Graduate Council  
Mississippi State University

Number: 4  
Date: January 25, 2013


Absent:  T. Anderson (excused), F. Coleman (excused), S. Elder (excused), D. Franz (excused), B. Mikel, P. Ryan, W. Schilling (excused)

Guests:  J. Adams, P. Mago, J. Wyatt

1. Graduate Council Chair Dr. Juan Silva stated that the minutes from the November 30, 2013 meeting will be approved at the next meeting.

2. University Committee on Courses and Curricula (UCCC)

Dr. Angi Bourgeois stated that only the first four proposals on the agenda should be reviewed. Two proposals for distance approval in Mechanical Engineering were sent prematurely and are withdrawn from Graduate Council review at this time.

- **New Energy Certificate**
  Dr. Silva asked Dr. Pedro Mago from the department of Mechanical Engineering to explain the new Energy Certificate. After extensive discussion, Graduate Council was unable to reach consensus. Dr. David Morse made a motion to table the proposal until more clarification can be obtained. Dr. David Lewis seconded the motion. The proposal was tabled.

Dr. Silva stated that he will ask a subcommittee consisting of Drs. Morse, Rafael Hernandez and Scott Roberts to review the proposal prior to the next Graduate Council meeting.

- **Deletion of Software Engineering Graduate Certificate**
  Dr. Lewis made a motion to approve the deletion of the Software Engineering Graduate Certificate. The motion was seconded by Dr. Pasquale Cinnella. Discussion followed. Graduate Council approved the deletion of the Software Engineering Graduate Certificate by acclamation.

- **Deletion of Master of Business Administration (Finance) Degree Program**
  Dr. Lewis made a motion to approve the deletion of the MBA (Finance) degree program. The motion was seconded by Dr. Cinnella. Discussion followed. Graduate Council approved the deletion of the MBA (Finance) degree program by acclamation.
• Modification to PhD in Instructional Systems and Workforce Development (ISWD)
  Dr. Jim Adams from the Department of Instructional Systems and Workforce Development explained the modification to the PhD in ISWD. Dr. Dwight Hare made a motion to accept the modification to the PhD in ISWD. Ms. Vemitra White seconded the motion. Discussion followed. Two minor edits such as adding the terms “post-baccalaureate” consistently using the term “general” throughout the proposal were suggested. Dr. Dan Reynolds made an amendment to motion on the table to accept the modification with the mentioned corrections. Graduate Council approved the modifications to the PhD in ISWD by acclamation.

3. Report from the Office of the Graduate School (OGS)

Dr. Louis D’Abramo, Dean of the Graduate School, presented the following report:

• Staff
  Ms. Joanne To, Business Manager II, remains on extended leave after surgery. Her expected return to the OGS in early January has been extended to early February.

• Applications
  The official enrollment count of graduate students for the spring 2013 semester has been completed. There were 268 new students and 3,152 returning students for a total of 3,420 graduate students. Compared to spring 2012, that is a decrease of 192 graduate students (9.2%). As you may remember, we experienced an enrollment decrease of 141 students for fall 2012 when compared to fall 2011. Enrollment numbers seem to be holding because spring semester enrollment numbers are always around 150 less than the previous fall semester. However, it is worth noting that the total number of "new" graduate students for spring 2013 has fallen below 300 (270 unofficially as of today). A review of unofficial enrollment (from Banner) for the previous 5 spring semesters is 341, lowest being 300. I believe that graduate enrollment for fall 2013 will probably remain steady and may increase a bit, up to approximately 3650. Our highest enrollment of 3789 occurred in fall of 2011. Considering the slow rate of recovery of the economy, reduced external funding and an anticipated reduction in applications, a substantial and noteworthy increase in graduate student enrollment for the fall 2013 semester is not expected.

• Graduation, Fall 2013
  316 students applied for graduation, 280 students (88.6%) actually graduated (228 masters, 6 educational specialists and 46 Ph.D.s)

• Office of the Graduate School Magazine
  The inaugural issue of the Office of the Graduate School magazine is scheduled for completion on July 1. The content will be designed such that the magazine will be a vehicle for information, recruiting, and fund raising. We have already solicited information from department heads and graduate coordinators to develop stories and are conducting a contest among OGS staff to name the magazine.

• Health Insurance Supplements for Graduate Students
  The OGS will begin to post health insurance supplements into graduate student accounts earlier in the semester. For the fall 2012 semester, supplements were posted at the end of October. For fall 2013, they will be posted at the beginning of October. Many students do not opt for a particular insurance plan until the passing of at least a month. They evaluate the advantages and disadvantages of health
insurance that they may already have versus that provided through the University. For this reason, we are compelled to wait before posting supplements to avoid time consuming accounting activities.

