Mississippi State University
Graduate Council
September 14, 1:30 pm

Call to Order: Dr. Rebecca Robichaux-Davis, Chair

Welcome and Introductions

Approval of minutes: May 8, 2018

Report from UCCC: Dr. Dana Franz
    1. Addition of the Master of Physician Assistant Studies (MPAS)
    2. Addition of Distance Education to the Master of Agriculture (MAG)
    3. Modification of the Master of Arts in Teaching (MATS)

Report from the Graduate Student Association: John Buol

Associate Dean’s Council Update: Dr. Peter Ryan

New Business

Adjourn
May 8, 2018

PRESENT: Amy Adkerson (Jenny Turner), Russell Carr, Tim Chambbee, Francis Coleman (Deborah Lee), Lara Dodds, Deborah Eakin, Dana Franz, Larry Hanson, Richard Harkess, W. Brien Henry, Priscilla Hill, T. J. Jankun-Kelly, Beth Miller, Dan Reynolds, Susan Seal, Chien Yu

ABSENT: Henk Arnoldus, Ashli Brown-Johnson, Judy Bonner, Joel Collier, Don Grebner, Julia Hodges, Holly Holladay, Rebecca Robichaux-Davis, Peter Ryan, David Shaw

REGULAR ATTENDERS: Amy Robinson, Chris Rousseau, Erica Waldman

GUEST: Eric Moyen, Kari Babski-Reeves, Claudia Williamson

I. The May 8, 2018 meeting of the Graduate Council of Mississippi State University was called to order by Chair Dr. Lara Dodds at 1:34 PM in Room 611 of Allen Hall. Dr. Lara Dodds introduced Ms. Amy Robinson, the new employee in the Graduate School.

II. Dr. Dodds asked for approval of the minutes from the April 6, 2018 meeting. Dan Reynolds moved to approve and Beth Miller seconded. The motion carried unanimously.

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

- **Modification of MS in Engineering – Dr. Kari Babski-Reeves**
  Franz brought forward the Modification of MS in Engineering for discussion and asked for a second; Dan Reynolds seconded. Franz stated she saw no issues with the modification. 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.

  After discussion, Dr. Dodds asked for a motion to approve the modification; motion passed with one abstention.

- **Modification of the Ph.D. in Business Administration – Dr. Claudia Williamson**
  Franz stated this modification is adding a concentration in Economics within the Ph.D. in Business Administration. The proposed concentration will require no change in courses taught. It is merely a movement of the current program under the Business Administration umbrella. Dr. Dodds asked for a motion to approve the modification; motion passed unanimously.

- **Modification of the MS in Educational Leadership – Dr. Eric Moyen**
  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, they 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.
After a brief discussion Dr. Dodds asked for a motion to approve the modification; motion passed unanimously.

IV. Report from the Graduate School: Dr. W. Brien Henry
   • Dr. Henry stated the Graduate School is working very diligently to get all deficiency reports completed and to the departments quickly.

V. Report from the Graduate Student Association (GSA): Holly Holladay
   • No report

VI. New Business:
   • Dr. Russell Carr asked the Graduate School to consider not sending “rejection letters” to students during exam week.
   • We need to remind all invited guests that are in attendance to discuss their departmental proposals/modification to leave the room during the vote.

VII. Dr. Dodds thanked everyone and also a special thank you to Dan Reynolds for providing ice cream. There being no further business, the meeting adjourned at 1:55 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 to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Academic Affairs    Department: Physician Assistant Studies
Contact Person: Dr. Debra S. Munsell    Mail Stop: 9300
E-Mail: dmunsell@meridian.msstate.edu
Nature of Change: Add    Date Initiated: 1/1/2018    Effective Date: 01/01/2019

Degree to be offered at Mississippi State University- Meridian Campus

Current Degree Program Name:

Major:    Concentration:

New Degree Program Name: Master of Physician Assistant Studies

Major: Physician Assistant Studies    Concentration: none

Summary of Proposed Changes: This proposal requests approval for a new Master of Science degree in Physician Assistant Studies. The degree has no concentrations.

