Mississippi State University
Graduate Council
May 4, 2017, 1:30 p.m.

Call to Order: Dr. Lara Dodds, Chair

Welcome and Introductions

Approval of minutes: March 31, 2017

Report from the University Committee on Courses and Curricula: Dr. Dana Franz

1. Addition of Distance to the MS in Educational Leadership: School Administration
2. Modification of the MS in Secondary Education
4. Modification of the Ph.D. in Kinesiology
5. Modification of the MS in Kinesiology
6. Master of Music Education
7. Modification of Master Science in Technology
8. Addition of Master of Science in Technology, Distance

Report from the Graduate School: Dr. Lori Bruce

Report from the Graduate Student Association: Billy Wilemon

Old Business:

1. Provisional Admission: Dr. Bruce
2. Final report of Subcommittee on Dissertation and Thesis Guidelines: Dr. Dodds on behalf of Dr. Franz.

New Business:

1. AOP 12.18 Academic Amnesty for Graduate Students, Potential Change: Dr. Bruce
2. Accelerated Program, Aerospace Engineering

Adjourn
March 31, 2017

PRESENT:  Jim Adams, Jenny Turner (for Amy Adkerson), Kenneth Anthony, Henk Arnoldus, Lori Bruce, Russell Carr, Tim Chamblee, Bob Wolverton (for Francis Coleman), Joel Collier, Deborah Eakin, Steve Elder, Dana Franz, Mercedes Siegle Gaither, Richard Harkess, Priscilla Hill, Rebecca Long, Dan Reynolds, Scott Roberts, Rebecca Robichaux-Davis, Peter Ryan

ABSENT:  Ashli Brown-Johnson, Judy Bonner, Lara Dodds, Julia Hodges, T.J. Jankun-Kelly, Beth Miller, Rick Nader, Susan Seal, David Shaw

GUESTS AND REGULAR ATTENDERS:  Kathy Griffin, Chris Rousseau, Pam Sullivan

I. The March 31, 2017, meeting of the Graduate Council of Mississippi State University was called to order by Vice-Chair Russell Carr at 1:30 PM in Room 611 of Allen Hall.

II. Carr asked for approval of the minutes from the February 24, 2017, meeting.  Dan Reynolds moved to approve and Jim Adams seconded.  The motion carried unanimously.

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

• Modification of Ph.D. in Applied Psychology – General Educational Psychology
  Franz stated the modification of Ph.D. in Applied Psychology is changing the name of the Applied Cognitive Science concentration to Cognitive Science. This will help reduce confusion amongst prospective graduate student applicants about the nature of the program. In addition, the COE multicultural counseling course in the Clinical concentration will be replaced with a new course, PSY 8823 Diversity in Applied Psychology. This change is necessary to contribute to the overall method used by the clinical psychology doctoral program to provide and document their knowledge and skills training in issues related to matters of diversity. It is hoped that the addition of this course will increase the attractiveness of the program. This modification will also reduce the overall clinical concentration credit hours from 58 to 52 (still requiring minimum 40-hour M.S. prior to granting the Ph.D.). The reduction is planned to reduce student cost by taking advantage of a recent financial aid office clarification regarding the number of credit hours required to be considered full time during the 5th year in the program when they are completing the pre-doctoral, full time internship required for Ph.D.-level psychologists. Following discussion, Dan Reynolds moved to approve and Richard Harkess seconded. The motion carried unanimously.

• Modification of the Ph.D. in Sociology
  Franz stated the modification of the Ph.D. in Sociology removes SO 8203 from course requirements and adds two required courses, SO 8223 and SO 8233. In addition, the modification deletes the Core II: General Sociology requirement of 9 hours and moves some of that coursework into Elective hours, giving the student more flexibility to take classes meeting individualized needs and to offer more courses that better reflect faculty expertise. Further, it changed the title of Core I to Core since Core II was deleted. The total hours were reduced from 73 to 70, reflecting the deletion of 12 hours and the addition of 9 new credit hours resulting in a net decrease of 3 hours. In addition, students must now take seven Core courses instead of the previous six courses required in Core I. It was noted that
the master’s language about academic performance needs to be removed from the Ph.D. modification. Carr asked for a motion to accept the proposal contingent on this change. Reynolds moved to approve and Harkess seconded. The motion carried unanimously.

- **Modification of the M.S. in Sociology**
  Franz stated the modification of the M.S. in Sociology deletes SO 8203 from the thesis and non-thesis options. This deletion results in a reduction of the Thesis Option requirement from 33 hours to 30 and the non-thesis option from 39 to 36 credit hours. During discussion, several minor needed edits were noted. Carr asked for a motion to accept the proposal contingent on the correction of these errors. Reynolds moved to approve and Harkess seconded. The motion carried unanimously.

IV. Report from the Graduate School: Dr. Lori Bruce

- Dr. Bruce discussed the enrollment funnels and stated we are following the same trend as reported in the past couple of months. Applications are down, but we are up +5% in completed applications. This has been the trend since January 2017. Compared to the same day last year, we are down -9% in applications, admissions decisions are up +30%, and positive admissions decision acceptances are up +39%. Dr. Bruce stated that on a good note a brief analysis does show higher quality applicants.
- Dr. Bruce was asked whether she is able to track the individuals that were sent the marketing materials produced last year in the marketing and recruitment campaign. She stated that her office does track and monitor the yield rates of the recruitment campaigns, adding that the College of Forest Resources’ applications are up 37% since the calling campaign. Dr. Ryan reported that IHL sent a list of the Activity Reports to the Provost and they are currently looking at those programs with low enrollments. He said he is encourages by the positive results from the campaigns and he asked for the information to be included in the Activity Reports. Dr. Bruce thanked Dr. Ryan for his input and said this she is glad to know that this information can be used and helpful in the arguments to protect against suspension of a program.

V. Report from the Graduate Student Association (GSA): Mercedes Siegle Gaither

Mercedes reported the following:
- The GSA Research Symposium held March 25th was very successful; over 30 judges and 120 students participated in both oral and posters presentations.
- The GSA Awards Banquet was held March 30th.
- The GSA elected new members. Mercedes announced Holly Holiday will be the new GSA President for 2017-18.

VI. Old Business:

- **Update from subcommittee on thesis and dissertation guidelines – Dr. Dana Franz**
  Franz stated there was not a lot to report and the subcommittee is in the process of looking at issues students have identified with the process. Franz stated she will have further discussion with Dr. Bruce to plan the goals for the subcommittee. Franz stated they are finding a lot of arbitrary issues and need more direction. Dr. Bruce stated that the Library is in the process of replacing James Nail with a faculty position which could be a good opportunity for the new person to be part of the discussion.
VII. Discussion Items:

• Clarification of policy on Provisional Admission

Dr. Bruce wanted to discuss what is stated in the catalog regarding the policy on Provisional Admission. The Graduate Catalog states that “The Provisionally-admitted student is eligible for a change to regular status after receiving a 3.0 GPA on the first 9 hours of graduate courses at Mississippi State University (with no grade lower than a C). The first 9 hours of graduate courses must be within the student’s program of study.” Dr. Bruce asked for clarification. Her interpretation is that the student can make an A, B, or C as long as the overall GPA is a 3.0. She asked if it should require a 3.0 GPA or higher on each of the first 9 hours with no grade lower than a B. Dr. Bruce stated she would prefer it to read: “the student must make a 3.0 GPA or higher on each of the first 9 hours.” Dr. Bruce stated the University’s minimum is 2.5 GPA, and she sometimes receives through workflow a request for a waiver if the student falls below a 2.5 GPA. She said she enforces the stricter version by specifying 3.0 GPA or higher on the first 9 hours. Following discussion, it was decided that more discussion is needed, and a motion to table was made by Reynolds. The motion to table died for lack of a second.

• Policies related to undergraduates enrolling in graduate courses

Dr. Bruce provided a handout related to a policy in the catalog in regards to an undergraduate student enrolled in graduate courses and the student is nearing the end of their undergraduate program and is taking graduate courses. Dr. Bruce would like to change a “maximum of 13 hours in their course load.” If a student is on financial aid they are required to have 15 hours to be full-time. Dr. Bruce stated she is getting requests for waivers and could not find a clear reason why it states 13 hours. Franz moved that for clarity and financial aid issues that we change 13 hours to 15 hours, Elder seconded. Motion carried unanimously.

VIII. Carr stated that the next meeting is May 4, 2017.

IX. There being no further business, Adams moved to adjourn, seconded by Reynolds. The meeting adjourned at 2:55 PM.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Education
Department: Educational Leadership

Contact Person: Dr. Leigh Ann Haley
Mail Stop: 9698 E-mail: lhaley@colled.msstate.edu

Nature of Change: Online Designation Date Initiated: 2/27/2017 Effective Date: upon approval
Degree to be offered at: Campus 5 Mississippi State University, Starkville Campus

Current Degree Program Name: Master of Science
Major: Educational Leadership Concentration: School Administration

New Degree Program Name: Master of Science
Major: Educational Leadership Concentration: School Administration

Summary of Proposed Changes:
This proposal requests approval for Campus 5 delivery of the School Administration concentration of the MS degree in Educational Leadership. All coursework has been previously approved for Campus 5 delivery. The concentration is currently approved for delivery on Campuses 1 and 2.

Approved:

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

☐ IHL Action Required  ☐ SACS Letter Sent
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>
</tr>
</thead>
</table>
| **Degree:** Master of Science  
**Major:** Educational Leadership  
**Concentration:** School Administration | **Degree:** Master of Science  
**Major:** Educational Leadership  
**Concentration:** School Administration |
| **The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.** | **The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.** |
| **Program candidates in the 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.** |
| No Additional Fees Required | Additional Standard Distance Fees Required |

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
</table>
| **MS in Educational Leadership**  
**Concentration 1:** School Administration | 3 | **MS in Educational Leadership**  
**Concentration 1:** School Administration | 3 |
| EDL 8413 School Legal and Ethical Perspectives | 3 | EDL 8413 School Legal and Ethical Perspectives | 3 |
| EDL 8423 School Leadership | 3 | EDL 8423 School Leadership | 3 |
| EDL 8433 Using Data for School Improvement | 3 | EDL 8433 Using Data for School Improvement | 3 |
| EDF 8443 Evaluation of School Programs | 3 | EDF 8443 Evaluation of School Programs | 3 |
| EDL 8523 Educating Diverse Learners | 3 | EDL 8523 Educating Diverse Learners | 3 |
| EDL 8623 Leading Curriculum, Instruction and Assessment | 3 | EDL 8623 Leading Curriculum, Instruction and Assessment | 3 |
| EDL 8633 Human Resources Leadership for Schools | 3 | EDL 8633 Human Resources Leadership for Schools | 3 |
| EDL 8713 School Business and Facilities | 3 | EDL 8713 School Business and Facilities | 3 |
| EDL 8723 Leadership for Positive School Culture | 3 | EDL 8723 Leadership for Positive School Culture | 3 |
| EDL 8513 School Leadership Internship I | 3 | EDL 8513 School Leadership Internship I | 3 |
| EDL 8613 School Leadership Internship II | 3 | EDL 8613 School Leadership Internship II | 3 |
3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The School Administration concentration of the MS in Educational Leadership serves full-time professionals in P-12 schools and is currently offered on both Campuses 1 and 2.

Modifying the program to additionally be offered on Campus 5 will strengthen opportunities to recruit, retain, serve, and support the success of students who are place-bound by full-time jobs and who have limited time outside of their professional responsibilities to pursue advanced graduate degrees.

The proposed program modification does not change the existing program of study and continues to adhere to accreditation standards for administrative licensure with the Mississippi Department of Education. In addition, the program will continue national accreditation through the Educational Leadership Constituent Council (ELCC). The program modification will not result in duplication in the system. All coursework will be delivered through an online delivery method. The online MS in Workforce Education Leadership is provided for aspiring practitioners at the two-year college level and/or who presently work in community college settings. The Student Affairs concentration of the MS in Educational Leadership (currently offered on Campus 1) is provided for aspiring practitioners in higher education.

The results of assessing similar programs at regional and aspirational schools show that offering online programs in K-12 administration is necessary to remain competitive and viable in the field.

Target Audience:
Offering the School Administration concentration on Campus 5 will not only enhance the program’s ability to recruit diverse students (P-12 educators), but will also improve career mobility for teacher-administrators in Mississippi and throughout the region. Graduates from the program will be able to earn competitive salaries as a result. Only Campus 5 students will be allowed to enroll in the online degree program.

Student Learning Outcomes: (no change from current program)

1. Students will demonstrate content knowledge and skill in leading and managing in educational environments at the P-12 School building/Higher Education departmental level. (Leading and Managing at the Building Level)
2. Students will demonstrate professional knowledge and best practices in educational leadership at the P-12 school building /Higher Education departmental level. (Practices in Educational Leadership)
3. Students will demonstrate professional knowledge and skill in educational research (Educational Research)

4. SUPPORT
A letter of support is provided by the faculty in the Department of Educational Leadership. Our Department has the resources needed to implement this program without additional support.
5. PROPOSED 4-LETTER ABBREVIATION
EDLS

6. EFFECTIVE DATE
Upon Approval

Contact Person: Dr. James Davis – 325-0969
# Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

**Institution:** Mississippi State University  
**Date of Initial Program Approval:** 8/17/2017  
**Date of Implementation:** 8/17/2017  
**Cost of Implementation:** 0

**Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:** Educational Leadership with a concentration in School Administration  
**Six Digit CIP Code:** 13.0401

**Degree(s) to be Awarded:** MS  
**Credit Hour Requirements:** 33

**Percentage of Program Completed by Distance Learning:** 100%  
**Percentage of Program Requiring Campus Visit:** 0%

**Will students be allowed to mix on-campus and distance learning courses within this program?** No  
**Will this program require separate admission from those offered on-campus?** Yes  
**Will this program have different fees or tuition rates from those offered on-campus?** Yes

**Responsible Academic Unit(s):** Department of Educational Leadership  
**Institutional Contact:** Dr. James Davis, Interim Department Head

<table>
<thead>
<tr>
<th>Number of Students Expected to Enroll in First Six Years:</th>
<th>Number of Graduates Expected in First Six Years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One 10</td>
<td>Year One 10</td>
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<tr>
<td>Year Two 10</td>
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<td>Year Three 10</td>
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<td>Year Four 10</td>
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<td>Year Six 10</td>
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<td><strong>Total 60</strong></td>
<td><strong>Total 60</strong></td>
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</tbody>
</table>

**Program Summary:**

The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.

Program candidates in the 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.
February 27, 2017

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

We the undersigned faculty members in the Department of Educational Leadership have reviewed and approve the proposal to offer the School Administration concentration under the MS degree in Educational Leadership via Campus 5 (in addition to offering the concentration through Campuses 1 and 2).

Signed,

James E. Davis, Interim Department Head

Linda Coats

Angela Farmer

Stephanie King

Leigh Ann Hailey

Danielle Molina

Dan Stumpf

Leonard Taylor
DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College: Education

Contact Person: Dana Franz

Nature of Change: Modification

Program will be offered at: Starkville (Campus 1)

Department: Curriculum, Instruction & Spec. Ed

Mail Stop: 9705

E-mail: df76@colled.msstate.edu

Date: 4/5/2017

Effective Date: upon approval

Current Degree Program Name: Master of Science

Major: Secondary Education

Concentration:

New Degree Program Name: Select One

Major:

Concentration:

Summary of Proposed Changes:

Two changes are proposed:
1. Remove the requirement of EDS 8243: Advanced Planning and Managing Learning
2. Remove the specification that one elective must be education. Students will be allowed to choose 9 hours of electives to be chosen from education or content courses.

Linda Comby
Department Head

Rebecca Polakany-Davis
Chair, College or School Curriculum Committee

Teresa Jaynes
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐ SACS Letter Sent
Degree Program Modification
Master of Science-Secondary Education

1. Catalog Description

Current Description: This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree and a written comprehensive exam. The focus of the program is on secondary education with supporting coursework from related fields and the teaching discipline. The written comprehensive examinations for the Master of Science degree are scheduled three times a year. The dates are the fourth Thursday of June, October, and February. Students can take the comprehensive examination when they are within 6 hours of completing their degree or are in their terminal semester, have an overall graduate GPA of 3.00, and have completed the courses that will be covered on the comprehensive examination.

Proposed Description: The Master of Science in Secondary Education requires 33 semester hours of graduate coursework beyond the bachelor's degree and successful completion of a comprehensive written examination. This master's degree offers education professionals the opportunity to expand their knowledge and vision of education in terms of theory, research, and practice.

2. Curriculum Table

GRADUATE DEGREE MODIFICATION OUTLINE FORM

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<thead>
<tr>
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<tr>
<td>Degree: Master of Science</td>
<td>Degree: Master of Science</td>
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<tr>
<td>Major: Secondary Education</td>
<td>Major: Secondary Education</td>
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<td>Concentrations:</td>
<td>Concentrations:</td>
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<tr>
<td>This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree and a written comprehensive exam. The focus of the program is on secondary education with supporting coursework from related fields and the teaching discipline. The written comprehensive examinations for the Master of Science degree are scheduled three times a year. The dates are the fourth Thursday of June, October, and February. Students can take the comprehensive examination when they are within 6 hours of completing their degree or are in their terminal semester, have an overall graduate GPA of 3.00, and have completed the courses that will be covered on the comprehensive examination.</td>
<td>The Master of Science in Secondary Education requires 33 semester hours of graduate coursework beyond the bachelor's degree and successful completion of a comprehensive written examination. This master's degree offers education professionals the opportunity to expand their knowledge and vision of education in terms of theory, research, and practice.</td>
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<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
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<tbody>
<tr>
<td>College Required Courses</td>
<td></td>
<td>College Required Courses</td>
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<tr>
<td>Major Required Courses</td>
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<td>Major Required Courses</td>
<td></td>
</tr>
<tr>
<td>EDF 8363 Function and Methods of Research in Education</td>
<td>3</td>
<td>EDF 8363 Function and Methods of Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8683 Dispositions and Reflective Practice in Teaching</td>
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<td>EDS 8683 Dispositions and Reflective Practice in Teaching</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDS 8243 Advanced Planning and Managing Learning</strong></td>
<td>3</td>
<td><strong>EDS 8613 Middle and Secondary School Curriculum</strong></td>
<td>3</td>
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<tr>
<td>EDS 8613 Middle and Secondary School Curriculum</td>
<td>3</td>
<td>EDS 8653 Issues of Accountability</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS 8663 Improving Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>
3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

1. The Master of Science degree in Secondary Education is designed for students who are teaching at the secondary level or hold a position in curriculum development relevant to teaching. Most of the students maintain their education job while completing this degree, so our program is designed to complement their professional work while studying advanced theory in education. To better meet the needs of our diverse population of students, the secondary graduate faculty has proposed to provide students with more flexibility in selecting their electives.