- **Honor Code Policy for Graduate Students**
  The original committee entrusted with revision of the Honor Code has prepared three options that offer different levels of sanctions for the first academic misconduct committed by a graduate student. This action was at the request of the Deans Council after its review of a previously revised Honor Code document. Two of the sanctions are based on higher expectations for graduate students when compared to undergraduate students and include academic probation, and loss of assistantship and associated tuition waiver. The options will be resubmitted to the Deans Council for review and action next week.

- **National Professional and Graduate Student Appreciation Week**
  This year, the Appreciation Week is scheduled for April 1 through April 5. Dr. Ansley Abraham, Director of the Southern Regional Education Board (SREB) State Doctoral Scholars Program, is scheduled to be on campus to talk about the program and graduate student diversity on campus. Funding for Dr. Abraham’s travel has been provided by the OGS, the Office of the Provost, the Graduate Student Association (GSA), and the Office of Diversity and Equity Programs. Other activities that are planned for the week include workshops on financial literacy and dining etiquette, an ice cream social, and a night of entertainment. The annual Graduate Student Association Banquet is scheduled during this week.

- **Graduate/undergraduate Mentorship Program (Handout 1)**
  This program is jointly funded by OGS, Shackouls Honors College, and the Division of Student Affairs and is designed to educate outstanding undergraduate students about graduate education and recruit them to graduate school at MSU. This semester, Associate Dean Coats will work with Magen Nelson, who is a graduate student working at the Honors College, to develop the application protocol and select and pair graduate and undergraduate students. The pilot project will consist of 5 pairs of students. The planning of a calendar of events is scheduled for this summer and these events will be initiated during the following fall.

- **Graduate Student Research Symposium**
  The 2013 Graduate Student Research Symposium is scheduled for Saturday March 23, the same week when the Undergraduate Research Symposium is scheduled.

- **Graduate Coordinator Workshop**
  The Graduate Coordinator Workshop, offered every other year, is scheduled for two days, Wednesday, March 6, or Thursday, March 7, 2013 from 2:00 to 4:00 PM. Coordinators have the option of selecting either day in order to insure as much participation as possible, changes in policy will be presented as well as informational guidance to avoid procedural problems that are chronically encountered. The workshop is also designed to be driven by topics solicited from graduate coordinators.

- **Graduate Coordinator Survey (Handout 2)**
  In the interest of obtaining information about the quality of services that the OGS provides, the OGS has prepared a survey for graduate coordinators to complete. The survey can be accessed from Monday, January 21 through 5:00 PM February 15, 2013 at the My State Portal. The compilation of responses will allow OGS to quantitatively assess performance and make improvements as needed.
• Graduate Assistant Handbook
The Graduate Assistant Handbook has been completely revised and is available by downloading it from the OGS website (click Publications on the left side of the home page). The plan is to include reference to its location in the text of all letters of admission sent to graduate students.

• Graduate Teaching Assistant Orientation
A total of 61 students registered for the GTA Orientation and/or the Microteaching Simulation. Students represented 34 academic areas and 54 attended the Orientation and 46 participated (43 passed) in the Microteaching Simulation/Classroom certification. Eleven faculty served as topic presenters for the orientation session, and 28 faculty served as judges for the microteaching simulation. The OGS sincerely appreciates the volunteer participation of faculty.

• Natalie Nations
Ms. Natalie Nations has been selected to receive the Conference of Southern Graduate Schools (CSGS) 2013 master's thesis award in the category of Humanities and Fine Arts (see the home page of the OGS website). The OGS was very pleased to nominate her and is especially grateful to Dr. Lara Dodds for submitting Ms. Nations’ thesis for consideration. After reviewing Ms. Nations’ thesis, we knew that it would be highly competitive. This is a highly competitive regional award (over 200 graduate schools in fifteen states are members of CSGS) and brings important recognition to not only Natalie and her graduate study but also the Graduate School, the College of Arts and Sciences, and the Department of English at MSU. She will be honored and receive the award at the annual CSGS meeting in Greenville, South Carolina at the end of February.

4. Report from Graduate Student Association (GSA)

GSA Vice President Vemitra White presented the following report:

The GSA has set the date for the Graduate Symposium for March 23 in McCool Hall. Graduate Coordinators can expect an email from GSA soon asking for their support in being judges for this event. The nominations for the 2013 Graduate Service Assistant, Graduate Research Assistant, Donald Zacharias Graduate Teaching Assistant of the Year Award and the Outstanding Graduate Student Mentor Award will be forthcoming shortly. The first general GSA meeting will be held on February 7 and the GSA Banquet will be held on April 3 at Hunter Henry Building.