Approved:    Date:

Department Head

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
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 Master of Physician Assistant Studies
Degree: Master of Physician Assistant Studies
Major: Physician Assistant Studies
Concentration 1: None
Concentration 2: None

The Master of Physician Assistant Studies Degree prepares graduates for the practice of medicine as a physician assistant. PAs are medical professionals who diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient’s principal healthcare provider. With thousands of hours of medical training, PAs are versatile and collaborative. PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality. The program focuses on training general medical practitioners primarily for service in rural health care. Physician assistants (PAs) are nationally certified and state-licensed medical professionals who provide healthcare in collaboration with physicians. The program is designed to meet the Standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

NA

<table>
<thead>
<tr>
<th>Proposed Curriculum Outline</th>
<th>Required Hours</th>
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<td>College Required Courses:</td>
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<td>PAS 5213 Behavioral Medicine for the Physician Assistant</td>
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<td>PAS 5302 Clinical Transitions for the Physician Assistant</td>
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<td>PAS 5308 Family Medicine Rotation for the Physician Assistant</td>
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<td>PAS 5313 Women’s Health Rotation for the Physician Assistant</td>
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<td>PAS 5323 General Surgery Rotation for the Physician Assistant</td>
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<td>PAS 5343 Behavioral Medicine Rotation for the Physician Assistant</td>
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<tr>
<td>PAS 5353 Emergency Medicine Rotation for the Physician Assistant</td>
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</table>
2. CURRICULUM OUTLINE

Student cohorts are admitted in January (Spring Semester) every year. Successful completion of all courses in each semester is required for program progression. The first year of the program is didactic in nature. Students move as a cohort through all phases of the program.

The first semester courses are:
- PAS 5016 Human Anatomy and Physiology for the Physician Assistant
- PAS 5013 Introduction to the Physician Assistant Profession
- PAS 5026 Patient Assessment for the Physician Assistant
- PAS 5023 Clinical Diagnostic Methods for the Physician Assistant
- PAS 5012 The Art of Medicine for the Physician Assistant
- PAS 5022 Clinical Genetics for the Physician Assistant

The second semester courses are:
- PAS 5017 Clinical Medicine I for the Physician Assistant
- PAS 5012 Clinical Skills for the Physician Assistant
- PAS 5013 Clinical Decision Making for the Physician Assistant
- PAS 5113 Health Promotion and Disease Prevention for the Physician Assistant
- PAS 5014 Pathophysiology for the Physician Assistant
- PAS 5112 Research Methods I for the Physician Assistant

The third semester courses are:
- PAS 5208 Clinical Medicine II for the Physician Assistant
- PAS 5204 Principles of Pharmacology for the Physician Assistant
- PAS 5203 Clinical Practice Issues for the Physician Assistant
- PAS 5213 Behavioral Medicine for the Physician Assistant
- PAS 5223 Clinical Specialties for the Physician Assistant
- PAS 5202 Research Methods II for the Physician Assistant
Successful completion of all courses is required for progression to the Clinical Phase of the program. In the clinical phase of the program, students are required to receive clinical training in the following content areas. There are also required didactic instructional courses for the clinical year.

PAS 5302 Clinical Transitions for the Physician Assistant
PAS 5308 Family Medicine Rotation for the Physician Assistant
PAS 5305 Internal Medicine Rotation for the Physician Assistant
PAS 5303 Pediatric Medicine Rotation for the Physician Assistant
PAS 5313 Women’s Health Rotation for the Physician Assistant
PAS 5323 General Surgery Rotation for the Physician Assistant
PAS 5343 Behavioral Medicine Rotation for the Physician Assistant
PAS 5353 Emergency Medicine Rotation for the Physician Assistant
PAS 5325 Preceptorship Rotation for the Physician Assistant
PAS 5312 The Summative Experience for the Physician Assistant
PAS 5322 The Capstone Project for the Physician Assistant
PAS 5301 Seminar I for the Physician Assistant
PAS 5321 Seminar II for the Physician Assistant
PAS 5331 Seminar III for the Physician Assistant

3. STUDENT LEARNING OUTCOMES

Degree Learning Outcomes:

1. Medical Knowledge
Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. PAs are expected to demonstrate an investigative and analytic thinking approach to clinical situations. PAs are expected to understand, evaluate, and apply the following to clinical scenarios:
- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

2. Interpersonal and Communication Skills
Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. PAs are expected to:
- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes
3. **Patient Care**

Patient care includes patient- and setting-specific assessment, evaluation, and management. PAs must demonstrate care that is effective, safe, high quality, and equitable. PAs are expected to:

- work effectively with physicians and other health care professionals to provide patient centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

4. **Professionalism**

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own. PAs must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. PAs are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients’ culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