Students in our program come from a variety of academic content areas. A master of science in curriculum and instruction at the secondary level allows them to assume a variety of roles within the educational setting. Therefore, the secondary faculty believe that providing maximum flexibility in the program will allow students to design a Plan of Study that most meets their career goals.

2. The faculty voted to make one course change. First, EDS 8243 Advanced Planning and Managing will be removed from the required core. This course is designed to meet the needs of our MAT-S students who have no teaching experience. Students in the MS in Secondary Education have already had a similar course as an undergraduate in no matter where they receive their undergraduate degree in secondary education. They are better served by taking a different education or content course.

3. The faculty voted to make a change to the requirements for electives. Students will be given the choice of choosing 9 hours of either education and/or content courses as electives. This allows the student and advisor to have ultimate flexibility in planning the best program for the student.

It is the belief of the secondary faculty that if approved, this program modification will better meet the local, state, regional, and national educational needs of educators by offering a more individualized approach to program planning and a more balanced approach to programmatic requirements. It is, therefore, likely that these changes will result in an increased and more diverse enrollment in the program thereby providing more educators with more opportunities for professional growth and accomplishment.

The graduate of the advanced program will demonstrate continuous improvement in the ability to deliver the educational services through the enhancement and refinement of the following:

1. Professionalism: The knowledge, skills, and dispositions needed to become a professional and help all students learn; demonstration of responsible, ethical behavior, and good judgment.
2. Diversity: Commitment to diversity and the ability to work with diverse groups.
5. Communication Skills: Ability to use appropriate language, speak and write with clarity, and use standard English in writing and speaking; demonstration of good listening and interpersonal skills.
6. Social/Cultural Skills: Belief that all students can learn and the relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior.
7. Technology: The ability to infuse appropriate technology into professional practice.
9. Collaboration: Genuine collaboration with all stakeholders (recipients) in the world of practice.
10. Inquiry and Problem-solving: Ability to demonstrate problem-solving skills in professional practice.
13. Research: Ability to use research findings to enhance instruction/training and advance knowledge in the discipline.

4. SUPPORT
No additional support is needed. All faculty in secondary are qualified to teach courses in the Master’s degree.

5. PROPOSED 4-LETTER ABBREVIATION

MSSE-Masters of Science Secondary Education

6. Effective Date:
   Upon Approval
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, Butler-Williams Building, Suite B, 100 Walker Road, (Mail Stop 9699).

College or School: Business  Department: Adkerson School of Accountancy
Contact Person: John Rigsby  Phone: 5-1640  E-mail: jrigsby@cobilan.msstate.edu
Nature of Change: Modification  Date Initiated: Fall 2016  Effective Date: Spring 2017
New or Current Degree Program Name: Masters of Professional Accountancy (MPA)

Summary of Proposed Changes:

There are 2 proposed changes to the MPA program.

1. Delete ACC 6053 International Accounting from the program of study.
2. Add ACC 8183 International Accounting as an elective to the program of study.

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

______________________________
Date:

8/30/17
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, Butler-Williams Building, Suite B, 100 Walker Road, (Mail Stop 9699).

College or School: Business  Department: Adkerson School of Accountancy
Contact Person: John Rigsby  Phone: 5-1640  E-mail: jrigsby@cobilan.msstate.edu
Nature of Change: Modification  Date Initiated: Fall 2016  Effective Date: Spring 2017
New or Current Degree Program Name: Masters of Professional Accountancy (MPA)

Summary of Proposed Changes:

There are 2 proposed changes to the MPA program.

1. Delete ACC 6053 International Accounting from the program of study.
2. Add ACC 8083 International Accounting as an elective to the program of study.

Approved:

Date:

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
Degree Program Modification Proposal
Masters of Professional Accountancy

1. Catalog Description

This change involves deleting the description of ACC 6053 International Accounting and adding a description of ACC 8183 International Accounting.

2. Curriculum Outline

MPA Program of Study:

<table>
<thead>
<tr>
<th>Current Requirements:</th>
<th>Proposed Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate must complete 30 hours of coursework at the graduate level beyond any prerequisite courses. As prescribed below, this program is composed of 21 hours of accounting coursework and 9 hours of other business courses.</td>
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</tr>
<tr>
<td><strong>Required Accounting Courses (15 hours):</strong></td>
<td><strong>Required Accounting Courses (15 hours):</strong></td>
</tr>
<tr>
<td>ACC 6023 Advanced Accounting (if not taken as undergraduate).</td>
<td>ACC 6023 Advanced Accounting (if not taken as undergraduate).</td>
</tr>
<tr>
<td>ACC 6063 Income Tax I (if not taken as an undergraduate).</td>
<td>ACC 6063 Income Tax I (if not taken as an undergraduate).</td>
</tr>
<tr>
<td>ACC 8023 Advanced Managerial Accounting.</td>
<td>ACC 8023 Advanced Managerial Accounting.</td>
</tr>
<tr>
<td>ACC 8033 Business Assurance Services.</td>
<td>ACC 8033 Business Assurance Services.</td>
</tr>
<tr>
<td><strong>Accounting Electives (6 hours from the following courses):</strong></td>
<td><strong>Accounting Electives (6 hours from the following courses):</strong></td>
</tr>
<tr>
<td>ACC 6043 Municipal and Government Accounting (if not taken as an undergraduate).</td>
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</tr>
<tr>
<td>ACC 8053 International Accounting</td>
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</tr>
<tr>
<td>ACC 8043 Fraud Examination.</td>
<td>ACC 8043 Fraud Examination.</td>
</tr>
<tr>
<td>ACC 8053 Professional Accounting Policy and Research.</td>
<td>ACC 8053 Professional Accounting Policy and Research.</td>
</tr>
<tr>
<td>ACC 8073 Taxation of Corporations and Shareholders.</td>
<td>ACC 8073 Taxation of Corporations and Shareholders.</td>
</tr>
<tr>
<td>ACC 8093 Taxation of Partnerships, S Corporations, Trusts, and Estates.</td>
<td>ACC 8093 Taxation of Partnerships, S Corporations, Trusts, and Estates.</td>
</tr>
<tr>
<td>ACC 8113 Advanced Individual Taxation and Wealth Management.</td>
<td>ACC 8113 Advanced Individual Taxation and Wealth Management.</td>
</tr>
<tr>
<td>ACC 8123 Tax Topics.</td>
<td>ACC 8123 Tax Topics.</td>
</tr>
<tr>
<td>NOTE: No more than nine hours of coursework in the 30-hour program may be at the 6000 level.</td>
<td><strong>Business Electives:</strong></td>
</tr>
<tr>
<td><strong>Business Electives:</strong></td>
<td>Select nine hours of graduate-level business or accounting courses.</td>
</tr>
<tr>
<td>Select nine hours of graduate-level business or accounting courses.</td>
<td>Concentration in Systems—In lieu of 9 hours of accounting and business electives, a student may elect a concentration in systems by selecting the three courses below:</td>
</tr>
<tr>
<td>Concentration in Systems—In lieu of 9 hours of accounting and business electives, a student may elect a concentration in systems by selecting the three courses below:</td>
<td>ACC 6043 Fraud Examination. 3 hours</td>
</tr>
<tr>
<td>ACC 8043 Fraud Examination. 3 hours</td>
<td>BIS 8213* Advanced Systems Analysis and Design. 3 hours</td>
</tr>
<tr>
<td>BIS 8213* Advanced Systems Analysis and Design. 3 hours</td>
<td>BIS 8313 Advanced Database Design Administration. 3 hours</td>
</tr>
<tr>
<td>BIS 8313 Advanced Database Design Administration. 3 hours</td>
<td>*Programming prerequisites may be required.</td>
</tr>
</tbody>
</table>

3. Justification and Student Learning Outcome

The ACC 6053 International Accounting course has not been taught by the Adkerson School of Accountancy in over 20 years. The School is deleting this course from the MPA program and adding an 8000-level International Accounting course to add flexibility and choice for graduate accounting students. A special topics course, ACC 8990 International Accounting, has been taught for the last two years and cannot be taught again. It has to be converted to a regular course.

The Master of Business Administration (MBA) program in the College of Business has severely restricted access to MBA courses for MPA students and others by moving to a cohort sequence and modifying the content of their courses. As a result MBA students need more choices for their nine hours of business electives required in the MPA program. Last year the nine hours of graduate business elective was modified to allow not just MBA courses but also graduate accounting courses as acceptable business elective courses for MPA students. ACC 8990 International Accounting has been used as a business elective for the last two years by numerous MPA students in meeting this business elective requirement.
A problem with keeping the International Accounting course at the 6000-level is that there are two required accounting courses at the 6000-level, i.e., ACC 6023 Advanced Accounting and ACC 6063 Income Tax II. In addition, if MPA students don’t take ACC 6043 Governmental Accounting at the undergraduate level then it is taken at the graduate level because a governmental accounting course is a requirement in order to take the CPA examination. Also several of the available MBA elective business courses available to MPA students are 6000-level courses. As a result moving the International Accounting course to an 8000-level course provides greater flexibility and choice for MPA students by opening up other choices for them.

2. Support

This change was approved unanimously by the Adkerson School of Accountancy as indicated in the attached letter of support. The degree modification requires no additional faculty support at current or expected enrollment levels. The School currently has sufficient personnel and other infrastructure to make this change.

3. Proposed 4-Letter Abbreviation

The abbreviations for the MPA program will not change.

4. Effective Date

Spring 2017
November 21, 2016

To the University Courses & Curriculum Committee:

The faculty of the Adkerson School of Accountancy support the following proposed changes to the degree requirements of the Master of Professional Accountancy: (1) delete ACC 6053 International Accounting as an elective course, and (2) add ACC 8083 International Accounting as an elective course. The course ACC 8083 has been taught as a Special Topics course for the last two years and needs to be changed to a regular course.

Noel Addy
Berglund, Nathan
Clyde Herring
Lang, Brad
Shawn Mauldin

Frances McNair
John Rigsby
Ryan Seay
Alan Stancill
Brad Trinkle
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: Education
Contact Person: Stamatis Agiovasitis
Nature of Change: Modification
Program will be offered at: Starkville (Campus 1)

Department: Kinesiology
Mail Stop: 9575
E-mail: sa609@msstate.edu
Date: 10/03/2016

Current Degree Program Name: Doctor of Philosophy
Major: Kinesiology
Concentration: Exercise Science; Sport Studies
Effective Date: Fall 2017

New Degree Program Name: Doctor of Philosophy
Major: Kinesiology
Concentration: Exercise Science; Sport Studies

Summary of Proposed Changes:
We are proposing adding new or existing courses in the concentration areas of the Doctor of Philosophy degree in Kinesiology. The present proposal is associated with the four other proposals submitted online for: (1) Addition of KI 8553 - Exercise Management for Persons with Disabilities; (2) Addition of KI 8563 - Motor Behavior in Special Populations; (3) Addition of KI 8543 - Postural and Locomotor Rehabilitation; (4) Modification of prefix of EP 8603 to KI 8603 - Disability, Physical Activity and Health.

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

☐ SACS Letter Sent
**GRADUATE DEGREE MODIFICATION**

The Department of Kinesiology proposes modifying the electives areas of the two existing concentrations under the Ph.D. Degree in Kinesiology. Modifications can be seen **bold**.

**CATALOG DESCRIPTION & CURRICULUM OUTLINE**

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Ph.D.</td>
<td>Degree: Ph.D.</td>
</tr>
<tr>
<td>Major: Kinesiology</td>
<td>Major: Kinesiology</td>
</tr>
</tbody>
</table>

The Doctor of Philosophy programs offers two concentrations: Exercise Science and Sport Studies. The degree is a research-focused program designed to prepare professionals with the cognitive and research skills needed to be productive scholars. The focus of the Exercise Science concentration is the scientific study of how biological systems function during physical activity, exercise and sports, emphasizing applications to both clinical and health populations. The Sport Studies concentrations involves studying sport from an interdisciplinary perspective, encompassing the fields of sport management, sport pedagogy, sport philosophy, and sport sociology, among others.

<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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<td>College (of Education)</td>
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</tr>
<tr>
<td>Required Courses:</td>
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<td>Required Courses:</td>
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<tr>
<td>University Instruction</td>
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<td>University Instruction</td>
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<tr>
<td>HED 8133 University and Community College Instruction</td>
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<td>HED 8133 University and Community College Instruction</td>
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<tr>
<td>Major Required Courses:</td>
<td>12</td>
<td>Major Required Courses:</td>
<td>12</td>
</tr>
<tr>
<td>Research Methods and Statistics (Select four courses, at least 12 hours, from the list)</td>
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<td>Research Methods and Statistics (Select four courses, at least 12 hours, from the list)</td>
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<tr>
<td>ST 6213 Nonparametric Methods</td>
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<td>ST 6213 Nonparametric Methods</td>
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<tr>
<td>ST 8114 Statistical Methods</td>
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<td>ST 8114 Statistical Methods</td>
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<tr>
<td>ST 8214 Design and Analysis of Experiment</td>
<td>ST 8214 Design and Analysis of Experiments</td>
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<tr>
<td>ST 8253 Regression Analysis</td>
<td>ST 8253 Regression Analysis</td>
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<tr>
<td>ST 8313 Introduction to Survey Sampling</td>
<td>ST 8313 Introduction to Survey Sampling</td>
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<td>ST 8853 Advanced Design of Experiments I</td>
<td>ST 8853 Advanced Design of Experiments I</td>
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<tr>
<td>ST 8863 Advanced Design of Experiments II</td>
<td>ST 8863 Advanced Design of Experiments II</td>
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<tr>
<td>Students in the Sport Studies Concentration should take the following two courses and two others from the above list for their 12 hours of research and statistics:</td>
<td>Students in the Sport Studies Concentration should take the following two courses and two others from the above list for their 12 hours of research and statistics:</td>
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<tr>
<td>AN 6143 Ethnographic Methods</td>
<td>AN 6143 Ethnographic Methods</td>
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<td>EDF 9453 Introduction to Qualitative Research in Education</td>
<td>EDF 9453 Introduction to Qualitative Research in Education</td>
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<td>KI 7000 Directed Individual Study (3 hours)</td>
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<tr>
<td>Exercise Science Concentration</td>
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<tr>
<td>KI 8913 Doctoral Seminar in Exercise Science</td>
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<td>Sport Studies Concentration</td>
<td>KI 8923 Doctoral Seminar in Sport Studies</td>
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<table>
<thead>
<tr>
<th>Departmental Cognate (12 credit hours chosen from the following list with the approval of the Supervisory Committee)</th>
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<tbody>
<tr>
<td>Exercise Science Concentration</td>
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<tr>
<td>EP 8203 Advanced Exercise Physiology</td>
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<td>EP 8243 Cardiorespiratory Exercise Physiology</td>
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<td>EP 8423 Graded Exercise Testing</td>
<td></td>
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<tr>
<td>EP 8443 Neuromuscular Mechanisms in Exercise</td>
<td></td>
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<td>EP 8453 Biomechanics of Human Movement</td>
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<tr>
<td>EP 8503 Occupational Physiology</td>
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<tr>
<td>PE 8163 Seminar in Physical Education</td>
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<tr>
<td>PE 8203 Psychological Aspects of Sport</td>
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<tr>
<td>SS 6403 Gender and Sport</td>
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<td>SS 8833 Event and Facility Management</td>
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<td>SS 8883 Ethical Issues in Sport</td>
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<tbody>
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<td>Students choose a cognate field of study from an appropriate science-related discipline outside of the Department of Kinesiology. Choice of courses must be approved by the Supervisory Committee. Students may elect to take 3 additional credit hours to fulfill the requirement for a 12 hour minor in a specific area.</td>
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<tr>
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<tr>
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<tr>
<td>KI 8543 Postural and Locomotor Rehabilitation</td>
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<tr>
<td>KI 8553 Exercise Management for Persons with Disabilities</td>
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</table>

| Total Hours | 63 |
JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The Department of Kinesiology proposes adding four courses as electives to the Ph.D. program in Kinesiology. These courses include: (1) KI 8603—Disability, Physical Activity and Health (this course was originally EP 8603, but is hereby modified to KI 8603; see accompanying modification proposal); (2) KI 8543—Postural and Locomotor Rehabilitation; (3) KI 8553—Exercise Management for Persons with Disabilities; and (4) KI 8563—Motor Behavior in Special Populations; courses 2-4 are new courses (see accompanying course proposals).

We are proposing that all four of the abovementioned courses be added as electives to the Exercise Science concentration. In addition, we are proposing to add KI 8603—Disability, Physical Activity and Health to the Sports Studies concentration.