1. New Business

a) Dean of the Graduate School Search (Silva – Handout 3)

A search committee was formed and Dr. Bill Herndon is the chair of the search committee. A copy of the job description was shared with Graduate Council.

b) Date change for next Graduate Council meeting (Silva)

Dr. Silva asked that since he, Drs. D’Abramo and Coats as well as Karin will be unable to attend the February meeting scheduled for February 22, to reschedule the meeting for the following week which would make it March 1. Graduate Council members will be reminded via email.
In the absence of other business, the meeting adjourned at 2:35 p.m.

The date for the next Graduate Council meeting has been set for Friday, March 1, 2013 at 1:30 p.m. in 611 Allen Hall.
The Graduate – Honors Undergraduate Mentorship Program

The Shackouls Honors College, the Office of the Graduate School, and the Division of Student Affairs will develop a partnership to pilot a Graduate – Honors Undergraduate Mentorship Program aimed at providing honors undergraduate students with a graduate student mentor, ideally from the undergraduate student’s department, who will help prepare them to transition into graduate school. Graduate student mentors would:

- Provide advice based on first-hand knowledge about the rigors and expectations of graduate school.
- Demystify the process of identifying appropriate graduate programs and applying for graduate school.
- Serve as a sounding board for any questions or concerns expressed by the student.

This program will also benefit graduate students by:

- Fostering skills which are relevant to careers in academia, industry, or government including mentorship and advising.
- Providing leadership opportunities which will strengthen academic credentials.
- Providing an honorarium that can be used for travel to a professional meeting or applied toward academic expenses.

Program activities:

Graduate and undergraduate applicants will be selected for participation in this pilot program, and paired according to similar disciplines. Students will have flexibility in the face-to-face meeting times, but they will be expected to participate in both organized activities and casual meetings scheduled at mutually agreeable times. Pairs will be expected to meet casually at least twice monthly.

Table 1. Putative activities for the upcoming year

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Spring 2013</td>
<td>Initial program development meeting (Magen Nelson and Karen Coats)</td>
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<tr>
<td></td>
<td>Call for student applicants</td>
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<td>Select and pair students</td>
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<td>Summer 2013</td>
<td>Create calendar of events</td>
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<td></td>
<td>Set up locations for events</td>
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<tr>
<td>Fall 2013</td>
<td>Host first mentor/mentee meeting of semester (Griffis Hall)</td>
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<td></td>
<td>Host at least 2 networking activities during the semester (Griffis Hall, etc.)</td>
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<td>Contact pairs monthly for accountability (Program Director)</td>
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<td>Mentor/mentee meet biweekly (coffee at Starbucks, snacks at Union, snacks at Griffis, etc.) (meal cards provided)</td>
</tr>
<tr>
<td>Spring 2014</td>
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<td></td>
<td>Participate in research symposium (Graduate Student Association spring symposium)</td>
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<tr>
<td></td>
<td>Assessment surveys completed by mentors and mentees (SurveyMonkey)</td>
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<td></td>
<td>Program evaluation (Program Director)</td>
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</table>
Budget:

- Honoraria for graduate student mentors ($300 x 5 mentors) $1500
- Meal cards for coffee, snacks ($50 x 5 mentors) $250
- Research symposium (Participate in GSA Symposium) (poster printing, awards, etc.) $400
- Study guides (GRE prep, GMAT prep, etc.) $300
- Snacks and beverages for common room in Griffis $300
- Interactive networking (socials, tailgate, etc.) $600
- Supplies $150

Total $3500

Financial commitments to support the program:

- Shackouls Honors College: $1250
- Office of the Graduate School: $1250
- Division of Student Affairs: $1000

Dr. Christopher A. Snyder, Dean of Shackouls Honors College

Date

Dr. Louis D’Abramo, Dean of the Graduate School

Date

Dr. William Kibler, Vice President for Student Affairs

Date
Office of the Graduate School Services Survey Questions

Website and Bulletin

1. The Graduate School website is easy to navigate.

2. The Graduate School website contact information is current, includes contacts for everything I need, and is user friendly.

3. The Graduate School website provides timely information about upcoming deadlines.

4. The Graduate School website effectively informs me about opportunities for professional development of graduate students as well as upcoming relevant events.