5. **Practice-Based Learning and Improvement**

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. PAs must be able to assess, evaluate, and improve their patient care practices. PAs are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients’ health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

6. **Systems-Based Practice**

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. PAs must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. PAs are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
• practice cost-effective health care and resource allocation that does not compromise quality of care
• advocate for quality patient care and assist patients in dealing with system complexities
• partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
• accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
• apply medical information and clinical data systems to provide effective, efficient patient care
• recognize and appropriately address system biases that contribute to health care disparities
• apply the concepts of population health to patient care

Assessment Methods: Throughout the program, the students will have formative and summative assessments in each of the required courses. Assessment techniques include but are not limited to multiple-choice exams, essays, oral presentations, filmed documentation of skills, a Capstone Master’s project, assessment of clinical skills by clinical preceptors, standardized professional exams, and Objective Structured Clinical Exams (OSCEs). Upon graduation, the students will be eligible to sit for the Physician Assistant National Certifying Exam (PANCE).

4. SUPPORT
Head of Campus-Meridian, Dr. Terry Dale Cruse, provides a letter of support.

5. PROPOSED 4-LETTER ABBREVIATION
MPAS

6. EFFECTIVE DATE
1/1/2019

7. CIP NUMBER
51.0912
To: UCCC

From: Terry Dale Cruse, Head of Meridian Campus

Cc: Dr. Judy Bonner, Provost and Executive Vice President
    Dr. Peter Ryan, Associate Provost for Academic Affairs

Date: July 17, 2018

Re: Master of Physician Assistant Studies Curriculum

I am writing in support of the proposed courses for the Master of Physician Assistant Studies Program on the Meridian Campus. Faculty who are experts in the discipline have reviewed the curriculum and course sequence and feel they meet stated accreditation and industry standards. Additionally, Appendix 8 (curriculum) has been approved by IHL. I respectfully ask for expedited approval by UCCC so that courses can be listed in the online Graduate Bulletin before our accreditation visit in April of 2019.
Appendix 8: New Degree Program Proposal
(Submit Appendix 8 in both PDF and Word Document Formats)

Institution: Mississippi State University

Date of Implementation: Spring 2018
Six Year Cost of Implementation: $4,011,000.00
Per Student Cost of Implementation: $44,566.66

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Master of Physician Assistant Studies
Six Digit CIP Code: 51.0921

Degree(s) to be Awarded: Master of Physician Assistant Studies
Credit Hour Requirements: 108

List any institutions within the state offering similar programs:
No public institutions, Mississippi College (private)

Responsible Academic Unit(s): Office of the Provost and Executive Vice President
Institutional Contact: Dr. Judith Bonner, Provost & Ex. Vice President

Check one of the boxes below related to SACS COC Substantive Changes.

[X] Proposed Program is a Substantive Change

Number of Students Expected to Enroll in First Six Years:
Year One: 0 (planning/accreditation)
Year Two: 30
Year Three: 60
Year Four: 90 (30 will be on clinical rotation)
Year Five: 90 (30 will be on clinical rotation)
Year Six: 90 (30 will be on clinical rotation)
Total: 150

Number of Graduates Expected in First Six Years:
Year One: 0
Year Two: 0
Year Three: 0
Year Four: 28
Year Five: 28
Year Six: 28
Total: 84

Program Summary: The Master of Physician Assistant Studies Program, housed on MSU's Riley Campus in Meridian, will prepare clinical practitioners to meet critical needs in rural healthcare. The U.S. Bureau of Labor Statistics projects the number of positions available to PAs to grow by 30% between 2014 and 2024. The median starting salary for PAs was $98,180 in 2015 and will be well into the six-figure range by the first degree conferrals of this program. Additionally, MSU benefits from tremendous support of local medical facilities with two major hospitals located in Meridian. Administrators of these hospitals have pledged to support programs of this nature at MSU-Meridian. Finally, physical infrastructure already exists on MSU's Riley Campus in Meridian to offer the program with minimal additional expenses. The Riley Foundation, Phil Hardin Foundation, Mississippi Power and numerous others have consistently proven philanthropic in similar MSU initiatives that meet needs of the local community by investing nearly $50 million in MSU's mission to serve the region.