In the U.S., there are nearly 60 million persons with disabilities (Brault, 2012). These persons experience disparities in health (U.S. Department of Health and Human Services, 2005). Physical activity is an important means for improving the health of people with and without disabilities (U.S. Department of Health and Human Services, 2007, 2008, 2010); however, physical activity is lower in persons with than without disabilities (U.S. Department of Health and Human Services, 2007). The U.S. Surgeon General has asserted that improving the health of people with disabilities requires more and better graduate-level curricula for the training of professionals who can effectively promote the health of persons with disabilities (U.S. Department of Health and Human Services, 2005). The present modification is a response to this call made by the Surgeon General. The main purpose of this modification is to increase the flexibility of the Ph.D. program, accommodating students with interests in disability- and/or rehabilitation-related research. At present, there is no doctoral-level training program in the State of Mississippi, geared towards addressing the physical activity needs of persons with disabilities. The present modification is also justified by the fact that several faculty members in Kinesiology study physical activity and rehabilitation for persons with disabilities.

References


Learning Outcomes

Below are the learning outcomes with their respective criteria of our Ph.D. program. Only a small addition (shown in boldface) was made in Expected Outcome #1.

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Criteria/Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate advanced understanding in their specific kinesiology concentration – Exercise Science or Sport Studies. Examples within exercise science include exercise physiology, biomechanics, biobehavioral kinesiology, as well as physical activity promotion and rehabilitation for special populations. Examples within sport studies sociocultural aspects of sport and sport management.</td>
<td>1a. Performance on the comprehensive final exam specifically designed for their course of study. 1b. Performance on course examinations and laboratory exercises.</td>
</tr>
</tbody>
</table>
| 2. Students will demonstrate the ability to critically evaluate scientific literature and apply the scientific method to kinesiology research in their area of study. | 2a. Successful completion of an original research project and the completion of a candidacy paper.  
2b. Successful development of a research question and the effective production and defense of a dissertation prospectus.  
2c. The successful implementation of dissertation research prospectus and successful collection of data. |
|---|---|
| 3. Students will demonstrate effective communication and dissemination of original research in kinesiology through successful oral and written presentations. | 3a. Successful presentation of the candidacy paper in a departmental academic symposia.  
3b. Successful defense of dissertation research.  
3c. Submission of dissertation research in a peer-reviewed journal, and/or presentation of dissertation research at a professional conference. |
| 4. Students will demonstrate professional growth and career development. | 4a. Successful completion of a teaching mentoring experience through participation in at least one semester of undergraduate teaching in a course within the student’s cognate field of study.  
4b. Students will be required to respond to the *Graduate Exit Survey* at time of graduation. Students will rate the survey item “Gained a comprehensive understanding of professional ethics” with a 4 or higher score on a 1-5 Likert scale. |

**Program Review/Assessment**

1. **Comparison with leading academic program in the discipline**  
Several doctoral programs of study around the U.S. accommodate students interested in pursuing research in physical activity for persons with disabilities. One of the best programs nationwide is that of Oregon State University. This is a Ph.D. program in Kinesiology which allows students to have a concentration in Adapted Physical Activity by selecting disability-related courses from a list of electives. Similarly, the present modification will offer our students the option of having a Departmental Cognate in this area of study.

2. **Advisory Board or External review assessment and feedback of the degree program**  
The Advisory Board of the Department of Kinesiology performed a review of the proposed program. Please see accompanying letters by our Advisory Board.

3. **Will this program change meet local, state, regional, and national educational and cultural needs?**  
There is certainly a need for knowledgeable professionals who can address the physical activity and rehabilitation needs of persons with disabilities nationwide. There is also a nationwide need to train a new generation of researchers in physical activity, motor behavior, and rehabilitation for persons with disabilities. Importantly, no other doctoral program in the State of Mississippi addresses physical activity promotion for persons with disabilities.

4. **Will this program change result in duplication in the System?**  
Presently, there is no other program in the System focusing on the physical activity needs of persons with disabilities.

5. **Will this program change advance student diversity within the discipline?**  
This change will likely attract students interested in studying physical activity for persons with disabilities, thus increasing diversity among our students. It is also our hope that students with disabilities may be pursue doctoral studies in this area. We are also confident that this change will advance the understanding of health
disparities experienced by persons with disabilities who compose a large minority in the United States (~60 million people).

6. **Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.?**
   There is a need for researchers and clinicians with deep understanding of how physical activity promotion and rehabilitation can improve the lives of persons with disabilities. It is logical to expect that Ph.D. graduates in these areas may have more employment opportunities as university faculty, clinicians, researchers, or public health administrators.

7. **Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?**
   More knowledgeable and better trained professionals in the areas mentioned above may be more marketable.

**SUPPORT**

The current proposal does not require any changes in support. The needs for the new courses will be met by existing faculty, classroom space, and laboratories.

A letter of support from the graduate curriculum committee accompanies this proposal.

**PROPOSED 4-LETTER ABBREVIATION**

The abbreviations for the two concentrations will not change.

**EFFECTIVE DATE**

When Approved
July 11, 2016

The purpose of this letter is to confirm that the graduate committee of the Department of Kinesiology has approved the following curricular additions and revisions:

1. Modification of the M.S. degree in Kinesiology to include a new concentration in Disability Studies
3. Change in the prefix of the course, “Disability, Physical Activity and Health” (change from EP 8603 to KI 8603)
4. Curricular modification of the Ph.D. concentration in Exercise Science to include four new courses (KI 8603, KI 8553, KI 8563, and KI 8543)
5. Curricular modification of the Ph.D. concentration in Sport Studies to include KI 8603

Sincerely,

[Signature]

Dr. Adam Love
Graduate Coordinator

Department of Kinesiology Graduate Committee Members

Dr. Adam Knight [Signature] Dr. John Lamberth [Signature]
Dr. Younghan Lee [Signature] Dr. Brad Vickers [Signature]
Holly Schaefer, Chair
Advisory Board
102 Tuxford Rd.
Starkville, MS 39759
979-777-9675

Stanley P. Brown, Ph.D., Head
Department of Kinesiology
Mississippi State University
P.O. Box 6168
Mississippi State MS, 39762

Dear Dr. Brown,

With this letter, the Advisory Board of the Department of Kinesiology at Mississippi State University would like to state its support for the proposed Disability Studies Concentration under the Master’s of Science degree in Kinesiology. We also support the modification of the PhD programs in Exercise Science and Sport Studies.

The Advisory Board performed an evaluation of the proposed program modifications. We believe that these additions will contribute to the mission of the Department of Kinesiology. They will produce professionals who are trained in how to promote physical activity and improve the health of people with disabilities who are an underserved population. The programs will also strengthen ties between numerous campus stakeholders who provide teaching, research, and service in this area.

The Advisory Board is looking forward to aiding the Department in the success of these programs.

Sincerely,

Holly Schaefer
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: Education
Contact Person: Stamatis Agioylasitis
Mail Stop: 9575
E-mail: sa609@msstate.edu
Nature of Change: Modification
Date: 10/03/2016
Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Master of Science
Major: Kinesiology
Concentration: Exercise Physiology; Sport Pedagogy; Sport Administration

New Degree Program Name: Master of Science
Major: Kinesiology
Concentration: Exercise Physiology; Sport Pedagogy; Sport Administration; Disability Studies

Effective Date: Fall 2017

Summary of Proposed Changes:

We are proposing a new concentration (Disability Studies) under our Master of Science degree in Kinesiology. The present proposal is associated with the four other proposals submitted online for:
(1) Addition of KI 8553 - Exercise Management for Persons with Disabilities; (2) Addition of KI 8563 - Motor Behavior in Special Populations; (3) Addition of KI 8543 - Postural and Locomotor Rehabilitation; (4) Modification of prefix of EP 8603 to KI 8603 - Disability, Physical Activity and Health.

10-2-16
10-31-14
11-9-16
3/30/17

Chair, Deans Council

Chair, Graduate Council (if applicable)

Chair, College or School Curriculum Committee

Chair, University Committee on Courses and Curricula

SACS Letter Sent
GRADUATE DEGREE MODIFICATION

The Department of Kinesiology proposes adding a new concentration in Disability Studies under the existing Master of Science Degree in Kinesiology. Graduate Degree. All new courses and information can be seen bold.

CATALOG DESCRIPTION & CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Science</td>
<td>Degree: Master of Science</td>
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<tr>
<td>Major: Kinesiology</td>
<td>Major: Kinesiology</td>
</tr>
<tr>
<td>Concentrations: Exercise Physiology; Sport Pedagogy; Sport Administration</td>
<td>Concentrations: Exercise Physiology; Sport Pedagogy; Sport Administration; <strong>Disability Studies</strong></td>
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</table>

The Master of Science program offers three concentrations: Exercise Physiology, Sport Administration, and Sport Pedagogy. The concentration in Exercise Physiology prepares students for careers in fitness and allied health care professions. The concentration in Sport Administration prepares students for careers in the sport industry, including positions with professional, collegiate, and recreational sport organizations. The concentration in Sport Pedagogy prepares students for leadership roles as coaches and physical educators. These concentrations also prepare students for advanced study at the doctoral level.

The Master of Science program offers three concentrations: Exercise Physiology, Sport Administration, Sport Pedagogy, and **Disability Studies**. The concentration in Exercise Physiology prepares students for careers in fitness and allied health care professions. The concentration in Sport Administration prepares students for careers in the sport industry, including positions with professional, collegiate, and recreational sport organizations. The concentration in Sport Pedagogy prepares students for leadership roles as coaches and physical educators. The **concentration in Disability Studies prepares students for careers in physical activity promotion for persons with disabilities.** These concentrations also prepare students for advanced study at the doctoral level.

<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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<tbody>
<tr>
<td>Concentration Core</td>
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<td>Concentration Core</td>
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<tr>
<td>Concentration 1—Exercise Physiology</td>
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<td>Concentration 1—Exercise Physiology</td>
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<tr>
<td>EP 8203 Advanced Exercise Physiology</td>
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<td>EP 8203 Advanced Exercise Physiology</td>
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<tr>
<td>EP 8243 Cardiorespiratory Exercise Physiology</td>
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<td>EP 8243 Cardiorespiratory Exercise Physiology</td>
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<td>EP 8263 Exercise Metabolism</td>
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<td>EP 8263 Exercise Metabolism</td>
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<tr>
<td>Concentration 2—Sport Administration</td>
<td>18</td>
<td>Concentration 2—Sport Administration</td>
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<tr>
<td>SS 8123 Sport Administration</td>
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<td>SS 8123 Sport Administration</td>
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<td>SS 8203 Funding of Sport</td>
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<td>SS 8803 Sport Law</td>
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<td>SS 8803 Sport Law</td>
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<td>SS 8823 Sport Sponsorships</td>
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<td>SS 8823 Sport Sponsorships</td>
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<td>SS 8833 Event &amp; Facility Management in Sport</td>
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<tr>
<td>SS 8883 Sport Ethics</td>
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<tr>
<td>Concentration 3—Sport Pedagogy</td>
<td>12</td>
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| PE 6533 Developing Coaching Expertise  
PE 8113 Curriculum Construction in Physical Education  
PE 8163 Seminar in Physical Education  
PE 8203 Psychological Aspects of Sport | | PE 6533 Developing Coaching Expertise  
PE 8113 Curriculum Construction in Physical Education  
PE 8163 Seminar in Physical Education  
PE 8203 Psychological Aspects of Sport | |
| Concentration 4—Disability Studies | 12 | Concentration 4—Disability Studies | 12 |
| KI 8603 Disability, Physical Activity and Health  
KI 8553 Exercise Management for Persons with Disabilities  
KI 8563 Motor Behavior in Special Populations  
KI 8543 Postural & Locomotor Rehabilitation | | KI 8603 Disability, Physical Activity and Health  
KI 8553 Exercise Management for Persons with Disabilities  
KI 8563 Motor Behavior in Special Populations  
KI 8543 Postural & Locomotor Rehabilitation | |
| **Disability Supporting Area** | 6 | **Disability Supporting Area** | 6 |
| Students should select 2 courses from the following list in consultation with their advisors. Students interested in Assistive Technology may take only one of the following courses towards the degree: EDX 6353 or COE 6353.  
EDX 6103 Introduction to Intellectual or Developmental Disabilities  
EDX 6623 Adaptations for Students with Physical/Multiple Disabilities  
EDX 6353 Assistive Technology in Special Education  
COE 6353 Assistive Technology in the Rehabilitation Process  
COE 8363 Psychological Aspects of Disability  
COE 8373 Medical Aspects of Disability | | Students should select 2 courses from the following list in consultation with their advisors. Students interested in Assistive Technology may take only one of the following courses towards the degree: EDX 6353 or COE 6353.  
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EDX 6623 Adaptations for Students with Physical/Multiple Disabilities  
EDX 6353 Assistive Technology in Special Education  
COE 6353 Assistive Technology in the Rehabilitation Process  
COE 8363 Psychological Aspects of Disability  
COE 8373 Medical Aspects of Disability | |
| Research Core: | 6 | Research Core: | 6 |
| KI 8303 Research in Kinesiology  
KI 8313 Interpretation of Data in Kinesiology | | KI 8303 Research in Kinesiology  
KI 8313 Interpretation of Data in Kinesiology | |
| (Note: The Research Core is the same for all concentrations.) | | (Note: The Research Core is the same for all concentrations.) | |
| Electives | 12 | Electives | 12 |
| Concentration 1—Exercise Physiology  
EP 8253 Doping and Supplement Use in Sport | | Concentration 1—Exercise Physiology  
EP 8253 Doping and Supplement Use in Sport | |
<table>
<thead>
<tr>
<th>Concentration 2—Sport Administration</th>
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</thead>
<tbody>
<tr>
<td>Students may pursue electives in areas such as Accounting, Business Law, Communication, Economics, Educational Leadership, Finance, Higher Education, International Business, Management, Marketing, Public Policy &amp; Administration, Psychology, or Sociology subject to approval of the program directors.</td>
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<th>Concentration 3—Sport Pedagogy</th>
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<tr>
<th>Concentration 4—Disability Studies</th>
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<tbody>
<tr>
<td>Students should select one elective course in consultation with their advisors. This course should be chosen in a way that fits the interests and career goals of each student. The following is a list of acceptable electives from diverse areas such as Special Education,</td>
<td></td>
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</tbody>
</table>
Counselor Education, Exercise Physiology, Biomechanics, Physical Education, and Sport Studies. Students may pursue other electives not listed below with the approval of their advisor and advisory committee. Students should be aware that prerequisites or restrictions may apply to some courses. Students interested in Assistive Technology may take only one of the following courses towards the degree: EDX 6353 or COE 6353.

EDX 6103 Introduction to Intellectual or Developmental Disabilities
EDX 6623 Adaptations for Students with Physical/Multiple Disabilities
EDX 6353 Assistive Technology in Special Education
COE 6353 Assistive Technology in the Rehabilitation Process
COE 8363 Psychological Aspects of Disability
COE 8373 Medical Aspects of Disability
EP 8323 Science and Practice in Cardiopulmonary Rehabilitation
EP 8243 Cardiorespiratory Exercise Physiology
EP 8263 Exercise Metabolism
EP 8443 Neuromuscular Mechanisms in Exercise
EP 8453 Biomechanics of Human Movement
PE 6163 Principles and Methods of Secondary Health and Physical Education
PE 6883 School Health Education
PE 8113 Curriculum Construction in Physical Education
SS 8803 Sport Law
SS 8833 Event & Facility Management in Sport
SS 8883 Ethical Issues in Sport

<table>
<thead>
<tr>
<th>Concluding Options (All Concentrations)</th>
<th>6</th>
<th>Concluding Options (All Concentrations)</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Students select one of the three following concluding options. Note: students who select the directed individual study or internship option must also pass comprehensive exams prior to graduation.</td>
<td></td>
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<tr>
<td>Thesis</td>
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<td>Thesis</td>
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<tr>
<td>KI 8000 Thesis</td>
<td></td>
<td>KI 8000 Thesis</td>
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JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Justification

The Department of Kinesiology proposes adding a new concentration in Disability Studies under the existing Master of Science Degree in Kinesiology. As proposed, this concentration requires the addition of 3 new courses: (1) KI 8543—Postural and Locomotor Rehabilitation; (2) KI 8553—Exercise Management for Persons with Disabilities; and (3) KI 8563—Motor Behavior in Special Populations. These 3 courses, together with an existing course (presently EP 8603 and hereby modified to KI 8603—Disability, Physical Activity and Health), will compose the Disability Studies core area.

Persons with disabilities are about 19% of the U.S. population or approximately 57 million people (Braullt, 2012). These millions of people experience disparities in health that can be reduced by appropriately designed physical activity programs (Rimmer, Chen, & Hsieh, 2011; Rimmer & Rowland, 2008; U.S. Department of Health and Human Services, 2007, 2008). People with disabilities have higher rates of mortality and morbidity and they report significantly lower health levels and lower access to the health care system compared to the general population (U.S. Department of Health and Human Services, 2005, 2007). Persons with disabilities also have significantly lower levels of physical activity, higher obesity rates, and greater engagement with health compromising behaviors such as smoking, alcohol abuse, and inactivity than the general population (U.S. Department of Health and Human Services, 2005, 2007). Finally, persons with disabilities have higher rates of health conditions that are secondary to their disabilities (Rimmer et al., 2011).