5. The Graduate School website supplies adequate information about graduate admission procedures.

6. The Graduate School website provides timely information about changes in policies and/or procedures.

7. The Bulletin of the Graduate School provides comprehensive information concerning Graduate School policies and procedures.

Knowledge and Service

8. The Graduate School staff listens attentively to my questions and is concerned about my problems or issues.

9. The Graduate School staff is helpful and prompt in assisting me with problems or answering my questions.

10. Decisions about policies and issues are rendered consistently.

11. When I contact the Graduate School for assistance, I find the staff to be easily accessible by either phone, email, or in person.

12. The Graduate School staff is knowledgeable and helpful about issues concerning international students.

13. The Office of the Graduate School helps to complement departmental recruiting efforts.

14. Questions I have about graduate assistantships are answered effectively and within a reasonable amount of time by Graduate School staff.

15. Instructions for accessing Workflow/Xtender are clear, concise, and user friendly.
16. Requests or problems concerning Workflow and Xtender access are handled promptly and professionally.

17. Responses to questions about applicant files are answered promptly, cordially, and professionally.

18. Electronic screening packages and departmental decisions are handled promptly and accurately.

Programs

19. Application procedures for Graduate School awards (TAGGS, GRAGS, OGS Assistantships) are easily understood and reasonable.

20. Decisions concerning Graduate School awards (TAGGS, GRAGS, OGS Assistantships) are fair and equitable within the limitation of funds available for award.

21. The Graduate Teaching Assistant Orientation is well organized and content is relevant.

22. The Classroom Communication and Culture (CCC) workshop for international students is well organized and content is relevant.

23. The Preparing Future Faculty Program is well organized and provides important information to graduate students who desire to be college and university faculty.

External Funding Information

24. The Graduate School provides information about available external funding opportunities for graduate studies.

25. The Graduate School aids in facilitating student awareness and access to external funding opportunities.

Diversity

26. The Graduate School contributes to diversity at Mississippi State through its recruiting efforts and support of departmental recruiting efforts.

27. The Graduate School helps to support under-represented minority students through targeted programs and initiatives that focus on success in graduate school.

28. Initiatives and functions supported by the Graduate School are inclusive of all students relative to race, ethnicity, or national origin.

Other

29. Communication about vision, changes in policy, and activities is open, ongoing, and comprehensive.
30. The Dean and Associate Dean of the Graduate School value my input when policies and procedures are written or revised.

31. The Dean or Associate Dean provides a timely response to requests to discuss problems/issues related to graduate studies.

32. The Dean and/or Associate Dean consult with faculty or faculty representatives to help shape ideas and initiatives.

33. The Dean and Associate Dean display integrity and frankness and encourage feedback.

34. The Graduate School is appropriately flexible when unusual circumstances arise relevant to graduate student needs.

35. I am satisfied with the overall service provided by the Office of the Graduate School.
Mississippi State University seeks nominations and applications for the position of Associate Vice President for Academic Affairs and Dean of the Graduate School. The Associate Vice President for Academic Affairs and Dean of the Graduate School reports to the Provost and Executive Vice President. Responsibilities include providing assistance to the Provost on academic matters within the Office of Academic Affairs and leadership of the graduate programs housed in several schools and colleges of the university.

Mississippi State University, located in Starkville, MS, is a comprehensive, land-grant institution with an enrollment of over 20,000 students. The Office of the Graduate School coordinates/oversees 4,000 graduate students enrolled in 135 doctoral, master's, specialists, and professional degree programs in agriculture, engineering, humanities, sciences, social sciences, veterinary medicine, and other disciplines. The University is among the top research-funded institutions in the United States with a very high research activity designation from the Carnegie Foundation.

**Characteristic Duties and Responsibilities for the Associate Vice President for Academic Affairs and Dean**

- Provides leadership, integrity, and vision for the Graduate School
- Provides assistance on academic matters pertaining to graduate students
- Oversees the operations of the Graduate School, including the supervision of the preparation and administration of the Graduate School’s budget, management and supervision of personnel, and oversight of an effective system of record keeping in accordance with the particular needs of the Graduate School and the policies, regulations, and laws affecting it
- Acts as an advocate for the graduate programs of the university; works with the directors of the graduate programs in the schools and colleges to ensure their continued growth and development
- Works with the Graduate Council in setting of overall university policy governing graduate education
- Pursues external grant support for innovative recruitment and training programs for graduate students with particular emphasis on increasing enrollment, including under-represented groups and international students
- Works closely with the Deans and Directors of the College of Agriculture and Life Sciences; College of Architecture, Art, and Design; College of Arts and Sciences; College of Business and Industry; College of Education; the Bagley College of Engineering; College of Forest Resources; Shackhouls Honors College; College of Veterinary Medicine; Meridian Off-Campus Branch; Cooperative Education Program; Mitchell Memorial Library; and Registrar's Office
- Facilitates recruitment and retention of high quality graduate students who will improve research productivity and enhance the reputation of MSU as a global leader among academic research institutions
- Supports enrollment and degree production goals for graduate programs of the university
- Performs other assigned duties as appropriate