[Signature]
Chief Academic Officer Signature

[Signature]
Institutional Executive Officer Signature

Date: 7-18-17
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 Physician Assistant Studies Program will be administered through a Program Director and Faculty member on the Meridian Campus under the direction of the Office of the Provost and Executive Vice President. Specific responsibility for the design and review of the curriculum will be the purview of the Program Director and faculty. Degree and course additions, modifications, and deletions are subject to approval by the larger faculty (University Course and Curriculum Committee). Faculty advisors will be assigned to assist students in didactic and clinical studies. A search is underway for a program director.

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

The program will provide excellent didactic and clinical training to prepare clinical practitioners to meet critical needs in rural healthcare.

The educational objectives are as follows:

Within a few years of graduation, graduates should:

1. Have passed the Physician Assistant National Certifying Exam (PANCE).
2. Be employed and actively involved in the medical community through employment with hospitals in clinics.
3. They should be contributing to improving healthcare for citizens of our state and region.
4. Demonstrate the need for lifelong learning through professional development both regionally and nationally.

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

There is not a specific undergraduate degree required for the program, but students must have at least a 3.0 cumulative grade point average, have taken the Graduate Record Exam (GRE), have three letters of recommendation, complete an interview process, and meet certain prerequisites. Perquisites completed within the past ten years include:

**Grade of C or higher required in each**

- Biological Sciences – 8 hours of 3000 or higher coursework
- Microbiology and Bacteriology – 4 hours with lab
- Chemistry I and II – 8 hours with labs
- Anatomy (human or comparative) – 4 hours with lab
- Physiology (general, human, or comparative) – 4 hours with lab
- Statistics (with analysis of variance or multiple regression) – 3 hours
- Genetics – 3 hours
- Organic Chemistry or Biochemistry – 4 hours with lab
- Behavioral Sciences – 6 hours
- College Algebra or higher – 3 hours

Students must have a minimum GRE score of 153 (old score 500) on the verbal and 144 (old score 500) on the quantitative, and a 3.5 on the analytical writing components.

Additionally, each qualified applicant will complete an interview process with faculty. Factors of consideration in interview rubrics include communication, critical analysis, commitment to service, teamwork, role awareness, leadership, care provider attributes, intellectual capacity, maturity, and motivation.

It is recommended that students have a minimum of 80 hours of volunteer or work experience in a clinical
4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

The Master of Physician Assistant Studies will seek accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). It is unclear when this will be achieved, as there are currently more than 50 schools in the nation seeking this accreditation. However, a visit will be scheduled once a Program Director is hired. Additionally, a SACS-COC substantive change is necessary.

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.

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<tr>
<th>Physician Assistant Curriculum</th>
<th>Year One: Didactic (2019-2021)</th>
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<tbody>
<tr>
<td>Course</td>
<td>Credit Hours</td>
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<tr>
<td>PA 6523 Human Physiology</td>
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<td>PA 6551 Professional Practice</td>
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<td>PA 6552 Clinical Diagnostics (Lab, ECG, Rad)</td>
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</tr>
</tbody>
</table>

Year One: Didactic Year Totals | 69 |
Year Two: Clinical Year Totals | 39 |
Total Hours | 108 |

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.

Mississippi State University will recruit and employ four to five additional faculty members to deliver this program. Faculty must be clinically licensed Physician Assistants, with preference given to those who have previous teaching experience.

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 Mitchell Memorial Library will expand collections to accommodate this program. Funding is built into this program proposal for new acquisitions. A satellite of Mitchell Memorial Library is already located in the Rosenbaum Building where the program will be housed.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

In general, program effectiveness will be monitored through the procedures required for ARC-PA accreditation. Additionally, success will be measured by the ability to meet established enrollment goals, generate forecasted tuition revenue, maintain projected expenses, and produce graduates who pass the exit exam and secure employment. Admission and retention rates are tracked by the Office of Institutional Research and Effectiveness, and they will be compiled and examined annually by the Program Director. Placement of graduates and changes in market need/demand for our students will be evaluated using data collected by the Program Director and Career Services Office.