For these reasons, the U.S. Surgeon General developed a set of strategies with the aim of improving the health of people with disabilities nationwide (U.S. Department of Health and Human Services, 2005). Among a multitude of proposed strategies, the Surgeon General called for: (a) educating health care professionals about state-of-the-art health services and supports for persons with disabilities; (b) identifying and improving curricula for training health care professionals who are knowledgeable about the health needs of persons with disabilities; (c) conducting research to identify and support health promotion programs for persons with disabilities (U.S. Department of Health and Human Services, 2005). Similarly, Healthy People 2020—a national agenda for improving the health of the U.S. population—includes specific objectives for improving the health of people with disabilities in part by: (a) increasing the numbers of master’s degree programs related to public health that offer graduate-level courses in disability and health; (b) increasing the numbers of health surveillance and health promotion programs; (c) improving the recreational levels of persons with disabilities (U.S. Department of Health and Human Services, 2010).

Graduates of the Master of Science program in Kinesiology are very likely to work with people who have
disabilities. The proposed concentration will offer those future physical activity professionals the opportunity to become thoroughly versed in how to design and implement physical activity programs for reducing the health disparities persons with disabilities experience. The proposed concentration in Disability Studies is also justified by the fact that several faculty members in Kinesiology study physical activity and rehabilitation for persons with disabilities. Adding this concentration will offer these faculty members the opportunity to share with students their expertise and collaboratively increase the production of generalizable knowledge through teaching, research, and service. Importantly, the new concentration may increase disability awareness and collaborative work by providing a link among several disability-related programs on the MSU campus including: (a) the T.K. Martin Center; (b) the ACCESS program of Student Support Services; (c) the Center for Blindness and Low Vision; (d) the Department of Curriculum Instruction and Special Education; (e) the Department of Counseling and Educational Psychology; and (f) the Center for American Veterans (see accompanying letters of support by these programs).

Therefore, the primary goals of the presently proposed concentration in Disability Studies are:

(a) To develop knowledgeable physical activity professionals who can successfully address the physical activity needs of persons with disabilities.

(b) To improve the physical activity and health profiles of persons with disabilities through teaching, research, and service.

The proposed concentration can accommodate students with diverse backgrounds and with diverse career goals. The program addresses diversity in student goals primarily through its inherent diversity of study areas.

References


Learning Outcomes

Only a small addition to the existing learning outcomes of our graduate degree was made (shown in boldface).

1. Students will demonstrate content specific skill and knowledge. Assessment: a. 90% of the students will pass the comprehensive final exam. b. 90% of the students will successfully complete a thesis or major project.

2. Students will demonstrate an understanding of exercise program design for specific groups, including athletes in various sports, men, women, children, elderly individuals, and persons with disabilities. Assessment: a. 90% of the students will be evaluated on assigned field based
experiences and receive a satisfactory score through direct observation by a university supervisor and/or administrator. A passing score will be defined as: Meeting or exceeding expectations on the scoring guide with no marks in does not meet expectations category. b. 90% of the students will be evaluated on classroom observations of outlined skills and receive a passing score. A passing score will be defined as: Meeting or exceeding expectations on the scoring guide with no marks in does not meet expectations category.

3. Students will demonstrate advanced research skills. Assessment: a. In Research in Kinesiology (KI 8303), student will be required to write the first portion of their thesis or major research project. 90% of the students will meet or exceed expectations on the scoring guide with no marks in the failing category. The 4 categories include: Theoretical perspective, critical perspective, organization, and quality of writing. b. Students will be required to respond to the Graduate Exit Survey at time of graduation. 80% of the students will rate the survey item “Acquired technical and research skills for success” with a 4 or higher score on a 1-5 Likert scale.

4. Students will demonstrate professional growth and career development. Assessment: Students will be required to respond to the Graduate Exit Survey at time of graduation. 80% of the students will rate the survey item “Gained a comprehensive understanding of professional ethics” with a 4 or higher score on a 1-5 Likert scale.

Program Review/Assessment

1. Comparison with leading academic program in the discipline
For decades, Master’s degree programs in Kinesiology addressing the physical activity needs of persons with disabilities had focused on Adapted Physical Education. More recently, there have been programs that address the physical activity needs of persons with disabilities during school time, but also in other contexts and across all ages. One example of a leading academic program in the M.S. degree in Disability Sport/Fitness offered by the Department of Kinesiology at Texas Woman’s University (TWU)—this Department is a nationwide leader in the study of Adapted Physical Activity and offers both Master’s and Ph.D. degrees in this area. As shown in the Table below, the M.S. degree in Disability Sport/Fitness offered by Texas Woman’s University is similar to the one we are proposing, but not identical. Compared to the TWU program, our program has a greater focus on epidemiological and rehabilitation aspects of physical activity for persons with disabilities. We also believe that our program provides stronger exposure to disability related issues.

<table>
<thead>
<tr>
<th>Texas Woman’s University</th>
<th>Comparison with our Proposed Program</th>
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<tbody>
<tr>
<td>Disability Sport/Fitness</td>
<td>Kinesiology—Disability Studies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>KINS Core (6 hrs)</th>
<th></th>
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<tbody>
<tr>
<td>KINS 5033 – Applied</td>
<td>This area in the TWU program is nearly</td>
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<tr>
<td>Statistical Principles</td>
<td>identical to our Research Core.</td>
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<tr>
<td>or equivalent*</td>
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<tr>
<td>KINS 5023 – Methods of</td>
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<tr>
<td>Research</td>
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<tr>
<th>APE Core (12 hrs)</th>
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<tr>
<td>KINS 5853 – Assessment</td>
<td>This area in the TWU program is similar, but</td>
</tr>
<tr>
<td>in Adapted Physical</td>
<td>not identical to our 12-hour Disability Studies</td>
</tr>
<tr>
<td>Education</td>
<td>Concentration Core. Our core has a greater</td>
</tr>
<tr>
<td>KINS 5883 – Disability</td>
<td>focus on epidemiological aspects of physical</td>
</tr>
<tr>
<td>Sport</td>
<td>activity, motor behavior, and rehabilitation for</td>
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<tr>
<td>KINS 5903 – Exercise</td>
<td>persons with disabilities.</td>
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<tr>
<td>Assessment and Program</td>
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<tr>
<td>Development for</td>
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<td>Individuals with</td>
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<td>Disabilities</td>
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<tr>
<td>KINS 5903 – Special</td>
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<tr>
<td>Topics: TBA*</td>
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| Related Area (12 – 15 hrs)| Somewhat different from the TWU program, our         |
|---------------------------| proposed program has 2 different areas for          |
|                           | electives. The first area is titled Disability     |
| KIN 5133 – Professional Internship*  | Electives where students must take 6 hours from a list of Disability related courses. In our opinion, our program will offer better coverage of Disability related issues relevant to physical activity and health promotion compared to the TWU program. The second electives area is titled Electives. This is a flexible area that can accommodate students with diverse interests. Students may select a course from different programs after approval from their advisors. Note that the two electives areas overlap—the first area (Disability Electives) is included in the second area (Electives). This allows students to strengthen their knowledge of disability issues. Between, the two electives areas, our program requires 9 hours, whereas the TWU program requires at least 12. |
| KINS – Select from Sport Management, Exercise Science, and/or Biomechanics* |  |

**Concluding Options (3-6 hrs)**

**Non-Thesis Project:**

Students with this option can select one of three approaches to meet this requirement. The following is a short description of each approach.

- A student can select a project which will be a direct extension of knowledge derived from one or more of his/her major courses of study. Illustrative projects that have been completed are: Adapted Aquatic Administrative Program Guide for Denton ISD, Adapted Physical Education Guide for Irving ISD, Role of Adapted Aquatics Programs in Public Schools in the United States, and Programming in Adapted Aquatics in the United States. (3 hrs credit)
- A research poster presented at the TWU Annual Student Symposium, Kinesiology Student Research Day, and/or state convention. (3 hrs credit)
- Within this option, students can select to take and successfully pass the APENS Certification Exam, which is traditionally administered annually, the first Saturday in

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The concluding options are similar to those in our program. Note that, as for our program, the TWU program offers an Internship option, but this is included in the Related Area above. Thus, the Concluding Options are nearly identical to those of our program.
June. There is no course credit awarded for passing this exam.

**Thesis (6 hrs):**

Student will select a research project with the assistance of his/her research committee. This involves writing the first three chapters of the thesis and receiving permission to initiate his/her study (Thesis I). The study then is initiated and successfully completed (Thesis II).

| Total Hours: 36 | Our program requires a total of 33 hours. |

In our opinion, our program will equip its graduates with strong theoretical knowledge, skills, and abilities required to address the physical activity needs of persons with disabilities across ages and in different contexts. Our program also offers students a reasonable level of flexibility through its disability studies and elective areas, thus allowing them to pursue diverse areas of study according to their own career goals.

2. **Advisory Board or External review assessment and feedback of the degree program.**

The Advisory Board of the Department of Kinesiology performed a review of the proposed program. In addition, Dr. Joonkoo Yun, Professor and Director of the Adapted Physical Activity Graduate Program at Oregon State University, performed an external review of our proposed concentration. Please see accompanying the accompanying letters by our Advisory Board and by Dr. Yun.

In his letter of evaluation, Dr. Yun requested clarification of a restriction that we have imposed on courses related to Assistive Technology (see Disability Studies Supporting Area and Electives Area). Specifically, we are proposing that students not take both EDX 6353 (Assistive Technology in Special Education) and COE 6353 (Assistive Technology in the Rehabilitation Process). We imposed this restriction because these two courses have been taught by the same instructor and with very similar content. Thus, taking both courses would be highly redundant. However, students with specific interest in Assistive Technology can take, in addition to one of the abovementioned courses, EDX 6623 (Adaptations for Students with Physical/Multiple Disabilities); this course has a focus on assistive technology for students with visual impairments and does not have a high degree of overlap with the two other courses. In our opinion, the restriction imposed is a logical one. We hope that this addresses the comment by Dr. Yun.

3. **Will this program change meet local, state, regional, and national educational and cultural needs?**

There is certainly a need for knowledgeable professionals who can address the physical activity needs of persons with disabilities at the local, state, regional, and national levels. There is a small number of similar graduate programs in the U.S. Notably, there is not a graduate program directly addressing the physical activity needs of persons with disabilities in the State of Mississippi, although Mississippi has higher prevalence of disability than the national average.
4. Will this program change result in duplication in the System?
   Presently, there is no other program in the System explicitly addressing the physical activity needs of persons with disabilities.

5. Will this program change advance student diversity within the discipline?
   This change will likely attract students interested in studying physical activity for persons with disabilities, thus increasing diversity among our students. It is also our hope that students with disabilities may be attracted by the proposed concentration and pursue graduate studies in this area. We are also confident that this change will advance the study of health disparities experienced by persons with disabilities who compose a large minority in the United States (~60 million people).

6. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.?
   There is a need for physical activity professionals who can better address the needs of this large minority of persons with disabilities. Arguably, physical activity professionals who are aware of the disparities persons with disabilities experience and know how to design physical activity programs for these persons should also have more employment opportunities.

7. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?
   It is difficult to answer this question. As we stated in response to the previous question, more knowledgeable professionals should also be more marketable.

SUPPORT

The current proposal does not require any changes in support. The needs for this program will be met by existing faculty, classroom space, and laboratories.

Letters in support of the proposed modification have been provided by the following MSU entities: (a) the Graduate Curriculum Committee of the Department of Kinesiology; (b) the Department of Curriculum Instruction and Special Education; (c) the Department of Counseling and Educational Psychology; (d) the Center for Blindness and Low Vision; (e) the T.K. Martin Center; (f) Student Support Services; and (g) the Center for American Veterans.

PROPOSED 4-LETTER ABBREVIATION

DIST

EFFECTIVE DATE

When approved
July 11, 2016

The purpose of this letter is to confirm that the graduate committee of the Department of Kinesiology has approved the following curricular additions and revisions:

1. Modification of the M.S. degree in Kinesiology to include a new concentration in Disability Studies
3. Change in the prefix of the course, "Disability, Physical Activity and Health" (change from EP 8603 to KI 8603)
4. Curricular modification of the Ph.D. concentration in Exercise Science to include four new courses (KI 8603, KI 8553, KI 8563, and KI 8543)
5. Curricular modification of the Ph.D. concentration in Sport Studies to include KI 8603

Sincerely,

[Signature]

Dr. Adam Love
Graduate Coordinator

Department of Kinesiology Graduate Committee Members

[Signatures]

Dr. Adam Knight
Dr. John Lamberth
Dr. Younghan Lee
Dr. Brad Vickers
To: Stanley P. Brown, Head  
Department of Kinesiology

From: Special Education Faculty

RE: Disability Studies concentration

Date: July 21, 2016

This letter of support is offered by special education faculty in Curriculum, Instruction, and Special Education for the creation of the new concentration in Disability Studies under the Master's of Science in Kinesiology and the addition of the following courses:

KI 8553 Exercise Management for Persons with Disabilities  
KI 8563 Motor Behavior in Special Populations  
KI 8543 Postural & Locomotor Rehabilitation

Thank you,

Sandy Devlin  
Special Education Graduate Coordinator

MISSISSIPPI STATE UNIVERSITY  
Box 9705 • 310 Allen Hall • Mississippi State, MS 39762  
662-325-3747  http://cise.msstate.edu
11 July 2016

Dr. Stan Brown, Head
Kinesiology
Mississippi State University

Dear Dr. Brown:

I support the proposed concentration in Disability Studies, for the existing M.S. degree in Kinesiology. We believe that such a program, grounded in several disciplines, would be of value in a variety of settings.

Best of luck with the proposal.

Sincerely,

[Signature]

David Morse
Professor and Head
July 11, 2016

Stamatis Agiovlasitis, PhD.
Department of Kinesiology
Mississippi State University
Mississippi State, MS 39762

Dear Dr. Agiovlasitis,

Please accept this letter of support for your new graduate Disabilities Studies concentration in Kinesiology. I am delighted to see the development of this program because of some observations I have made through the years concerning people who are blind. As you know, employment is a challenge for persons with disabilities, however, in my 40+ years of experience, it appears that among those individuals who are blind who become employed, there are more individuals who are physically active or involved in sports and recreation programs. I believe involvement in sports builds skills that transfer easily to the work environment and makes for better employees. Physical conditioning also has positive ramifications for self-confidence, self-determination and self-esteem which all have an impact on employment and independence.

For this reason we are very supportive of your proposal for this new Disabilities Studies Concentration. We will be happy to work with you in any way that we can and offer to make the 4 graduate courses we have for a Vision Specialist in Vocational Rehabilitation graduate certificate available to students in your proposed program. These are distance education courses each with a one week intensive residency component.

Best wishes to you and your proposed Disability Studies program.

B. J. LeJeune, M.Ed., CVRT, CRC
Project Director, Vision Specialist in Vocational Rehabilitation Graduate certificate
June 30, 2016

Stanley P. Brown, Ph.D., Head
Department of Kinesiology
P.O. Box 6168
Mississippi State, Mississippi 39762

Dr. Brown:

It is with great pleasure that I write a letter of support for the Disability Studies concentration for students pursuing a Master of Science degree in Kinesiology. The T. K. Martin Center has had the opportunity to work with faculty from Kinesiology over the years and look forward to a continued partnership.

As Director of the T. K. Martin Center I pledge the resources of the Center for practicum opportunities and research as needed for the program. The Center serves approximately 40 children with disabilities each year and provide around 300 assistive technology evaluations for clients of all ages with disabilities throughout the state of Mississippi. This should give many opportunities for service and research by graduate students.

I look forward to working with the Department of Kinesiology and the Disability Studies concentration. Please let me know if you need additional information.

Sincerely,

[Signature]
Janie Cirlot-New, M.S., CCC-SLP
Director
July 7, 2016

Stanley P. Brown, Ph.D., Head
Department of Kinesiology
McCarthy Gym, Rm 216A
Mail Stop 9575
Miss. State, MS 39762

RE: Disability Studies Concentration

Dear Dr. Brown:

Student Support Services along with ACCESS, a transition program for students with intellectual disabilities (ID) in higher education at Mississippi State University, is pleased to offer support and continue our partnership with the Department of Kinesiology in adding a new concentration in Disability Studies under the existing Master of Science degree. In spring 2015, with collaborative efforts between our departments, we designed a pilot fitness program that gave undergraduate students in Kinesiology the opportunity to serve as fitness mentors for ACCESS students. Additionally, it allowed two graduate-level students the experience of assessing and developing individualized fitness programs for students with a range of different abilities. Through this program, students in the Department of Kinesiology were given the valuable opportunity to practice their skills and to develop authentic relationships with students with ID.

Ultimately, the goal is to empower students in ACCESS to improve their healthy lifestyles through exercise. We believe the contribution of the Disability Studies concentration will empower ACCESS students to adopt healthy lifestyles by: (a) offering various opportunities for being physically active; (b) assessing personal and environmental barriers and facilitators to a healthy lifestyle; and (c) offering knowledge and skills on physical activity and dietary behaviors.

It is our vision that, if the new concentration in Disability Studies is granted, we will have more opportunities to develop services for our students. Students in ACCESS will acquire the skills to cultivate healthy lifestyles in a person-centered approach, further supporting the mission of ACCESS.

We will cooperate in every way possible to ensure that the new Disability Studies concentration under the existing Master of Science degree in Kinesiology is supported and promoted through a continued relationship between our departments. It is my hope that this new concentration is granted.

Sincerely,

Julie L. Capella
Student Support Services Director
8 July 2016

To whom it may concern:

The Center for America’s Veterans is proud to offer their support for the proposed addition of the concentration in Disability Studies under the existing Master of Science Degree in Kinesiology. This program will be of great use to the disabled veteran community, especially those who will be participating in Mississippi State University’s L.E.R.N. Center. In a time when an increasingly large number of US service-members are suffering permanent physical injuries due to repeated deployments, we applaud the development of a curriculum to prepare those who feel the calling to serve people with disabilities.

The degree concentration in Disability Studies is a positive step towards educating professionals within the health care community about the specific needs of, and state-of-the-art services available to, persons with disabilities. Also, we feel that the students enrolled in the Disability Studies program will be beneficial to our Center’s mission of providing every available level of support possible to the student veteran population of Mississippi State University.