**Qualifications:** Candidates should have an earned terminal degree in their discipline from an accredited school/university; a record of significant scholarly research and evidence of sustained excellence in teaching and supervision of graduate student research; an established record of teaching and research of sufficient magnitude and quality to warrant an appointment as a full professor in the candidate's discipline and department in which the discipline is housed; an awareness of current domestic and international trends and prospects for graduate education in the U.S.; the ability to contribute to University goals to increase and foster diversity; and effective interpersonal, collaborative and leadership skills. Experience in academic administration in higher education and graduate student supervision is preferred.

The position is available to begin on July 1, 2013. Initial review of the applicants will be conducted on February 25, 2013 and will continue until the position is filled. Applications should include a curriculum vita, addresses and telephone numbers of 5 references, and a statement of the applicant’s vision and philosophy of graduate education as it applies to this position. On-line, electronic applications are required, so visit the Mississippi State University website (https://www.jobs.msstate.edu) for more information and instructions regarding this position. Inquiries, nominations, and applications (electronic required) should be directed to Dr. C.W. “Bill” Herndon, Associate Vice President, Division of Agriculture, Forestry and Veterinary Medicine, P.O. Box 9800, Mississippi State University, Mississippi State, MS 39762-9690 herndon@dafvm.msstate.edu.
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, Mail Stop 9637 (344 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering
Contact Person: Dr. David A. Dampier
Mail Stop: 9637
E-mail: dad6@msstate.edu

Department: Computer Science and Engineering

Nature of Change: Deletion - IHL Approval Required
Program will be offered at: Select One

Current Degree Program Name: Certificate
Major: Concentration:

New Degree Program Name: Select One
Major: Concentration:

Effective Date: Fall 2012

Summary of Proposed Changes:
We propose to delete this program from the available offerings in the Department of Computer Science and Engineering.

Anna Specca
Department Head

Y. Dampier
Chair, College or School Curriculum Committee

T. Benson
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

10/18/12

10/26/2012

10/25/12

□ SACS Letter Sent
PROPOSAL TO DELETE
SOFTWARE ENGINEERING GRADUATE CERTIFICATE PROGRAM


Justification: The graduate faculty in the Department of Computer Science and Engineering do not support continuation of the Software Engineering Graduate Certification program for the following reasons:

- No enrollment: No students are currently enrolled in this program.
- Very low enrollment: Very few students have ever enrolled in this program, and then, only when they had finished all of the classes required.
- Alternative program available: Students can enroll in the M.S. degree program in Computer Science, and specialize in software engineering.

Since no students are currently enrolled in the program, and no student has ever enrolled in this program without also being enrolled in the graduate program in computer science, it has been determined by the faculty that a better approach is for students to pursue the M.S. degree in computer science and specialize in software engineering.

Deletion of this program will have no effect on faculty or departmental resources. No faculty or resources were added when the certificate was created, so no resources were ever linked to this program.
October 18, 2012

To whom it may concern:

This letter is in support of the proposal to delete the Software Engineering Certificate program in the department of Computer Science and Engineering. Seventeen faculty members present at the March 23, 2012 departmental meeting approved this proposal unanimously.

Sincerely,

Yoginder Dandass
CSE Course and Curricula Committee Chair
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, Mail Stop 9638 (Freeman Hall-Room 102), Phone: 325-1922.

College: College of Education  Department: Instructional Systems and Workforce Development
Contact Person: Dr. James Adams  Mail Stop: 9730  E-mail: jadams@colled.msstate.edu
Nature of Change: Degree Modification  Date Initiated: 10/04/2012  Effective Date: Spring 2013

Degree to be offered at:

Current Degree Program Name: Doctor of Philosophy in Instructional Systems and Workforce Development

Major:  Concentration:

New Degree Program Name:

Major:  Concentration:

Summary of Proposed Changes:

See attached summary of proposed changes

Approved:  Date:

Connie M. Tolde  10/12/2012  
Department Head

Kimberly R. Hall  10/23/12
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
Summary of Proposed Changes

