utilizing research to improve professional practice, leadership, diversity, assessment, and developing learning communities or teaching teams are common themes. This proposed program attempts to take the key courses and develop leadership skills in a school setting that will lead to positions in teacher leadership such as mentors, teaching coaches, curriculum specialists and developers of professional learning communities.

Advisory Board Assessment and Feedback of the Degree Program

The Mississippi Department of Education has recognized the importance of teacher leadership and created a task force on teacher leadership. One Educational Leadership Department faculty member serves on the task force. The Mississippi Department of Education is exploring various ways in which to promote teacher leadership. The National Board Certification Project Director, Dr. Stacey Donaldson, has also expressed interest in, and support of, this program concentration modification.

Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe. Yes. More schools and state departments of education are looking for ways to keep the
best teachers in the classroom. Teacher leadership offers and opportunity for promotion and more influence in decision making while allowing continued direct contact with students.

2. Will this program change result in duplication in the System? No
3. Will this program change/advance student diversity within the discipline? No
4. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe. Yes. As stated above, states are creating more positions for instructional coaches, curriculum leaders, and lead teachers.
5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe. Yes. The teacher leadership concentration will allow students to earn a master's degree and receive the subsequent pay increase. The Mississippi Department of Education is studying the possibility of a teacher leadership certification area which would also result in a pay increase. Additionally, courses are designed to help current teachers work toward National Board certification which has an annual pay increase of $7,000-$10,000. However, the program is designed to be broader than simply a National Board course sequence, and candidates may complete the program without engaging in the National Board certification process.

SUPPORT

A letter of support from the department faculty is included with the course proposal. The letter contains a majority of the faculty members' signatures.

No changes in support, including personnel and material requirements, are anticipated.

PROPOSED 4-LETTER ABBREVIATION

No change

EFFECTIVE DATE

Upon Approval

NEW COURSES AND THEIR CATALOG DESCRIPTIONS

EDL 8313: Assessing Content Knowledge for Teacher Leadership

Three hours lecture. This course addresses the assessment of content knowledge necessary to be an effective teacher leader. It involves developing an understanding of the relationship between content knowledge, pedagogy, and assessment. Students learn strategies for these key elements of the teaching profession.

EDL 8323: Differentiation of Instruction for Teacher Leadership

Three hours lecture. This course will address the importance of differentiated instruction in effective teacher leadership. It will involve developing teacher-leaders' abilities to evaluate students' learning styles, plan and implement differentiated instruction, and analyze instructional strategies and materials based on ongoing assessment.

EDL 8333: Teaching Practice and Learning Environment for Teacher Leadership

Three hours lecture. This course will address the knowledge of teaching practices and learning environments necessary to be an effective teacher leader. This will include content in instructional planning, pedagogical strategies, student engagement, development of motivational, safe learning environments, and assessment of these best practices.
EDL 8343: Effective and Reflective Practitioner for Teacher Leadership

Three hours lecture. This course involves developing teacher-leaders' abilities in applying knowledge of students as well as collaborating with all educational stakeholders to develop learning communities. Ultimately, this course enhances the teacher leader’s commitment to advancing student learning and achievement in the K-12 setting.
February 1, 2018

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

From: Eric Moyen and the Department of Educational Leadership

RE: Support of a modification in the

To further develop graduate degrees in the Educational Leadership (P-12 program), we the undersigned faculty members in the department of Educational Leadership support the proposal for a degree modification to include “Teacher-Leadership” as a concentration area.

This letter of support is offered by the Educational Leadership faculty for the proposed modification to the MS in Educational Leadership to include a new concentration in Teacher Leadership. As indicated by the signatures below, a majority of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Program Area Faculty

Stephanie King 2/2/18

[Signature of approving faculty member 1] [Date]

Angela Turner 2/2/18

[Signature of approving faculty member 2] [Date]

[Signature of approving faculty member 3] [Date]

Leigh Ann Mooney-by permission 2/2/18

[Signature of approving faculty member 4] [Date]

[Signature of approving faculty member 5] [Date]

[Signature of approving faculty member 6] [Date]