Again, we would like to offer our full support for the addition of this Master’s Degree concentration and recommend the funding necessary be provided.

If our office can be of further assistance, please don’t hesitate to contact us at the G.V. “Sonny” Montgomery Center for America’s Veterans, located at 126 Magruder Street, Mississippi State, MS 39762 or call (662) 325-6719.

Sincerely,

[Signature]

Col. Kenneth D. McRae, USA (Ret.)
Director
August 9, 2016

Stanley Brown, Ph.D.
Stamatis Agioylasitis, Ph.D., FACSM
Department of Kinesiology
Mississippi State University
PO Box 6186
Mississippi State, MS 39762

Dear Dr. Brown and Dr. Agioylasitis,

Thank you for the opportunity to provide an external review of the proposal of Disability Studies as a concentration under the existing Master of Science Degree in Kinesiology at Mississippi State University. Having served as director and co-director of the Movement Studies in Disability program during my 18-year tenure at Oregon State University, I am genuinely excited about this new concentration at Mississippi State University. The proposal clearly indicates that the largest minority group in the US (19%) are people with disabilities and that these individuals consistently experience worse health outcomes and greater health care disparities. This is an issue of critical importance that many individuals with disabilities face in the US today. Training future leaders to improve health outcomes and physical activity engagement, is not only a significant positive contribution to society but it also is clearly linked with the vision of the Kinesiology Department (Aim 2), the College’s mission, and the University’s values.

Dr. Agioylasitis has provided me with the Graduate Degree Modification proposal and the syllabi for four required courses. Based on my review of the proposal materials and my content knowledge in the field, Drs. Brown and Agioylasitis have developed an outstanding curriculum. My comments on the relevance of the content are below:

The proposed program of study requires 33 credits of graduate course work in kinesiology and other disability-related disciplines. The proposal clearly focuses on the core knowledge required to work with individuals with a disability in the Kinesiology field while also providing great flexibility in incorporating student interest. All students will be required to: (a) develop an understanding of disability and how to promote physical activity and health in this context; (b) develop skill needs for managing programs for individuals with disabilities; (c) develop an understanding of the unique movement characteristics of individuals with disabilities; and (d) to apply these skills and understanding in the development and rehabilitation of functional skills. Four of the proposed core classes provide an excellent foundation for understanding the current field of adapted physical activity. I believe the core classes are independent and provide unique learning opportunities though they are carefully interrelated and reinforce the important concepts...
that help students build a strong foundation in Disability Studies. Also, the learning outcomes of
the core courses are adequate and well presented.

The proposed program of study also requires taking six credits in a disability supporting area and
the list of courses appears to be from Special Education, Counselor Education, Exercise Sciences
degree fields. Considering the multidisciplinary nature of working with individuals with
disabilities, it is great to see that the course requirements support working across disciplines. I
believe the combination of courses from these electives will provide excellent cross-discipline
training. Six additional credits of research core, thesis or capstone experience activity are also
required in the program. The research core requirement is adequate for students earning a
Master of Science degree and the option of writing a thesis or participating in a capstone
experience closely aligns with other concentrations within the department and other programs in
the U.S.

Overall, the proposed program of study is outstanding, and I believe it will serve the students of
Mississippi State University very well. More importantly, the personnel trained in this program
will be well prepared to make significant contributions to the health and wellbeing of individuals
with disabilities. In closely reviewing the program, one question related to Assistive Technology
to mind.

The proposed course requirements limit students who are interested in Assistive Technology to a
single course — “Student interested in Assistive Technology may take no more than one of the
following courses...” Maybe the intent of this was to encourage students to be well balanced, but
the rationale was not fully presented. Also, as a reader I was not sure why limiting the number of
courses in Assistive Technology was necessary but not in other potential interest areas. The
intent or rationale for limiting the number of Assistive Technology classes to only one may need
further clarification.

Thank you for the opportunity to review the proposal for this new concentration at Mississippi
State University. Based on my review, I fully endorse this new concentration. If I can be of any
additional assistance, please feel free to contact me.

Sincerely,

Joonkoo Yun, Ph.D.
OSU IMPACT for Life Endowed Scholar
(541) 737-8584
August 18, 2016

Holly Schaefer, Chair
Advisory Board
102 Tuxford Rd.
Starkville, MS 39759
979-777-9675

Stanley P. Brown, Ph.D., Head
Department of Kinesiology
Mississippi State University
P.O. Box 6168
Mississippi State MS, 39762

Dear Dr. Brown,

With this letter, the Advisory Board of the Department of Kinesiology at Mississippi State University would to state its support for the proposed Disability Studies Concentration under the Master’s of Science degree in Kinesiology. We also support the modification of the PhD programs in Exercise Science and Sport Studies.

The Advisory Board performed an evaluation of the proposed program modifications. We believe that these additions will contribute to the mission of the Department of Kinesiology. They will produce professionals who are trained in how to promote physical activity and improve the health of people with disabilities who are an underserved population. The programs will also strengthen ties between numerous campus stakeholders who provide teaching, research, and service in this area.

The Advisory Board is looking forward to aiding the Department in the success of these programs.

Sincerely,

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

College: Education  Department: Music
Contact Person: Barry E. Kopetz  Mail Stop: 9734
E-mail: bkopetz@colled.msstate.edu
Date: March 6, 2017
Nature of Change: Add New Degree - IHL Approval Required
Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Select One
Major: N/A  Concentration:

New Degree Program Name: Master
Major: Music Education  Concentration: 1. Instrumental Music
2. Choral Music
3. Elementary Music

Summary of Proposed Changes:
The addition of the Master of Music Education degree with three concentrations: Instrumental, Choral and Elementary music.

[Signatures and dates]

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

☐ SACS Letter Sent
February 21, 2017

TO: Box Council and UCCC Committee Members

FR: Department of Music Curriculum Committee
    Richard Human, chair

RE: Support for MME Courses and Program

This letter of support is offered by the Department of Music faculty for the proposed Master of Music Education (MME) courses and degree to begin Summer of 2018. As indicated by the signatures below, this program is unanimously supported by the Department of Music faculty.

DEPARTMENT OF MUSIC FACULTY

[Signatures with dates]

Dr. Craig Aarhus, Associate Professor

Dr. Jason Baker, Associate Professor

Ms. Jessica Banks, Lecturer

Dr. Robert Damm, Professor

Dr. Matthew Daniels, Assistant Professor

Dr. Jacqueline Edwards-Henry, Professor

P. O. Box 6240 • Mississippi State, MS 39762
Phone: (662) 325-3070 • Fax: (662) 325-0250

University Bands: (662) 325-2713 • University Choir: (662) 325-3490
Rosangela Sebba, Performance Chair, Professor  02/20/17

James William Sobaskie, Music Theory & History Chair, Associate Professor  2/20/17

Dr. Clifton Taylor, Associate Professor  2/20/17
To: College of Education Box Council
University Committee on Courses and Curricula
From: Elva Kaye Lance
Director of Bands
Re: Master of Music Education Degree
Date: February 8, 2017

I wish to offer this letter of support for the proposed Master of Music Education degree at Mississippi State University. Recent data collected by the members of the Mississippi Bandmasters Association revealed that more than 40% of the educators serving in band positions in Mississippi has less than ten years of experience. In order to help these young teachers to invest in their future and to develop successful music classrooms poised for the future, it is imperative that those of us in positions to influence their development be able to give them continued training and support to elevate their music department, school, and community. These young educators must have access to continuing education and additional experiences that further develop them as a musician and inform and shape their music education philosophy. It is critical that, through these experiences, these educators be able to explore and analyze techniques in music that will sharpen their mind and ear, while giving them opportunities to hone their writing skills, their conducting skills, and their classroom management skills. It is through these experiences that young educators in our state and region will potentially become more informed of current ideas in music education and will find tools and techniques that will bolster their skills necessary for success in their classroom.

This three-summer degree program is designed with the working educator in mind. As an instrumental music educator in Mississippi for more than 38 years, it is my belief that this degree program will offer the music educators in our state accessible opportunities to practical experiences that will give them valuable tools to help enrich the lives of present and future generations of students. By enhancing their skill set through participation in the varied curricula that is proposed in this degree, it is my belief that we will expand the number of highly qualified music educators in our state and region and increase the retention of young educators in the profession as they will be better equipped to lead the modern instrumental music program in their communities.

Thank you for your support of our degree program as we look to serve future generations in our state and region.
Department of Music Degree Creation
Master of Music Education
Summer 2018
UCCC Edits: May 1, 2017

1. Catalog Description

________________________
Department Head: Barry E. Kopetz
Graduate Coordinator: Gary Packwood
Music Building A
Telephone: (662) 325-3070
Fax: (662) 325-0250
http://music.msstate.edu/

Mailing Address:
Department of Music
PO Box 6240
Mississippi State, MS 39762

Mission
The mission of the Department of Music at Mississippi State University is to contribute to the culture and education of our diverse state and region by providing quality training and opportunities through programs of teaching, research, and service. The department:

- Offers excellent instruction to its students, helping to produce future generations of music professionals and patrons.
- Engages in meaningful research, performance, and other creative work, positively affecting students, colleagues, and audiences throughout our community and beyond.

The Mission of the Department of Music at Mississippi State University is two-fold. The department's first obligation is to provide music instruction and specialized pedagogical training for state-certified elementary and secondary school music teachers. This program of instruction is intended to prepare students for exemplary entry-level teaching performance and for admission to selective graduate schools. To this end, the Department of Music provides:

- Curricula and advisement that encourage students to acquire a broad, liberal education.
- A comprehensive undergraduate education in the art of music.
- A background in existing music curricula, curriculum design principles, materials, and methodologies.
- Preparation in general education, theory, history, and methodology.

Master of Music Education
The Department of Music offers a Master of Music Education degree (MME). The MME is a practitioner's degree, focused on advancing the knowledge and skills of the classroom music
educator in one three specific areas: instrumental music, choral music, and elementary/general music. It is a 32-hour degree consisting of a 12 hour core, 8 hours concentration (Choral Music, Elementary Music or Instrumental Music) and 10 hours of electives that suits. The MME is designed to be completed in three consecutive summers at MSU, culminating in a final project evaluated by the student's MME committee. Further information about the MME components and requirements will be found in the Department of Music Graduate Student Handbook.

Application Criteria
Application is made through the Mississippi State Graduate School. A complete application packet to the Office of the Graduate School must be received by March 1 to begin coursework the following Summer.

Criteria for Admission
- Must meet all MSU Graduate School requirements for admission.
- Must have earned a baccalaureate degree in Music Education or a related field.
- Completion of the Graduate Record Examination (GRE) with scores competitive with other applicants.
- An undergraduate grade point average of 3.0 is preferred for admission to the graduate program.
- Three letters of recommendation, with at least two of the letters coming from individuals familiar with the applicant's academic work. Letters should address the applicant's potential for successfully completing graduate studies.
- A personal statement (500-1,000 words) describing the applicant's purpose for undertaking graduate study, including professional plans, and career goals.

Academic Performance
The Department of Music defines satisfactory performance in graduate level coursework as a GPA of at least 3.00 on all coursework attempted with no course receiving the grade of D or lower. Students may retake the first course for which they received the grade of “D.” Failure to complete any required component of the MME can result in dismissal according to Graduate School policy.

The Department of Music follows Graduate School policy relating to academic performance. In the event a student's performance warrants dismissal from a graduate program, the Music Graduate Coordinator will petition the Graduate School to dismiss the student from the graduate program. The student will be notified of the action by certified mail.

---

2. Curriculum Outlines
See attached curriculum outline.

3. Justification and Learning Outcomes

The Master of Music Education (MME) is the professional degree structured for music educators to expand their content knowledge within the field of music and to improve the quality of their teaching through pedagogical studies. The MME degree is designed to be completed within three consecutive, rigorous summers of study, and while part of the curriculum will be offered in
the traditional classroom setting, a portion of the classes will utilize a combination of distance and hybrid learning. By offering the MME degree, MSU will significantly impact the quality of the music education within the state of Mississippi and beyond. There is an expectation that as the program grows in reputation that there will be a graduate population from other states that will seek advanced studies at Mississippi State.

The educational objectives of the Master of Music Education degree are as follows:
• Students will gain an understanding of the functions and methods of research in music education.
• Students will understand the relationship and significance of music history to the teaching of music.
• Students will develop critical thinking skills in music theory and apply them to the analysis of music.
• Students will demonstrate an understanding of past and present trends in music education and apply them to the teaching of music.

Choral Music Concentration
• The educational objectives of the Choral Music concentration of the Master of Music Education degree are as follows:
  • Students will understand and apply the concepts learned in vocal pedagogy to the teaching of singing in both ensemble and lessons.
  • Students will learn advanced rehearsal techniques and apply these to the fundamental musicianship skills within the choral ensemble.
  • Students will learn and apply the process necessary to evaluate choral repertoire for the public school ensemble.
  • Students will learn and apply advanced warm-up techniques.
  • Students will develop the critical thinking skills needed to analyze musical scores and apply them to choral rehearsal.
  • Students will develop an understanding of the design and implementation of the structural components of successful choral programs in the public schools.

Elementary Music Concentration
• The educational objectives of the ElementaryMusic concentration of the Master of Music Education degree are as follows:
  • Students will understand and apply the pedagogy associated with the requirements of the young singing voice.
  • Students will study and apply the analysis of level-specific musical literature for young singers.
  • Students will gain understanding of the pedagogy, methods, and materials associated with the Orff, Kodály, and Dalcroze methods.
  • Students will learn and apply current music technologies to the elementary music classroom.
  • Students will learn and apply new materials in music media and resources relevant to the teaching of elementary music.
  • Students will develop an understanding of the process of developing and implementing standards within the elementary music classroom.
  • Students will learn and apply assessment techniques as they relate to elementary music.

Instrumental Music Concentration
• The educational objectives of the Instrumental Music concentration of the Master of Music Education degree are as follows:
• Students will learn and apply instrumental teaching methodology for each of the woodwind instruments.
• Students will learn and apply instrumental teaching methodology for each of the brass and percussion instruments.
• Students will develop an understanding of the process by which the teacher selects instrumental literature for solo, chamber, and concert ensembles.
• Students will practice and apply advanced conducting and rehearsal techniques for the wind band.
• Students will develop an understanding of the design and implementation of the structural components of successful instrumental programs in the public schools.
• Students will learn and apply appropriate techniques for the assessment of learning within the instrumental ensemble.

Specific questions required by UCCC:

A. Will this program change meet local, state, regional and national educational and cultural needs? If so, how.

The addition of the Master of Music Education degree at Mississippi State will have a significant local and state impact, with the potential for regional and national impact. Locally and in our state there are dozens of unfilled music education positions in Mississippi public and private schools. The reasons for this are varied, but the most pressing is the lack of qualified candidates for these positions. By offering an MME that is attainable through three summers of study, we believe more teachers will receive the advanced training they need to be successful in the field, and the state of Mississippi will attract music education professionals from outside of the state.

Regionally and nationally the impact will be understandably less profound. For MSU, the addition of a Master of Music Education degree will raise the profile of the University, College of Education and Department of music in the field.

B. Will this program change result in duplication in the Mississippi Higher Education system?

The MME exists at Jackson State University, the University of Mississippi, the University of Southern Mississippi, and William Carey University. Our proposal is unique in that it is attainable through Summers-only study, and will feature hybrid courses, employing a mix of online and face-to-face activities for each course.

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

While not a primary affect, we believe that given that MSU attracts one of the most diverse populations in our state, the MME will follow that profile.

D. 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, particularly in the Southeast. Students with advanced music education degrees traditionally remain in the field longer and bring higher quality teaching to their programs.

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

Yes. Depending on state and years of experience, educators with a Master's degree earn between $2,000.00 and $8,000.00 more per year.

5. **Proposed 4-letter abbreviation**  
MMED

6. **Effective Date**  
The degree will begin accepting students in the Summer of 2018.
Mississippi State University, Master of Music Education
Proposed Program

<table>
<thead>
<tr>
<th>Proposed New Degree</th>
</tr>
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<tbody>
<tr>
<td>Degree: Master of Music Education</td>
</tr>
<tr>
<td>Major: Music Education</td>
</tr>
<tr>
<td>Concentration 1: Choral Music</td>
</tr>
<tr>
<td>Concentration 2: Elementary Music</td>
</tr>
<tr>
<td>Concentration 3: Instrumental Music</td>
</tr>
</tbody>
</table>

Catalog description: Please see the attached catalog description.

<table>
<thead>
<tr>
<th>Proposed Curriculum Outline</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Required Courses:</td>
<td>0</td>
</tr>
</tbody>
</table>

**Major Required Courses:**
- MUE 8363 Research in Music Education
- MU 8013 Seminar in Music History
- MU 8023 Seminar in Music Theory
- MUE 8033 Current Topics in Music Education
- MUE 9012 Final Project in Music Education

<table>
<thead>
<tr>
<th>Concentration 1. Courses: Choral Music</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>MUE 6102 Advanced Vocal Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUE 6112 Seminar in Choral Literature</td>
<td></td>
</tr>
<tr>
<td>MUE 6122 Techniques of Choral Conducting</td>
<td></td>
</tr>
<tr>
<td>MUE 6132 Choral Program Development and Curricular Structure</td>
<td></td>
</tr>
</tbody>
</table>

| Electives | Choose 10 hours from COE, Music, or other advisor-approved graduate courses | 10 |

| Total Hours | 32 |

MSU Master of Music Education

Form N: Outline of Program 1
<table>
<thead>
<tr>
<th>Proposed Curriculum Outline</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentration 2. Courses: Elementary Music</strong></td>
<td></td>
</tr>
<tr>
<td>MUE 8202 The Child Voice</td>
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<tr>
<td>MUE 8212 Elementary Music Pedagogy</td>
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</tr>
<tr>
<td>MUE 8222 Media, Materials and Resources for the Elementary Music Specialist</td>
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</tr>
<tr>
<td>MUE 8232 Instructional Design for the Elementary Music Program</td>
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</tr>
<tr>
<td>Electives Choose 10 hours from COE, Music, or other advisor-approved graduate courses</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concentration 3. Courses: Instrumental Music</strong></th>
<th><strong>8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 8302 Advanced Woodwind Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUE 8312 Seminar in Brass and Percussion Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUE 8322 Wind Band Conducting and Rehearsal Techniques</td>
<td></td>
</tr>
<tr>
<td>MUE 8332 Instructional Design for the Instrumental Music Program</td>
<td></td>
</tr>
<tr>
<td>Electives Choose 10 hours from COE, Music, or other advisor-approved graduate courses</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
### Electives

The below electives are suggested - MME students are encouraged to consider other advisor-approved courses.