1. Catalog description for the degree was revised.
2. Change the minimum semester hours needed to graduate with a Doctor of Philosophy in Instructional Systems and Workforce Development to 90.
3. Students must take two required research and statistics courses and two required foundations courses from the Department of Instructional Systems and Workforce Development. The hours taken in these required classes will serve to meet the requirements for research, foundations, and post-secondary and will not be reflective of the 24-30 hours needed to complete the technology requirements.
4. Students will take 24-30 hours of approved technology courses.
5. Students will take 19 hours of research and statistics requirement courses.
6. Students will take 6 hours of foundations courses.
7. Students will take 12-18 hours of approved free electives.
8. EDF 8363 Functions and Methods of Research was deleted as a required research and statistics.
9. EDF 9463 Qualitative Data Collection and EDF 9473 Qualitative Data Analysis were added as research and statistics courses.
10. EPY 8223 Psychological Foundations of Education and EDF 9313 Philosophy of Education have been deleted as required foundations courses.
11. TKT 6263 Issues of Diversity in Work and Educational Environments was added as a foundations course.
12. TKT 8263 Philosophy and Administration of Teaching Career and Technical Education and TKT 8213 Content and Methods of Teaching in Career and Technical Education have been removed as foundations courses and added as postsecondary courses.
13. HED 8123 University and Community College Governance, HED 8133 University and Community College Instruction, and AIS 8243 Administration and Supervision in Agricultural Information Science and Education have been deleted as higher education courses.
14. TKT 8233 Analysis and Survey of Research in Workforce Development and Instructional Systems has been added as a postsecondary course.
Proposal to modify Doctor of Philosophy in Instructional Systems and Workforce Development

1. CATALOG DESCRIPTION
   See the attached table

2. CURRICULUM OUTLINE
   See the attached table.

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

   The rationale behind these degree changes is to bring the degree in line with the College of Education requirements and to update the program. The changes will also allow the student to have more choice in the areas of research, foundations, and post-secondary education to help them develop their career goals. To this end the students will be required to take 10 hours of prescribed research and statistics courses. Two of these courses are directly related to research methods and practices in instructional systems and workforce education. This will give the student more choice in the other research courses so that they can gain the most benefit from them and tailor them directly to their dissertation topic.

   With regard to the educational foundations requirement, our faculty has selected three courses, TKT 9213 Foundations of Workforce/Technology Education and Adult Learning Theories, TKT 8273 Contemporary Issues in Curriculum Planning in ISWD, and TKT 6263 Issues of Diversity in Work and Educational Environments (of which the student will select two). Upon completion, the student will have an understanding of the definitions of curriculum in instructional systems and workforce education and, how they impact on teaching and learning, as well as the economy. The student will also be able to examine global influences on United States education. This will be combined with making the student aware of the historical, social, political and economic influences on the development of diversity in the US, as well as their legal, political and organizational interpretations.

   With regard to the post-secondary requirement for the Ph.D. , our faculty have selected three courses, TKT 8263 Philosophy and Administration of Teaching Career and Technical Education, TKT 8213 Content and Methods of Teaching Career and Technical Education, TKT 8233 Analysis of Workforce Programs and Survey Research (of which the student will select one). Upon completion, the student is allowed to explore the educational philosophies and teaching and learning strategies that are pertinent to career/technical, and workforce education. Students will be exposed to the philosophy and principles of applied learning and how to employ them in the motivation of learners in career/technical and workforce education. The student will also be aware of the issues and trends, both past and present, in using information technology in education on both a local and global level and all levels of education.

   The faculty believes that these changes will greatly enhance the doctoral program and allow the graduating student to achieve their career goals and begin a fruitful research agenda.

4. SUPPORT

   Letter of support from graduate program faculty is attached.