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

The assumptions were based on achieving targeted enrollment starts as well as common attrition experienced by similar programs at the University of Alabama – Birmingham and Louisiana State Health Sciences – New Orleans. Additionally, demand for PA programs and the job forecast was used. The U.S. Bureau of Labor Statistics projects the number of positions available to PAs to grow by 30% between 2014 and 2024. The median starting salary for PAs was $96,180 in 2015 and will be well into the six-figure range by the first degree conferrals of this program.
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: Agriculture and Life Sciences  Department: Animal and Dairy Sciences

Contact Person: Jamie Larson  Mail Stop: 9815  E-mail: JLarson@ads.mstate.edu
Nature of Change: Addition of Distance Program to Existing Program  Date Initiated: 07/30/18
Effective Date: Fall 2019
Current Degree Program Name: Master of Agriculture  Concentration: Animal and Dairy Sciences
Major: Agriculture

New Degree Program Name: Master of Agriculture  Concentration: Animal and Dairy Sciences
Major: Agriculture

Summary of Proposed Changes: Add Distance Learning to the Master of Agriculture Program

Approved:  Date: 29 July 2018

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
### Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

**Institution:** Mississippi State University

<table>
<thead>
<tr>
<th>Date of Initial Program Approval:</th>
<th>Date of Implementation:</th>
<th>Cost to Offer by Distance Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At IHL</td>
<td>Fall 2019</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

**Program Title as It Appears on Academic Program Inventory, Diploma, and Transcript:** Agriculture

**Six Digit CIP Code:** 26.0101

**Degree(s) to be Awarded:** Master of Agriculture

**Credit Hour Requirements:** 30

**Can this program be completed entirely online?** □ Yes □ No

**Will this program require separate admission from those offered on-campus?** □ Yes □ No

**Responsible Academic Unit(s):**

| College of Agriculture and Life Sciences |

**Institutional Contact:**

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Dr. George Hopper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:george.hopper@msstate.edu">george.hopper@msstate.edu</a></td>
</tr>
</tbody>
</table>

**Number of Students Expected to Enroll in First Six Years:**

| Year One  | 4 |
| Year Two  | 8 |
| Year Three| 16 |
| Year Four | 16 |
| Year Five | 16 |
| Year Six  | 16 |
| **Total** | 76 |

**Number of Graduates Expected in First Six Years:**

| Year One  | 0 |
| Year Two  | 4 |
| Year Three| 8 |
| Year Four | 16 |
| Year Five | 16 |
| Year Six  | 16 |
| **Total** | 60 |

**Program Summary:**

This new degree would create separation between the current thesis and non-thesis programs within the umbrella Master of Science in Agriculture degree. By designating non-thesis degrees as Master of Agriculture, this will better represent their work and allow the...
Proposal for Approval of an Existing Degree Program to be offered through Distance Learning
Master of Agriculture -- Animal and Dairy Sciences

1. CATALOG DESCRIPTION
The Master of Agriculture degree is a non-thesis advanced degree designed to prepare graduates for careers or professional schools. A concentration is selected and students develop a program of study with approval by the student’s graduate committee in accordance with Graduate School policy and course requirements for the concentration.