*Italics* = existing courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 8553</td>
<td><em>Research in the Classroom</em></td>
<td>3</td>
</tr>
<tr>
<td>EDS 8103</td>
<td><em>Advanced Methodologies in Middle and Secondary Schools</em></td>
<td>3</td>
</tr>
<tr>
<td>EPY 6214</td>
<td><em>Ed &amp; Psych Statistics</em></td>
<td>4</td>
</tr>
<tr>
<td>MU 8402</td>
<td>Advanced Instrumental Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MU 8412</td>
<td>World Drumming</td>
<td>2</td>
</tr>
<tr>
<td>MU 8422</td>
<td>Keyboard Skills for the Music Educator</td>
<td>2</td>
</tr>
<tr>
<td>MU 8482</td>
<td>Wind Band Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUA 8440</td>
<td>Applied Performance</td>
<td>1-2</td>
</tr>
<tr>
<td>MUA 8450</td>
<td>Applied Composition</td>
<td>1-2</td>
</tr>
<tr>
<td>MUA 8460</td>
<td>Applied Conducting</td>
<td>1-2</td>
</tr>
<tr>
<td>MUE 8432</td>
<td>Guitar in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>MUE 8472</td>
<td>Jazz Techniques for the Music Educator</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix 8: New Degree Program Proposal
(Submit Appendix 8 in both PDF and Word Document Formats)

Institution:

Date of Implementation: June 1, 2016
Six Year Cost of Implementation: 
*$26,896 1st year (from tuition)
$161,376 by 6th year (tuition)
Per Student Cost of Implementation: $1,291

Program Title as will appear on Academic Program Inventory, Diploma, and Transcript: Master of Music Education
Six Digit CIP Code: 13.1312

Degree(s) to be Awarded:
Master of Music Education
Credit Hour Requirements:
30

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

Responsible Academic Unit(s):
Department of Music
Institutional Contact:
Barry E. Kopetz, Head

Check one of the boxes below related to SACS COC Substantive Changes.
[ ] Proposed Program is Not a Substantive Change
[ ] Proposed Program is a Substantive Change

Number of Students Expected to Enroll in First Six Years:

| Year One | 25 |
| Year Two | 20 |
| Year Three | 20 |
| Year Four | 20 |
| Year Five | 20 |
| Year Six | 20 |
| Total | 125 |

Number of Graduates Expected in First Six Years:

| Year One | 0 |
| Year Two | 0 |
| Year Three | 5 |
| Year Four | 10 |
| Year Five | 10 |
| Year Six | 10 |
| Total | 35 |

Program Summary:
The Master of Music Education (MME) is the professional degree structured for music educators to expand their content knowledge within the field of music and to improve the quality of their teaching through pedagogical studies. The MME degree is designed to be completed within three consecutive, rigorous summers of study, and while part of the curriculum will be offered in the traditional classroom setting, a portion of the classes will utilize a combination of distance and hybrid learning. By offering the MME degree, MSU will significantly impact the quality of the music education within the state of Mississippi and beyond. There is an expectation that as the program grows in reputation that there will be a graduate population from other states that will seek advanced studies at Mississippi State.

Chief Academic Officer Signature

Institutional Executive Officer Signature

Date
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 curriculum will be administered by Dr. Gary Packwood, Area Coordinator of Music Education at Mississippi State University. The process of curriculum development and program review will take place annually within the Department of Music. Each year, the curriculum will be reviewed by the Area Coordinator in tandem with the Chair of the Department Curriculum Committee. The core of the degree program is required by an accrediting body, the National Association of Schools of Music (NASM) and will remain in place. Other master's courses will be examined annually to ensure the curriculum remains both current and relevant to the needs of the candidates.

The Department of Music Curriculum Committee meets regularly throughout the academic year. All recommendations for new courses and revisions of courses must be considered and approved by this committee. Next, proposals must receive approval within the College of Education by the Barry F. Box Curriculum Council. This body is comprised of representatives from all departments within the College of Education. Finally, all proposed courses and modifications move to the University Committee on Courses and Curricula (UCCC). The UCCC reviews proposals submitted by academic departments and colleges and makes recommendations to the Graduate Council and the Deans’ Council. After review by the Graduate Council and Deans’ Council, the proposals are forwarded to the Provost for consideration. UCCC representatives are elected by academic colleges or schools for three-year terms. The UCCC also provides oversight of the University General Education Curriculum.

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

The educational objectives of the Master of Music Education degree are as follows:
- Students will gain an understanding of the functions and methods of research in music education.
- Students will understand the relationship and significance of music history to the teaching of music.
- Students will develop critical thinking skills in music theory and apply them to the analysis of music.
- Students will demonstrate an understanding of past and present trends in music education and apply them to the teaching of music.

There are three specific concentrations within the Master of Music Education degree, allowing teachers to broaden their understanding of the teaching of music in much greater depth. The Concentrations include 1) Choral Music, 2) Elementary Music, and 3) Instrumental Music.

Choral Music Concentration
The educational objectives of the Choral Music concentration of the Master of Music Education degree are as follows:
- Students will understand and apply the concepts learned in vocal pedagogy to the teaching of singing in both ensemble and lessons.
- Students will learn advanced rehearsal techniques and apply these to the fundamental musicianship skills within the choral ensemble.
- Students will learn and apply the process necessary to evaluate choral repertoire for the public school ensemble.
- Students will learn and apply advanced warm-up techniques.
- Students will develop the critical thinking skills needed to analyze musical scores and apply them to choral rehearsals.
- Students will develop an understanding of the design and implementation of the structural components of successful choral programs in the public schools.

Elementary Music Concentration
The educational objectives of the Elementary Music concentration of the Master of Music Education degree are as follows:
- Students will understand and apply the pedagogy associated with the requirements of the young singing voice.
- Students will study and apply the analysis of level-specific musical literature for young singers.
- Students will gain understanding of the methodology, methods, and materials associated with the Orff, Kodaly, and Dalcroze methods.
- Students will learn and apply current music technologies to the elementary music classroom.
- Students will learn and apply new materials in music media and resources relevant to the teaching of elementary music.
- Students will develop an understanding of the process of developing and implementing standards within the elementary music classroom.
- Students will learn and apply assessment techniques as they relate to elementary music.
Instrumental Music Concentration

The educational objectives of the Instrumental Music concentration of the Master of Music Education degree are as follows:

- Students will learn and apply instrumental teaching methodology for each of the woodwind instruments.
- Students will learn and apply instrumental teaching methodology for each of the brass and percussion instruments.
- Students will develop an understanding of the process by which the teacher selects instrumental literature for solo, chamber, and concert ensembles.
- Students will practice and apply advanced conducting and rehearsal techniques for the wind band.
- Students will develop an understanding of the design and implementation of the structural components of successful instrumental programs in the public schools.
- Students will learn and apply appropriate techniques for the assessment of learning within the instrumental ensemble.

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

- Must meet all MSU Graduate School requirements for admission.
- Must have earned a baccalaureate degree in Music Education or a related field.
- Completion of the Graduate Record Examination (GRE) with scores competitive with other applicants.
- An undergraduate grade point average of 3.0 is preferred for admission to the graduate program.
- Three letters of recommendation, with at least two of the letters coming from individuals familiar with the applicant's academic work. Letters should address the applicant's potential for successfully completing graduate studies.
- A personal statement (500-1,000 words) describing the applicant's purpose for undertaking graduate study, including professional plans, and career goals.

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 Department of Music will seek accreditation of the Master of Music Education degree through our accrediting body, the National Association of Schools of Music (NASM). This organization accredits schools and departments throughout the United States and provides specific standards that must be met in order to receive accreditation. Graduate program goals will be reviewed regularly, and adjustments will be made in course content and format to reflect current trends and issues in music education.

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, or thesis, etc.

Proposed New Degree Description — The principal goal of the Master of Music Education degree is to provide the highest quality graduate music education to practicing music educators. It is designed as a hybrid degree to suit the needs of public school music educators, and is based on the most significant 21st-century music educational philosophies, with great emphasis on practical application and best-practices scenarios, and delivered by nationally noted, highly experienced faculty.

Degree: MME

Major: Music Education

Recommended Course of Study — The following degree information reflects adherence to the standards required by our national accrediting organization, the National Association of Schools of Music (NASM).

There should be, "for each graduate program offered, logical and functioning relationships among purposes, structure, and content. For each program, this includes decisions about (1) specialization(s), (2) the relationships between specialization(s) and music or other music-related disciplines, other fields of study, and music or other professions, and (3) requirements in such areas as composition and performance, research, scholarship, preparation for teaching in terms of (a) the specialization, (b) support for the specializations, and (c) breadth of competence."

Further, "for each graduate program, the curricular structure and the requirements for admission, continuation and graduation must be consistent with program purposes and content."

Finally, as it relates to Major Field(s) and Supportive Studies, "each graduate student is expected to gain in-depth knowledge and competence in one or more fields of specialization. Graduate programs include requirements and opportunities for studies that support the chosen specialization(s)."
The Master of Music Education (MME) degree aligns with the expectations of NASM. All MME students enroll in the same Music Education Core. The MME Core courses, for all tracks, include the following:

<table>
<thead>
<tr>
<th>Core</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 8363</td>
<td>Research in Music Education</td>
<td>Designed to provide an introduction to basic research materials in music education, enabling students to form a conceptual basis for conducting research related to the learning and teaching of music.</td>
</tr>
<tr>
<td>MU 6013</td>
<td>Seminar in Music History</td>
<td>Develops advanced knowledge and research skills relating to topics covering composers, historical periods, and literature relevant to teaching and performance in the field of music education.</td>
</tr>
<tr>
<td>MU 6023</td>
<td>Seminar in Music Theory</td>
<td>Directed study and discussion of a special topic in music theory, emphasizing individual analysis, writing and presentation.</td>
</tr>
<tr>
<td>MUE 6033</td>
<td>Current Topics in Music Education</td>
<td>Specific teaching concerns encountered by music educators in K-12 general music courses; elementary, middle school, and high school choir; elementary, middle school, and high school band and/or orchestra; marching band; and jazz.</td>
</tr>
<tr>
<td>MUE 7000</td>
<td>Final Project in Music Education</td>
<td>Directed study, emphasizing intensive research, analysis, and synthesis of an approved topic area central of importance to the field of music education.</td>
</tr>
</tbody>
</table>

The Choral Track includes the following courses:

<table>
<thead>
<tr>
<th>Choral</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 6102</td>
<td>Vocal Pedagogy</td>
<td>2 Body alignment, respiration, phonation, resonance, vocal health and the developmental stages of the voice. Concepts and topics addressed can be applied to both one-on-one teaching (singing lessons, vocal coaching) and group situations (class voice, choral ensembles).</td>
</tr>
<tr>
<td>MUE 6112</td>
<td>Choral Literature and Rehearsal Techniques I</td>
<td>2 Examination of appropriate choral repertoire for the secondary school level and effective choral rehearsal techniques. Covers auditioning, warmups, choral tone, diction, score preparation, rehearsal techniques and development of fundamental musicianship skills necessary for a successful choral ensemble.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MUE 6122</td>
<td>Choral Literature and Rehearsal Techniques II</td>
<td>Examination of appropriate choral repertoire for the secondary school level and effective choral rehearsal techniques. Covers auditioning, warmups, choral tone, diction, score preparation, rehearsal techniques and development of fundamental musicianship skills necessary for a successful choral ensemble.</td>
</tr>
<tr>
<td>MUE 6132</td>
<td>Choral Program Development and Curricular Structure</td>
<td>Designing and implementing a program and process for success in the choral music program.</td>
</tr>
</tbody>
</table>

The Elementary Track includes the following courses:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 6202</td>
<td>The Child Voice: Development and Repertoire</td>
<td>Exploration of the unique pedagogical and literature requirements of the young singer.</td>
</tr>
<tr>
<td>MUE 6212</td>
<td>Elementary Music Pedagogy</td>
<td>Introduction to the approaches and materials of Off, Kodaly and Dalcroze.</td>
</tr>
<tr>
<td>MUE 6222</td>
<td>Media, Materials and Resources for the Elementary Music Specialist</td>
<td>Creative learning and classroom application in the areas of technology, advocacy, professional development, community, and teacher effectiveness.</td>
</tr>
<tr>
<td>MUE 6232</td>
<td>Instructional Design for the Elementary Music Program</td>
<td>Developing and implementing standards-based conceptual frameworks, pedagogical approaches, materials, and assessment for the elementary music program.</td>
</tr>
</tbody>
</table>

The Instrumental Track includes the following courses:

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 6302</td>
<td>Instrumental Pedagogy I</td>
<td>Teaching methodology and materials for woodwind instruments in the middle and high school band setting, including performance benchmarks and appropriate repertoire for solo, chamber winds and concert ensembles.</td>
</tr>
<tr>
<td>MUE 6312</td>
<td>Instrumental Pedagogy II</td>
<td>Teaching methodology and materials for brass and percussion instruments in the secondary grades band setting, including basic performance proficiency, teaching literature, solo and chamber music performance repertoire.</td>
</tr>
<tr>
<td>MUE 6322</td>
<td>Instrumental Pedagogy III</td>
<td>Advanced conducting and rehearsal techniques for the wind band.</td>
</tr>
<tr>
<td>MUE 6332</td>
<td>Instructional Design for the Instrumental Music Program</td>
<td>Developing and implementing appropriate conceptual frameworks, pedagogical approaches, materials and assessment for the secondary school instrumental program.</td>
</tr>
</tbody>
</table>
NASM specifies that graduate degree programs in music may be either 1) Practice-oriented degrees, 2) Research-oriented degrees, or 3) degrees combining research and practice. It is the intent of the MME degree to be primarily a practice-oriented degree, since this is the degree that focuses on the preparation of teachers and pedagogy. Offering courses that strengthen the research component is an important elective within the degree program, serving those students considering pursuit of the Ph.D., sometime in the future.

The MME Electives include the following courses:

<table>
<thead>
<tr>
<th>Elective</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 8553</td>
<td>Research in the Classroom</td>
<td>3 An examination of research methods used by teachers in the classroom setting.</td>
</tr>
<tr>
<td>EDS 8103</td>
<td>Advanced Methodologies in Middle and Secondary Schools</td>
<td>3 Advanced Methodologies in Middle and Secondary Schools</td>
</tr>
<tr>
<td>EPY 6214</td>
<td>Introduction to Statistics</td>
<td>3 A course in statistics for education and educational psychology majors. Analysis, description of and inference from various types of data.</td>
</tr>
<tr>
<td>MU 6402</td>
<td>Instrumental Arranging</td>
<td>2 Arranging Techniques for Wind Band, Jazz Band, Marching Band, Orchestra, and Chamber Ensembles.</td>
</tr>
<tr>
<td>MU 6412</td>
<td>World Drumming</td>
<td>2 An introduction hand drum techniques, traditional rhythms, performance practices, ensemble organization, and musical concepts of selected world drumming traditions.</td>
</tr>
<tr>
<td>MU 6422</td>
<td>Functional Piano Skills</td>
<td>2 Designed for educators to improve their keyboard skills for playing accompaniments, harmonization at the keyboard, and score study.</td>
</tr>
<tr>
<td>MU 6482</td>
<td>Wind Band Literature</td>
<td>2 The study of the literature and history of the concert band (Renaissance to present era). The course is structured primarily on three sources — readings, discussions, and recordings.</td>
</tr>
<tr>
<td>MU 6493</td>
<td>Music Theory Seminar: Vocal Music of Franz Schubert</td>
<td>3 A graduate-level seminar that explores the lieder and choral music of Franz Schubert in the context of his era, aesthetic, and œuvre.</td>
</tr>
<tr>
<td>MU 6503</td>
<td>Music Theory Seminar: Vocal Music of Gabriel Fauré</td>
<td>3 A graduate-level seminar that explores the mélodies and choral music of Gabriel Fauré in the context of his era, aesthetic, and œuvre.</td>
</tr>
<tr>
<td>MUA 6441</td>
<td>Applied Performance</td>
<td>1 Individual instruction, 1 hour per semester, repeatable for total of 3 hours (woodwind, brass, percussion, strings, piano, guitar, voice)</td>
</tr>
<tr>
<td>MUA 6451</td>
<td>Applied Composition</td>
<td>1 Individual instruction in compositional techniques through the completion of a creative project or projects commensurate with the student’s interest and ability.</td>
</tr>
<tr>
<td>MUA 6461</td>
<td>Applied Conducting</td>
<td>1 Individual study of selected scores and conducting techniques. Instruction will be by private studio study with independent practice required.</td>
</tr>
</tbody>
</table>
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.

Note: Current faculty workloads are not applicable to this degree since it is a “summers only” program and does not affect the regular faculty load during the academic year.