5. PROPOSED 4-LETTER ABBREVIATION

   No Change
6. EFFECTIVE DATE

The effective date for these changes is Spring 2013

GRADUATE DEGREE MODIFICATION OUTLINE

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td>Degree: Ph.D.</td>
<td>Degree: Ph.D.</td>
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<tr>
<td>Major: Instructional Systems and Workforce Development Concentrations:</td>
<td>Major: Instructional Systems and Workforce Development Concentrations:</td>
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<tr>
<td>A minimum of 93 semester hours of graduate credit is necessary to meet the Doctor of Philosophy in Instructional Systems and Workforce Development (ISWD).</td>
<td>The Doctor of Philosophy in Instructional Systems and Workforce Development (ISWD) is located within the College of Education and is designed to provide students with knowledge of instructional technology, research design methodologies to conduct research, foundations of education, and postsecondary education.</td>
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<tr>
<td>In order for the program to reflect students’ content areas in research and foundation levels, students must take at least two research and statistics courses and at least two foundations courses from the Department of Instructional Systems and Workforce Development (ISWD).</td>
<td>A minimum of 90 semester hours of graduate credit is necessary to meet the ISWD Doctoral degree. In order for the program to reflect students’ content areas in research and foundation levels, students must take two required research and statistics courses and two required foundations courses from the Department of Instructional Systems and Workforce Development (ISWD). The hours taken in these required classes will serve to meet the requirements for Research, Foundations, and Postsecondary and will not be reflective of the 24-30 hours needed to complete the Technology requirements. Two-thirds or more of the hours on the doctoral program of study, exclusive of dissertation credits, must be in 8000-9000 level courses or their equivalent. Approved 7000 Directed Individual Studies count toward 8000-9000 level requirements. Ordinarily no more than six semester hours of graduate credit earned in DIS courses or six semester hours of special problem courses may be included on the student’s approved program of study. No more than nine semester hours of a combination of DIS and special problem courses may be included on the student’s approved program of study.</td>
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<tr>
<td>Technology courses.............24-36 hours</td>
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<td>Research and Statistics</td>
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<td>Core Requirement..................22-26 hours</td>
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<td>Foundation courses..................12 hours</td>
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<td>Higher Education........................3 hours</td>
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<td>Approved Electives.................12-18 hours</td>
<td></td>
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<tr>
<td>Dissertation................................20 hours</td>
<td></td>
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<tr>
<td>Minor courses are optional.</td>
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</tr>
<tr>
<td>In addition to the technology emphasis courses (24-36 hours), students are required to take at least 22-26 credit hours from the research and statistics courses, at least 12 credit hours of foundations courses and 3 hours of higher education courses. At least two courses in research and statistics must be selected from the ISWD Department. Students are also required to take at least two foundation courses in ISWD. All department requirements must be completed, and all College of Education core requirement courses must be completed to satisfy degree requirements prior to graduation.</td>
<td></td>
</tr>
<tr>
<td>NOTE: EPY 6214 Educational and Psychological Statistics or equivalent (prerequisite for EPY 8214) is not counted as part of the minimum 93 semester hours necessary to meet the Doctor of Philosophy in Instructional Systems and Workforce Development (ISWD) degree requirements.</td>
<td></td>
</tr>
<tr>
<td>CURRENT CURRICULUM OUTLINE</td>
<td>PROPOSED CURRICULUM OUTLINE</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td><strong>Research and Statistics Courses:</strong> (All of the following core courses are required. The list of courses shown below include the required College Core.) EPY 8214 Advanced Educational and Psychological Statistics – 4 hours <em>(EPY 6214 Educational and Psychological Statistics or equivalent prerequisite)</em> EPY 9213 Advanced Analysis in Educational Research – 3 hours TKT 8243 Research Problems in Technology and Workforce Development – 3 hours TKT 8713 Seminar in Industrial Research and Development – 3 hours EDF 8363 Functions and Methods of Research in Education – 3 hours EDF 9373 Educational Research Design – 3 hours <em>One of the following three courses:</em> EPY 9263 Applied Research Seminar – 3 hours EDF 9443 Single-Subject Research Design for Education (Same as EPY 9443) – 3 hours EDF 9453 Introduction to Qualitative Research in Education – 3 hours</td>
<td><strong>Research and Statistics Requirement:</strong> <strong>Required Courses:</strong> EPY 8214 Advanced Educational and Psychological Statistics – 4 hours TKT 8243 Research Problems in Technology and Workforce Development – 3 hours TKT 8713 Seminar in Industrial Research and Development – 3 hours <strong>Select three from the following:</strong> EPY 9213 Advanced Analysis of Educational Research – 3 hours EDF 9373 Educational Research Design – 3 hours EPY 9263 Applied Research Seminar – 3 hours EDF 9443 Single-Subject Research Design for Education – 3 hours EDF 9453 Introduction to Qualitative Research in Education – 3 hours EDF 9463 Qualitative Data Collection – 3 hours EDF 9473 Qualitative Data Analysis – 3 hours <em>Prerequisite for this class is EPY 6214 Educational and Psychological Statistics or equivalent prerequisite. This prerequisite does not count toward the 90 hours for the Ph.D.</em>**</td>