2. GRADUATE DEGREE MODIFICATION OUTLINE FORM

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Agriculture</td>
<td>Degree: Master of Agriculture</td>
</tr>
<tr>
<td>Major: Agriculture</td>
<td>Major: Agriculture</td>
</tr>
<tr>
<td>Concentrations: Animal and Dairy Sciences</td>
<td>Concentrations: Animal and Dairy Sciences</td>
</tr>
<tr>
<td>The Master of Agriculture degree is a non-thesis advanced degree designed to prepare graduates for careers or professional schools. A concentration is selected and students develop a program of study with approval by the student’s graduate committee in accordance with Graduate School policy and course requirements for the concentration.</td>
<td>The Master of Agriculture degree is a non-thesis advanced degree designed to prepare graduates for careers or professional schools. A concentration is selected and students develop a program of study with approval by the student’s graduate committee in accordance with Graduate School policy and course requirements for the concentration.</td>
</tr>
<tr>
<td>Students are required to complete 30 hours of coursework as approved by the graduate committee. Some Directed Individual Study courses, numbered at the 7000-level, may be approved to meet the 8000-level course requirement. Not more than 6 hours of graduate credit may be earned in Directed Individual Study courses. Students will also have to complete a scholarly activity, participate in research projects, and develop a scholarly document focused on subject area.</td>
<td>Students are required to complete 30 hours of coursework as approved by the graduate committee. Some Directed Individual Study courses, numbered at the 7000-level, may be approved to meet the 8000-level course requirement. Not more than 6 hours of graduate credit may be earned in Directed Individual Study courses. Students will also have to complete a scholarly activity, participate in research projects, and develop a scholarly document focused on subject area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Required Courses</td>
<td>College Required Courses</td>
</tr>
<tr>
<td>No college required courses.</td>
<td>No college required courses</td>
</tr>
<tr>
<td>Required Hours</td>
<td>Required Hours</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Major Required Courses</td>
<td>Major Required Courses</td>
</tr>
<tr>
<td>No major required courses.</td>
<td>No major required courses.</td>
</tr>
<tr>
<td>Required Hours</td>
<td>Required Hours</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Concentration 1. Courses</td>
<td>Concentration 1. Courses</td>
</tr>
<tr>
<td>Animal and Dairy Sciences Courses: Graduate Seminar (ADS 8111, 8121, or ADS 8131) are suggested courses) Statistics (ST 8114 and ST 8214 are</td>
<td>Animal and Dairy Sciences Courses: Graduate Seminar (ADS 8111*) (repeatable) is suggested course Statistics (ST 8114* and ADS 8004* or</td>
</tr>
<tr>
<td>Required Hours</td>
<td>Required Hours</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Statistics (ST 8114 and ST 8214 are</td>
<td>8</td>
</tr>
<tr>
<td>suggested courses)</td>
<td>ST 8124 are suggested courses</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Biochemistry (ADS 8333, BCH 6013, BCH 6603, or BCH 6613 are suggested courses)</td>
<td>Biochemistry (ADS 8333*, BCH 6013*, BCH 6603, or BCH 6613 are suggested courses)</td>
</tr>
<tr>
<td>Directed Individual Study</td>
<td>Directed Individual Study</td>
</tr>
<tr>
<td>Graduate level coursework with at least 12 hours at the 8000-level</td>
<td>Graduate level coursework with at least 12 hours at the 8000-level</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

*Courses offered or soon to be offered via Distance Learning (Campus 5)*

3. **JUSTIFICATION FOR DISTANCE LEARNING OFFERING**

The justification of this program is outlined below as part of the learning outcomes (no research and thesis component, thus more feasible). Adding an optional distance program (campus 5) will allow this program to be even more feasible for professionals that live away from campus as well as people that travel frequently.

4. **LEARNING OUTCOMES** (no change from current program)

Overall, the educational objectives of the degree programs are to provide students with learning opportunities to make them more qualified and more skilled for employment in the fields of agriculture. A primary objective is to provide an option to meet the desires of students while not creating a program that is not feasible (thus, no research and thesis component).

Concentration:
Animal and Dairy Sciences: to prepare students for careers in the animal industries by enhancing technical skills, communication skills, and scientific literacy.

5. **EFFECTIVE DATE**
Fall 2019

6. **CONTACT PERSON**

Jamie Larson
662-325-0040
JLarson@ads.msstate.edu

7. **SUPPORT**
A letter of support is included from the Department of Animal and Dairy Sciences’ Graduate Faculty Committee.
July 26, 2018

University Committee on Courses and Curricula
279 Garner Hall
Mississippi State, MS 39762

Dear Dr. Franz,

The Graduate Faculty of the Department of Animal and Dairy Sciences supports offering the Master of Agriculture degree with a concentration in Animal and Dairy Sciences via Distance Education (Campus 5).

This modification is supported by: John Blanton, Thu Dinh, Brian Rude, Caleb Lemley, Amanda Stone, Trent Smith, Erdogan Memili, Shengfa Liao, Darris Burnett, Brandi Karisch, Clay Cavinder, Molly Nicodemus, Jean Feugang, Jane Parish, Rhonda Vann, Daniel Rivera, Henry Paz, and Jamie Larson.

Sincerely,

Jamie Larson, Graduate Coordinator and Graduate Faculty Chairperson

BUILDING THE FUTURE OF ANIMAL AGRICULTURE
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 CurriculumProposals* 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:** Curriculum, Instruction, & Special Education

**Contact Person:** Peggy F. Hopper  
**Mail Stop:** 9705  
**E-mail:** pf7@msstate.edu

**Nature of Change:** Modification  
**Date Initiated:** 3/20/2018  
**Effective Date:** Immediately

**Current Degree Program Name:** Master of Arts in Teaching (MATS)

**Major:** Secondary-Alternate Route  
**Concentration:** N/A

**New Degree Program Name:** Master of Arts in Teaching (MATS)

**Major:** Secondary-Alternate Route  
**Concentration:** N/A

**Summary of Proposed Changes:**

Faculty are proposing to:
1. Remove TKT 8773 and EPY 6313 from the required program of study
2. Add EPY 8473 to the required program of study
3. Clarify current test names and program name.
4. The degree requirement of 36 hours remains.
Table: Degree Modification Outline Form