Name: Dr. Craig Aarhus
Rank: Associate Professor
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Instrumental Conducting, Marching Band, Concert Band, Brass Methods, Rehearsal Techniques
Specific Courses to be taught: MUE 6302 Instrumental Pedagogy I, MUE 6312 Instrumental Pedagogy II, MUE 6332 Instrumental Pedagogy III, MU 6482 Wind Band Literature, MUA 6481 Applied Conducting

Name: Dr. Jason Baker
Rank: Associate Professor
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Full Time - Percussion Lessons, Percussion Ensemble, Percussion Methods, Steel Drum Ensemble, Marching Band Percussion
Specific Courses to be taught: MUA 6441 Applied Performance (Percussion)

Name: Ms. Jessica Banks
Rank: Lecturer
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Flute Lessons, Flute Choir, Woodwind Ensemble, Fundamentals of Music, Student Intern Observation
Specific Courses to be taught: MUA 6441 Applied Performance (Flute)

Name: Dr. Robert Damm
Rank: Professor
Disciplines: Music Education (General & Instrumental), Music Performance, World Music
Current Workload: African American Music, World Music, Percussion Lessons, Drum Circle, Student Intern Observation
Specific Courses to be taught: MUA 6402 Instrumental Arranging, MUA 6412 World Drumming, MUA 6441 Applied Performance (Percussion), MUE 6303 Research in Music Education

Name: Dr. Matthew Daniels
Rank: Assistant Professor
Disciplines: Music Education (Vocal), Music Performance, Opera
Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera
Specific Courses to be taught: MUA 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Jacqueline Edwards-Henry
Rank: Professor
Disciplines: Piano, Piano Pedagogy, Class Piano, Harpsichord
Current Workload: Piano, Piano Pedagogy, Class Piano
Specific Courses to be taught: MUA 6422 Functional Piano Skills, MUA 6441 Applied Performance (Piano)

Name: Ms. Sheri Falcone
Rank: Instructor
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Clarinet & Saxophone Lessons, Woodwind Methods, Woodwind Ensemble, Clarinet Choir, Saxophone Ensemble
Specific Courses to be taught: MUA 6441 Applied Performance (Clarinet, Saxophone)

Name: Dr. Jeanette Fontaine
Rank: Assistant Professor
Disciplines: Music Education (Vocal), Music Performance, Opera
Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera
Specific Courses to be taught: MUE 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Matthew Haislip
Rank: Instructor
Disciplines: Music Education (Instrumental), Music Performance, Music History
Current Workload: Horn Lessons, Horn Choir, Brass Choir, Brass Quintet, History and Appreciation of American Music, Music Theory, Ear Training
Specific Courses to be taught: MUA 6441 Applied Performance (Horn), MUA 6023 Seminar in Music Theory

Name: Dr. Richard Human
Rank: Associate Professor
Disciplines: Music Education (Instrumental), Music Performance, Music History
Current Workload: Trombone, Euphonium, Tuba Lessons, Trombone Choir, Brass Choir, Brass Quintet, History and Appreciation of Music Specific Courses to be taught: MUA 6441 Applied Performance (Trombone, Euphonium, Tuba)

Name: Dr. Anthony Kirkland
Rank: Assistant Professor
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Trumpet Lessons, Trumpet Choir, Brass Choir, Brass Quintet, Instrumental Methods, Brass Pedagogy
Courses to be taught: MUA 6441 Applied Performance (Trumpet)

Name: Barry E. Kopetz
Rank: Professor
Disciplines: Music Education (Instrumental), Music Performance, Composition & Music Arranging, Conducting
Current Workload: Department Head, Orchestra, Band Arranging, History of Rock and Roll
Specific Courses to be taught: MUE 6033 Current Topics in Music Education, MUA 6402 Instrumental Arranging, MUA 6482 Wind Band Literature, MUA 6451 Applied Composition, MUA 6461 Applied Conducting, MUA 6363 Research in Music Education, MUE 7000 Final Project in Music Education

Name: Catherine G. Kopetz
Rank: Lecturer
Disciplines: Music Education (Choral & General), Music Performance, Piano, Conducting
Current Workload: Piano Lessons, Student Intern Observation, Women's Chorus, Foundations of Music Education, Elementary Music Methods
Specific Courses to be taught: MUE 6202 The Child Voice: Development and Repertoire, MUA 6212 Elementary Music Pedagogy, MUA 6222 Media, Materials and Resources for the Elementary Music Specialist, MUA 6232 Instructional Design for the Elementary Music Program

Name: Ms. Elyse Kaye Lance
Rank: Director of Bands & Instructor
Disciplines: Music Education (Instrumental), Music Performance
Current Workload: Instrumental Conducting, Marching Band, Concert Band, Rehearsal Techniques, Assessment, Wind Band Literature
Specific Courses to be taught: MUA 6302 Instrumental Pedagogy I, MUA 6312 Instrumental Pedagogy II, MUA 6332 Instrumental Pedagogy III, MUA 6332 Instructional Design for the Instrumental Music Program, MUA 6482 Wind Band Literature, MUA 6481 Applied Conducting

Name: Dr. Ryan Landis
Rank: Instructor
Disciplines: Music Education (Vocal), Music Performance, Opera, Ear Training
Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera
Specific Courses to be taught: MUE 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Karen Murphy
Rank: Instructor
Disciplines: Music Education (Keyboard), Music Performance
Current Workload: Piano Lessons, Class Piano, Collaborative Piano
Specific Courses to be taught: MUA 6441 Applied Performance (Piano)

Name: Dr. Gary Packwood
Rank: Associate Professor
Disciplines: Music Education (Choral & Vocal), Music Performance
Current Workload: Mixed Chorus, Women's Chorus, Rehearsal Techniques, Assessment, Conducting, Choral Literature
Specific Courses to be taught: MUE 6033 Current Topics in Music Education, MUE 7000 Final Project in Music Education, MUE 6112 Choral Literature and Rehearsal Techniques I, MUE 6132 Choral Literature and Rehearsal Techniques II, MUE 6132 Choral Program Development and Curricular Structure, MUA 6461 Applied Conducting

Name: Dr. Michael Patilla
Rank: Associate Professor
Disciplines: Music Performance, Music Appreciation
Current Workload: Guitar Lessons, Guitar Ensemble, Guitar Pedagogy, History of Rock and Roll
Specific Courses to be taught: MUA 6441 Applied Performance (Guitar), MUE 6432 Functional Guitar Skills

Name: Dr. Ryan Ross
Rank: Assistant Professor
Disciplines: Music History
Current Workload: Survey of Western Music I & II, History and Appreciation of Music
Specific Courses to be taught: MUA 6013 Seminar in Music History

Name: Ms. Tricia Whiteside
Rank: Lecturer
Disciplines: Music Education (Instrumental), Music Performance,
Current Workload: Violin & Viola Lessons, String Pedagogy, String Literature
Specific Courses to be taught: MUA 6441 Applied Performance (Violin, Viola)

Name: Dr. Rosângela Sebba
Rank: Professor
Disciplines: Music Performance (Keyboard), Music Fundamentals
Current Workload: Piano, Collaborative Piano, Music Theory, Ear Training
Specific Courses to be taught: MUA 6441 Applied Performance (Piano), MUA 6023 Seminar in Music Theory

Name: Dr. James Sobaskie
Rank: Associate Professor
Disciplines: Music Theory, Music Fundamentals, Composition
Current Workload: Music Theory, Music Fundamentals, Form & Analysis, Orchestration, Composition
Specific Courses to be taught: MUA 6023 Seminar in Music Theory, MUA 6493 Music Theory Seminar: Vocal Music of Franz Schubert, MUA 6503 Music Theory Seminar: Vocal Music of Gabriel Faure, MUA 6451 Applied Composition

Name: Dr. Clifton Taylor
Rank: Associate Professor
Disciplines: Music Education (Instrumental), Music Performance, Conducting
Current Workload: Instrumental Conducting, Marching Band, Concert Band, Conducting, Jazz Band, Rehearsal Techniques
Specific Courses to be taught: MUA 6302 Instrumental Pedagogy I, MUE 6312 Instrumental Pedagogy II, MUE 6332 Instrumental Pedagogy III, MUE 6402 Instrumental Arranging, MUA 6482 Wind Band Literature, MUA 6461 Applied Composition, MUA 6472 Jazz Techniques for the Music Educator, MUA 6461 Applied Conducting

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?

<table>
<thead>
<tr>
<th>Library of Congress Classes</th>
<th>Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>LB - Theory and practice of education</td>
<td>24,832</td>
</tr>
<tr>
<td>M - Music</td>
<td>7,281</td>
</tr>
<tr>
<td>ML - Literature on music</td>
<td>5,691</td>
</tr>
<tr>
<td>MT - Instruction and study of music</td>
<td>2,190</td>
</tr>
<tr>
<td>Total</td>
<td>40,094</td>
</tr>
</tbody>
</table>

Mitchell Memorial Library Holdings in the disciplines most pertinent to Music Education, July 2015
The strength of the Mississippi State collection is based on Mitchell Memorial Library having strong undergraduate research materials, and strong graduate materials on the Theory and Practice of Education. Other strengths include superior libraries in choral and instrumental literature, both readily accessible to graduate students, and a music listening collection which includes over 12,000 recordings donated to MSU by MPB Radio. The weakness of the library collection is in the subject areas pertaining to jazz studies and instrumental arranging. These subject areas are easily remedied, and resources to improve these areas have been allocated by the Head of the Department of Music for this purpose.

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.

Evaluation procedures of the master’s program and its effectiveness will take place on an annual basis for the first three years of the summer master’s program. This will include evaluative surveys of all graduate students that address: 1) the relevance of the course of study, 2) the effectiveness of the course of study, and 3) program outcome assessments. These surveys will be reviewed and analyzed by the Area Coordinator of Music Education annually. Data will be shared with all faculty teaching courses in the degree program for the purpose of improving instruction, closing the loop at the conclusion of the instruction cycle.

The Master of Music Education degree at Mississippi State University is planned as a hybrid degree, allowing working teachers to keep their current jobs while pursuing graduate studies. It is intended to improve the quality of the teaching of current practitioners, and the hybrid nature of the program will allow graduate students to take intense summer courses as well as evening courses, a portion of which will take place online. Current technologies will be utilized so that collaborative work is possible at all times. This will necessitate a different approach to the analysis of placement of graduates. It is expected that most graduate students entering the program will already be employed, and have a minimum of two years of teaching experience. The Area Coordinator will track student employment of all program graduates, though it is expected that most of the data will reflect the ongoing employment of our students.

Recently, the state of Mississippi has witnessed a decrease in the number of teachers holding music teaching positions. This may be attributed to a number of factors (i.e. school financial issues), though one clear factor is that the state’s universities are not producing enough teachers to meet available positions. In order to change the trajectory of this situation, it is imperative that we not only train and keep first year teachers, we must improve the quality of those already working in the schools. It is for this purpose that the MSU summer master’s program is needed. Demand for such experienced teachers who have chosen to add to their skill and knowledge will provide the modeling necessary to raise the number of students who could become future music educators.

Finally, it is important to assess the long-term impact of the new degree program. Follow-up surveys will be sent to all graduates beginning at the conclusion of the third year of the program, collecting data that is intended to improve the instructional quality of the graduate program. Further, the survey will gather information that addresses how the MSU program may contribute to the “continuous improvement” aspect of teaching in the public schools of Mississippi.

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

There are several factors that have led to the estimated numbers of MSU graduates expected in the first six years. First and foremost, MSU is located in a rural section of the state, and there are no degree programs in the immediate vicinity providing graduate study in music. It is fully expected that the hybrid nature of part of the classes will encourage participation from a substantial portion of those teachers seeking to do a master’s degree within an environment that emphasizes summer study along with online graduate opportunities. The first three years should see a large number of current Mississippi teachers enroll in the program.

Second, there are several members of the faculty who hold national and international reputations in their fields. It is projected that once the program is advertised that there will be ample numbers of graduate students from other states who will wish to pursue graduate studies in music. In order to have the opportunity for advanced work with exceptional music teachers, each year for the past two years, there have been numerous requests for information and degree program outlines from potential graduate students. An important assumption made in our planning is that due to the hybrid nature of our course offerings, there will be graduate students who will enroll in only select courses (i.e. Band Arranging) in order to have the opportunity to study with an internationally recognized composer. A portion of these students, over time, will later decide to pursue the master’s degree once they have taken two or three such courses.
Third, once the degree program is underway, the online presence of our courses, as well as the impact of social media, will increase our numbers. Students no longer think about progress toward a degree in one way, especially at the graduate level. Short, intense classes are possible, varying in length from one week to five weeks. This holds special attraction for working adults, and it is believed that our potential graduate student population is even healthier than initially projected.

Finally, it has become more common over the past twenty years for professional musicians (i.e., orchestral musicians) to view teaching as an important part of making a living. It is a fact that a number of professional musicians, after experiencing a purely performance career, find their way into a master's program with the goal of becoming certified to teach in the public schools. As this pool of potential teachers seeks graduate opportunities, the master's program at MSU will be well-aligned to provide these musicians with the courses and experiences required to be successful.
Department of Music Degree Creation
Master of Music Education
List of Courses

All of the below courses are newly created courses.

**Music Courses**

MU 8013 Seminar in Music History Research
Three hours graduate seminar. (Pre-requisite: Admission to MME Degree Program.)
Develops knowledge and skills necessary to conduct advanced research in subjects
relating to music history.

MU 8023 Seminar in Music Theory
3 credit hours. (Pre-requisite: Admission to MME Degree Program). Directed study and
discussion of topics in music theory, emphasizing individual analysis, writing and
presentation.

MU 8402 Advanced Instrumental Arranging
Two hours lecture. (Prerequisites: admission to MME degree program; or permission of
instructor). Description of course. Advanced scoring practice in arranging music for
concert, marching, jazz bands, and small instrumental ensembles.

MU 8412 World Drumming
Two hours lecture. (Pre-requisite: Admission to MME Degree Program). An introduction
to drum techniques, traditional rhythms, performance practices, ensemble organization,
and musical concepts of selected world drumming traditions.

MU 8422 Keyboard Skills for Music Educators
Two credit hours. (Prerequisite: Admission to MME Degree Program). Group piano
course designed to help music educators improve keyboard skills for playing parts and
accompaniments, singing and playing, playing from lead sheets, improvisation, and
sight playing.

MU 8482 Wind Band Literature
Two hours lecture. (Prerequisite: admittance to the MME program) The study of the
literature and history of the concert band (Renaissance to present era.)

**Applied Music Courses**

MUA 8440 Individual Studio Instruction
1-2 credit hours. (Pre-requisite: Admission to MME Degree Program). Designed to
provide students with advanced, professional-level instruction on a primary or
secondary instrument/voice area. Pedagogical techniques and practices frequently used in instructing younger musicians will also be covered.

MUA 8450  Applied Composition
1-2 credit hours. (Pre-requisite: Admission to MME Degree Program.) Instruction in compositional techniques through the completion of creative projects commensurate with the student's interest and ability as well as acceptable to and appropriate for graduate music study.

MUA 8460  Applied Conducting
1-2 hour studio. (Pre-requisite: Admission to MME Degree Program.) Individual study of selected scores and conducting techniques. Instruction will be by private studio study with independent practice required.

Music Education Courses

MUE 8033  Current Topics in Music Education
Three hours lecture. (Prerequisite: Graduate students admitted to MSU Master of Music Education degree program) An investigation of current topics impacting music education classrooms.

MUE 8102  Advanced Vocal Pedagogy
Two hours lecture. (Pre-requisite: Admission to MME Degree Program) Body alignment, respiration, phonation, resonation, articulation, vocal health, and the developmental stages of the voice. Concepts and topics addressed can be applied to both one-on-one teaching (voice lessons, vocal coachings) and group situations (class voice, choral ensembles).

MUE 8112  Seminar in Choral Literature
Two hours lecture. (Prerequisite: Admission to MME Degree Program.) An intensive study a specific area of choral literature. The content of this course will vary from semester to semester. Emphasis is placed upon in-depth study of selecting and interpreting choral literature.

MUE 8122  Techniques of Choral Conducting
Two hours lecture. (Prerequisite: Admission to MME Degree Program.) An examination of appropriate choral techniques for the secondary choral music program.

MUE 8132  Choral Program Development and Curricular Structure
Two hours lecture. (Prerequisite: Admission to MME Degree Program.) Design and implementing a program and process for success in the choral music program.
MUE 8202  The Child Voice
Two hours lecture. (Pre-requisite: Admission to MME Degree Program.) Exploration of
the unique pedagogical and literature requirements of the young singer (children and
adolescents) in both solo and choral settings.

MUE 8212  Elementary Music Pedagogy
Two hours lecture. (Prerequisite: Graduate Music Education Majors) Research and
experiential-based study of the pedagogies, curricula, media and literature designed for
the elementary child.

MUE 8222  Media, Materials and Resources for the Elementary Music Specialist
Two hours lecture. (Prerequisite: Admittance to the MME degree program) A survey of
media, materials, resources, equipment, repertoire, facility designs, and technology for
the elementary music specialist. Learning to budget, prioritize, and effectively apply
findings for teacher effectiveness and student achievement will also be included.

MUE 8232  Instructional Design for the Elementary Music Program
Two hours lecture. (Prerequisite: Graduate Music Education Majors) Research and
theoretical-based study of instructional design models for the elementary music
curriculum. Standards, assessment, repertoire, methodology and technology will
provide a framework for designing and evaluating elementary music curricula and
learning outcomes.

MUE 8302  Advanced Woodwind Pedagogy
Two hours lecture. (Pre-requisite: Admission to MME Degree Program). Teaching
methodology and materials for woodwind instruments in the middle and high school
band setting, including performance benchmarks and appropriate repertoire for solo,
chamber winds and concert ensembles.

MUE 8312  Seminar in Brass and Percussion Pedagogy
Two hours seminar. (Prerequisite: Graduate Music Education Majors) Directed study
and discussion of topics of brass and percussion pedagogy and performance.

MUE 8322  Wind Band Conducting and Rehearsal Techniques
Two hours lecture. (Pre-requisite: Admission to MME Degree Program.) An investigation
of selected scores, advanced conducting and rehearsal techniques for the wind band.

MUE 8332  Instructional Design for the Instrumental Music Program
2 credit hours. (Pre-requisite: Admission to MME Degree Program). Developing and
implementing appropriate conceptual frameworks, pedagogical approaches, materials
and assessment for the secondary school instrumental program.

MUE 8363  Research in Music Education
Three hours lecture. (Pre-requisite: Admission to MME Degree Program). Research
methodology; research reports, the function of research in developing and conducting
educational programs; and research methods, designs, and techniques used in education.

MUE 8432  Guitar in the Classroom
Two hours lecture. (Pre-requisite: Admission to MME degree program.) The process of creating and implementing a guitar program in a public school, or the inclusion of guitar in a pre-existing music program.

MUE 8472  Jazz Techniques for the Music Educator
Pre-requisite: Admission to MME Degree Program. Two hours lecture. Materials, methods, and techniques for teaching instrumental jazz to K-12 students, including an overview of jazz history and styles and a pedagogical approach to teaching beginning improvisation.

MUE 9012  Final Project in Music Education
Two hours directed independent study. (Pre-requisite: Admission to MME Degree Program.) Directed study, emphasizing intense research, analysis, and synthesis of an approved topic central to the field of music education.
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 formal requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Education Development
Department: Instructional Systems & Workforce Development

Contact Person: Dr. Linda Cornelious Mail Stop: 9730 E-mail: Icornelious@colled.msstate.edu

Nature of Change: Modification Date Initiated: 3/20/2017 Effective Date: Fall 2017

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Master of Science

Major: Technology Concentration: None

New Degree Program Name: Master of Science

Major: Technology Concentration: (a) Endorsements, (b) Technology Facilitator/Administrator, and (c) Improving Technology Using Technology

Summary of Proposed Changes:

1) Remove 1 core course (EDF 8353) from the current degree program.
2) Add 2 new courses (TKT 8863 Grant Writing Essentials, TKT 8873 Communication Tools in Technology for Teachers and Administrators)
3) Add 3 new concentrations to the MST degree: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology with 9 hour requirement for each concentration.

Approved:

[Signatures]
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

Date:
3/10/2017
3/27/2017

☑ SACS Letter Sent
Proposal to Modify Master of Science in Technology (MST) in Department of Instructional Systems and Workforce Development

1. CATALOG DESCRIPTION

The Master of Science in Technology (MST) degree requires 30 credit hours of coursework above the baccalaureate degree. The student is required to select one concentration area from: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology. For the non-thesis option, passing of a written comprehensive examination is required. Students who choose to complete a thesis must take a minimum of 6 hours for TKT 8000 thesis research and pass an oral examination in defense of the thesis.

2. CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td>Degree: Master of Science (MST)</td>
<td>Degree: Master of Science (MST)</td>
</tr>
<tr>
<td>Major: Technology</td>
<td>Major: Technology</td>
</tr>
<tr>
<td>Concentrations: None</td>
<td>Concentrations: a) Endorsements; b) Technology Facilitator/Administrator; c) Improving Instruction Using Technology</td>
</tr>
</tbody>
</table>

The master's degree requires the following credit hours of coursework above the baccalaureate degree for the non-thesis option: Master of Science in Technology, 30 hours. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.

<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>• EDF 8353 Principles of Curriculum Development</td>
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<td>• TKT 8863 Grant Writing Essentials</td>
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<tr>
<td>• EDF 8363 Functions and Methods of Research in Education</td>
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<td>• TKT 8213 Content &amp; Methods of Teaching Career and Technology Education</td>
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<tr>
<td>• TKT 8263 Philosophy &amp; Administration of Career &amp;</td>
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<td>Technology Education</td>
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<tr>
<td>• TKT 8213 Content &amp; Methods of Teaching Career and Technology Education</td>
<td>• TKT 8273 Contemporary Issues Cur Plan ISWE</td>
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<tr>
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<td>• EDF 8363 Functions and Methods of Research in Education</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Concentration (choose one concentration and select 9 hours)</td>
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<tr>
<td>Concentration 1. Courses: Endorsements</td>
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<tr>
<td>• TKT 6473 Methods of Teaching Online</td>
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<td>• TKT 6463 Methods of Teaching Tech Middle School</td>
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<td>• TKT 6483 Methods of Teaching STEM</td>
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<tr>
<td>• TKT 6493 Methods of Teaching Career Pathway Experience</td>
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<tr>
<td>Concentration 2. Courses: Technology Facilitator/Administrator</td>
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<tr>
<td>• TKT 8533 Evaluation &amp; Assessment in Instructional Systems and Technology</td>
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<tr>
<td>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</td>
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<tr>
<td>• TKT 8763 Strategic Technology Planning for Teachers and Administrators</td>
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<td>• TKT 8753 Technology Issues for School Administrators</td>
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<tr>
<td>• TKT 8833 Design and Implementation of Data Networks</td>
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<td>9 hours</td>
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</tbody>
</table>
Concentration 3. Courses: Improving Instruction Using Technology

- TKT 8873 Communication Tools in Technology for Teachers and Administrators
- TKT 6735 Managing the Multimedia Environment
- TKT 8833 Design and Implementation of Data Networks
- TKT 6803 Integrating Technology for Meaningful Learning
- TKT 6763 Digital Tools for 21st Century Teaching and Learning

<table>
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<tr>
<th>Non-Thesis Option Electives</th>
<th>6 Hours</th>
<th>Non-Thesis Option Electives</th>
<th>6 hours</th>
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<tbody>
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<td>Thesis Option</td>
<td>6 hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td>30 Hours</td>
<td>Total Hours</td>
<td>30 Hours</td>
</tr>
</tbody>
</table>

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Justification:
Due to the nature of shifts and changes in technology, the rationale behind the proposed degree modification is to: a) bring the degree in line with the contemporary, theoretical foundations and practices of educational technology for both teachers and administrators, to help educators incorporate technology and media into best practice, and b) to update the program with emphases in the concentration areas of: a) endorsements, b) technology facilitator/administrator, and c) improving instruction using technology. Students will also be able to refine their knowledge, skills, and competencies, as well as career goals in the field of technology teacher education.

For the complete course work, the proposed degree modification will keep a total of 30 credit hours as the current degree program. In addition to the 5 core courses (total: 15 hours), students will be required to select one concentration area from 3 options: a) endorsements; b) technology facilitation/administration, and c) improving instruction using technology (total: 9 hours of concentration courses). For the last six hours, the students may choose non-thesis electives for the thesis option and complete TKT 8000 Thesis Research/Thesis in Technology Teacher Education.

For the proposed degree modification, students will become familiar with foundations, philosophy, curriculum, grant writing, and principles of educational technology and how to
employ the content from technology courses in the motivation of learners in the classroom and schools. Students will also gain a better understanding of theories and applications in engaging students, completing research, and integrating technology in their teaching and/or administration careers. In addition, students will become aware of the trends and issues in educational technology on both local and global levels, as well as across all levels of education. Many schools and school districts do not have the financial resources to purchase and implement the latest technology to be used by teachers, staff, and administrators. The cost of technology can be expensive. Thus, the financial side of planning for technology, with emphasis on researching resource opportunities, seeking funds to support the acquisition of technology, particularly in K-12 education is well known. The actual expenditures for instructional technology in the nation’s schools is growing. The estimates are in the billions of dollars, although schools have often been accused of not investing enough funds into technology programs at a time when newer technology is warranted. Specifically, the need to add a grant writing course for teachers and other educators into a Master of Science Degree program is essential. Many educators have found that external funding, in the form of technology grants, allows them an opportunity to provide their schools with the educational experiences in learning and using technology that they might not otherwise have had. A grant-writing course for teachers will provide them with the tools that they need as first-time grant writers to secure a significant source of funds each year for improvements in their classrooms, schools, and school districts.

The faculty are confident that these changes will greatly enhance the MST program and will allow graduating students to achieve their career goals with a solid foundation of educational technology and with enhanced knowledge and directed career path of a specific concentration area. Students will also have a directed career path based on a specific concentration area. These modifications have been approved and supported by the ISWD faculty.

**Student Learning Outcomes:**
- Students will demonstrate a high level of competency in the technology core content areas.
- Students will demonstrate a high level of competency in one concentration area (technology, endorsements, technology facilitator/administrator, or improving instruction using technology)
- Students will acquire the knowledge, skills, and ability to apply best practices in a field-based work setting.
- Graduates will be prepared for gainful employment in their specialized field or they will pursue an advanced degree to help prepare them for future careers.

**4. SUPPORT**
Attached please find:

Letter of support from the ISWD graduate faculty

**5. PROPOSED 4-LETTER ABBREVIATION**
No Change
6. EFFECTIVE DATE
The effective date for these changes is Fall 2017.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Education
Department: Instructional Systems & Workforce Development
Contact Person: Dr. Linda Cornelious Mail Stop: 9730 E-mail: lcornelious@colled.msstate.edu
Nature of Change: Addition of Distance Program to Existing Program Date Initiated: 3/10/2017 Effective Date: Fall 2017

Degree to be offered at: Campus 5
Current Degree Program Name: Master of Science

Major: Technology Concentration: None

New Degree Program Name: Master of Science

Major: Technology Concentration: (a) Endorsements,
(b) Technology Facilitator/Administrator, and
(c) Improving Technology Using Technology

Summary of Proposed Changes:

Approved:

Date:

☐ IHL Action Required

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

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Date of Initial Program Approval: Upon Approval</th>
<th>Date of Implementation:</th>
<th>Cost of Implementation: Minimal</th>
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</table>

<table>
<thead>
<tr>
<th>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</th>
<th>Six Digit CIP Code:</th>
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</thead>
<tbody>
<tr>
<td>Master of Science in Technology</td>
<td>13.1309</td>
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<table>
<thead>
<tr>
<th>Degree(s) to be Awarded:</th>
<th>Credit Hour Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Technology</td>
<td>30 Hours</td>
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<table>
<thead>
<tr>
<th>Percentage of Program Completed by Distance Learning:</th>
<th>Percentage of Program Requiring Campus Visit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Will students be allowed to mix on-campus and distance learning courses within this program?** No

**Will this program require separate admission from those offered on-campus?** Yes

**Will this program have different fees or tuition rates from those offered on-campus?** Yes

<table>
<thead>
<tr>
<th>Responsible Academic Unit(s):</th>
<th>Institutional Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Systems &amp; Workforce Development</td>
<td>Dr. Linda Cornelious</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Expected to Enroll in First Six Years:</th>
<th>Number of Graduates Expected in First Six Years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>5</td>
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<tr>
<td>Year Two</td>
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<td>Year Three</td>
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<td>Year Four</td>
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<td>Year Five</td>
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<td>Year Six</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
</tr>
</tbody>
</table>

**Program Summary:**
The master's degrees require the following credit hours of coursework above the baccalaureate degree for the non-thesis option: Master of Science in Technology, 30 hours. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.
Proposal to Add Master of Science in Technology (MST), an Existing Program, as a Distance Learning Program in the Department of Instructional Systems and Workforce Development

1. CATALOG DESCRIPTION

The Master of Science in Technology (MST) degree requires 30 credit hours of coursework above the baccalaureate degree. The student is required to select one concentration area from: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology. For the non-thesis option, passing of a written comprehensive examination is required. Students who choose to complete a thesis must take a minimum of 6 hours for TKT 8000 thesis research and pass an oral examination in defense of the thesis.

2. CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Current Master of Science in Technology Degree</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td>Degree: Master of Science (MST)</td>
<td>Degree: Master of Science (MST)</td>
</tr>
<tr>
<td>Major: Technology</td>
<td>Major: Technology</td>
</tr>
<tr>
<td>Concentrations: a) Endorsements; b) Technology</td>
<td>Concentrations: a) Endorsements; b) Technology</td>
</tr>
<tr>
<td>Facilitator/Administrator; c) Improving Instruction Using Technology</td>
<td>Facilitator/Administrator; c) Improving Instruction Using Technology</td>
</tr>
<tr>
<td>The Master of Science in Technology degree requires 30 credit hours of coursework above the baccalaureate degree for the non-thesis option and thesis option. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.</td>
<td>The Master of Science in Technology degree requires 30 credit hours of coursework above the baccalaureate degree for the non-thesis option and thesis option. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.</td>
</tr>
</tbody>
</table>

| a) Endorsements (9 hours) | c) Endorsements (9 hours) |
| b) Technology Facilitator/Administrator (9 hours) | d) Technology Facilitator/Administrator (9 hours) |
| Improving Instruction Using Technology (9 hours) | e) Improving Instruction Using Technology (9 hours) |

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
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<td>College Required Courses N/A</td>
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<td>College Required Courses N/A</td>
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<td>• TKT 8863 Grant Writing Essentials</td>
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<td>• TKT 8863 Grant Writing Essentials</td>
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<td>• TKT 8213 Content &amp; Methods of Teaching Career and Technology Education</td>
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<td>• TKT 8213 Content &amp; Methods of Teaching Career and Technology Education</td>
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<tr>
<td>Concentration (choose one concentration and select 9 hours)</td>
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<td>Concentration (choose one concentration and select 9 hours)</td>
<td>9 hours</td>
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<td>Concentration 1. Courses: Endorsements</td>
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<td>• TKT 6473 Methods of Teaching Online</td>
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<td>• TKT 6493 Methods of Teaching Career Pathway Experience</td>
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<td>Concentration 2. Courses: Technology Facilitator/Administrator</td>
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<td>• TKT 8533 Evaluation &amp; Assessment in Instructional Systems and Technology</td>
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<td>• TKT 8753 Technology Issues for School Administrators</td>
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<td>• TKT 8763 Strategic Technology Planning for Teachers and Administrators</td>
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<td>• TKT 8833 Design and Implementation of Data Networks</td>
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<td>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</td>
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Concentration 3. Courses: Improving Instruction Using Technology

- TKT 6733 Managing the Multimedia Environment
- TKT 6763 Digital Tools for 21st Century Teaching and Learning
- TKT 6803 Integrating Technology for Meaningful Learning
- TKT 8873 Communication Tools in Technology for Teachers and Administrators
- TKT 8833 Design and Implementation of Data Networks

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<th>Non-Thesis Option Electives</th>
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2. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

This course will be available to graduate students who are interested in the topic. By offering this class online, potential students who live too far to commute to MSU will be able to enroll and complete the course in their own homes and communities. The extra value of being able to complete this class online will fulfill the need of students who are working part time/full time and who live too far from campus to complete the class on campus. It also has the potential of increasing enrollment in the programs.

ACADEMIC MISCONDUCT

Academic misconduct will be monitored by (1) having students sign and fax a form indicating they have read and understand the terms of the course syllabus and MSU Honor code, (2) using time sensitive test and exams with randomly ordered questions, and (3) requiring students and faculty to use SafeAssign, plagiarism detection software.

TARGET AUDIENCE

The target audience will be teachers and school personnel in school districts in our state and throughout the country who desire to acquire advanced technology knowledge and skills to enhance learning. The degree is designed for students who cannot attend face-to-face classes. Through our active recruiting of graduate students, we have found that teachers and school personnel are primarily selecting online degrees. Teachers and school personnel in rural areas not in driving distance to a college campus will find this degree attractive.
3. STUDENT LEARNING OUTCOMES:
   - Students will demonstrate a high level of competency in the technology core content areas.
   - Students will demonstrate a high level of competency in one concentration area (technology, endorsements, technology facilitator/administrator, or thesis/research in technology teacher education).
   - Students will acquire the knowledge, skills, and ability to apply best practices in a field-based work setting.
   - Graduates will be prepared for gainful employment in their specialized field or they will pursue an advanced degree to help prepare them for future careers.

4. EFFECTIVE DATE
The effective date for these changes is Fall 2017.

5. CONTACT PERSON:
Dr. Linda Cornelious
662.325.8944
Email: lcornelious@colled.msstate.edu

6. SUPPORT
Attached please find attached a letter of support from the ISWD graduate faculty
LETTER OF SUPPORT

DATE: March 7, 2017

TO: Box Council and UCCC

FROM: Dr. Linda Cornelious, Program Coordinator
       Master of Science in Technology

SUBJECT: Support of Intent to Offer an Existing Degree Program by Distance Learning.

This letter of support is offered by the graduate faculty for the proposed degree modification of the Master of Science in Technology degree. The following changes are being proposed:

Course Addition
TKT 8863 Grant Writing Essentials
TKT 8873 Communication Tools in Technology for Teachers and Administrators

Course Modifications
TKT 8763 Strategic Technology Planning for Teachers and Administrators
TKT 8833 Design and Implementation of Data Networks

Course Concentration Additions
Endorsements
Technology Facilitator/Administrator
Improving Instruction Using Technology
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. James Adams</td>
<td>3/8/2017</td>
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<tr>
<td>Dr. Joanne Beriswill</td>
<td>3/10/2017</td>
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<td>Dr. Pamela Scott-Bracey</td>
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<tr>
<td>Dr. Linda Cornelius</td>
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<tr>
<td>Dr. Kun Huang</td>
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<tr>
<td>Dr. Mabel Okojie</td>
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<td>Dr. John Wyatt</td>
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<td>Dr. Chien Yu</td>
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<td>Dr. Wei-Chieh Yu</td>
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