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Arts in Teaching (MATS)</td>
<td>Degree: Master of Arts in Teaching (MATS)</td>
</tr>
<tr>
<td>Major: Secondary Education</td>
<td>Major: Secondary Education</td>
</tr>
<tr>
<td>Concentrations: N/A</td>
<td>Concentrations: N/A</td>
</tr>
</tbody>
</table>

1. **Catalog Description:**
The M.A.T.S. program is an alternate route secondary licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for a candidate with a bachelor’s degree in a content discipline who wishes to prepare for a career as a teacher. In addition to the criteria for admission to a Master of Science degree program (with the exception of a teaching license), M.A.T.S. candidates must pass the Praxis Core and Praxis II-Specialty Area Test (in the licensure area); and have completed 21 hours of coursework in the content area of licensure. M.A.T.S. students must also pass a certified background check prior to beginning field experiences.

Students in the M.A.T.S. will complete the comprehensive examination in the final semester of enrollment by registering for and passing the appropriate Praxis II Principles of Learning and Teaching examination through ETS.

<table>
<thead>
<tr>
<th>2. CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>2. PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Required Courses</td>
<td></td>
<td>College Required Courses</td>
<td></td>
</tr>
<tr>
<td>EDS 8243 – Advanced Planning &amp; Management</td>
<td>3</td>
<td>EDS 8243 – Advanced Planning &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>EPY 6313 – Measurement and Evaluation</td>
<td>3</td>
<td>EPY 8473 – Middle Level Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8623 – Principles of Effective Instruction</td>
<td>3</td>
<td>EDS 8623 – Principles of Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDX 8173 – Special Education in the Regular Classroom</td>
<td>3</td>
<td>EDX 8173 – Special Education in the Regular Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8103 – Advanced Methods in Middle &amp; Secondary Education or TKT 8773 – Production of Technology Aided Instruction</td>
<td>3</td>
<td>EDS 8103 – Advanced Methods in Middle &amp; Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>RDG 8653 – Teaching Reading in Secondary Schools</td>
<td>3</td>
<td>RDG 8653 – Teaching Reading in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8886 – Dimensions of Learning I</td>
<td>6</td>
<td>EDS 8886 – Dimensions of Learning I</td>
<td>6</td>
</tr>
<tr>
<td>EDS 8896 – Dimensions of Learning II</td>
<td>6</td>
<td>EDS 8896 – Dimensions of Learning II</td>
<td>6</td>
</tr>
<tr>
<td>EDS 66XX – Content Methods</td>
<td>3</td>
<td>EDS 66XX – Content Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8613 – Middle &amp; Secondary School Curriculum</td>
<td>3</td>
<td>EDS 8613 – Middle &amp; Secondary School Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses: 36
Total Hours: 36
3. **Justification and Student Learning Outcomes**

   The two courses changed from the current program are problematic. TKT 8773 – Production of Technology Aided Instruction is not offered on a regular basis, so consequently, students rarely had the opportunity to choose this class.

   As for the EPY class change, EPY 6313 – Measurement and Evaluation is a theoretical class and therefore, not very appropriate for our students. EPY 8473 – Middle Level Assessment and Evaluation offers content that is much more applicable to classroom situations that our MATS students will encounter.

   Proposed changes in the degree description reflects clarification with current test names and practices. The proposed description also uses the program name as it is currently being used, i.e. MATS instead of M.A.T.S.

4. **Support**

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

   This program does not overlap any other program on campus.

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

   This program will not result in duplication within the system.

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

5. **Proposed 4-Letter Abbreviation** – No change.

6. **Effective Date** – Upon approval.
March 29, 2018

To Whom It May Concern:

I support the curriculum change of deleting TKT 8773 Production of Technology Aided Instruction from the Masters of Arts in Teaching (MATS) Secondary-Alternate Route Program. Additionally, I support replacing EPY 6313 Measurement and Evaluation with EPY 8473 Middle Level Assessment and Evaluation. Both of these changes will serve to strengthen the MATS program.

Sincerely,

Peggy F. Hopper

Paul Binford

Dana Franz

Jessica Ivy

Ryan Walker

Lindon Ratliff

Linda Cornelious, Interim Department Head