</tr>
<tr>
<td>22-26 hours</td>
<td>19 hours</td>
</tr>
<tr>
<td>Foundations Courses: (Both courses are required) EPY 8223 Psychological Foundations of Education – 3 hours EDF 9313 Philosophy of Education – 3 hours And at least two of the following four foundation courses taught in the ISWD department are required. TKT 8273 Contemporary Issues in Curriculum Planning in ISWD – 3 hours TKT 8263 Philosophy and Administration of Career and Technology Education – 3 hours TKT 8213 Content and Methods of Teaching Career and Technology Education – 3 hours TKT 9213 Foundations of Workforce/Technology Education and Adult Learning Theories – 3 hours</td>
<td>Foundations Courses: <strong>Select any two of the following:</strong> TKT 9213 Foundations of Workforce/Technology Education and Adult Learning Theories – 3 hours TKT 8273 Contemporary Issues in Curriculum Planning in ISWD – 3 hours TKT 6263 Issues of Diversity in Work and Educational Environments <strong>Postsecondary Courses</strong> <strong>Select one of the following:</strong> TKT 8263 Philosophy and Administration of Teaching Career and Technical Education – 3 hours TKT 8213 Content and Methods of Teaching Career and Technical Education – 3 hours</td>
</tr>
<tr>
<td>12 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Higher Education Courses: (One of the following three courses is required) HED 8123 University and Community College Governance – 3 hours HED 8133 University and Community College Instruction – 3 hours AIS 8243 Administration and Supervision in Agricultural Information Science and Technology</td>
<td><strong>Postsecondary Courses</strong> <strong>Select one of the following:</strong> TKT 8263 Philosophy and Administration of Teaching Career and Technical Education – 3 hours TKT 8213 Content and Methods of Teaching Career and Technical Education – 3 hours</td>
</tr>
<tr>
<td>Education – 3 hours</td>
<td>TKT 8233 Analysis of Workforce Programs and Survey Research – 3 hours</td>
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<tr>
<td>Technology Courses: (Course prerequisites are noted in parentheses)</td>
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<tr>
<td>TKT 6073 Instructional Materials Development and Use in Vocational Education - 3 hours</td>
<td>24-36</td>
</tr>
<tr>
<td>TKT 6193 Delivery of the Vocational-Technical Instructional Program - 3 hours</td>
<td>Approved Technology Electives—see Advisor</td>
</tr>
<tr>
<td>TKT 6143 History and Philosophy of Career and Technical Education - 3 hours</td>
<td>24-30</td>
</tr>
<tr>
<td>TKT 6153 Methods of Teaching Economics/Business Pathways (Admission to teacher education for teacher education majors) - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6183 Methods of Teaching Career Pathways Experience - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6213 Methods of Teaching Business Subjects. (TKE 4213/6213) - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6223 Management of the Vocational-Technical Learning Environment - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6233 Design of the Vocational-Technical Instructional Program - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6253 Evaluation and Measurement of Students in Vocational Education and Technology - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6263 Diversity in Workforce and Educational Environments - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6313 Content and Methods of Teaching Technology Discovery - 4 hours</td>
<td></td>
</tr>
<tr>
<td>TKT 6323 Content and Methods of Teaching Computer Discovery - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6333 Content and Methods of Teaching Career Discovery - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6463 Methods of Teaching Technology in the Middle School (Admission to teacher education for teacher education majors and keyboarding proficiency using the touch method) - 3 hours</td>
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<tr>
<td>TKT 6713 Authoring for Instruction (TKT 1273 or consent of instructor). 3 hours</td>
<td></td>
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<tr>
<td>TKT 6733 Managing a Multimedia Learning Environment - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6743 Desktop Publishing - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6753 Presenting with Media - 3 hours</td>
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<tr>
<td>TKT 6763 Digital Tools for 21st Century Teaching and Learning (TKT 1273 or consent of instructor) - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6803 Integrating Technology for Meaningful Learning - 3 hours</td>
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<tr>
<td>TKT 6813 Introduction of Instructional Systems – 3 hours</td>
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<tr>
<td>TKT 6853 Philosophy and Principles of Vocational-Technical Instruction - 3 hours</td>
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<tr>
<td>TKT 6863 Methods of Teaching Information and Communication Technology II (Keyboarding proficiency using the touch method and TKT 4663/6463 or instructor’s consent) - 3 hours</td>
<td></td>
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<tr>
<td>TKT 6990 Special Topics in Technology</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>TKT 7000</td>
<td>Directed Individual Study</td>
</tr>
<tr>
<td>TKT 8000</td>
<td>Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree</td>
</tr>
<tr>
<td>TKT 8200</td>
<td>Internship in Career and Technology Education</td>
</tr>
<tr>
<td>TKT 8213</td>
<td>Content and Methods of Teaching in Career and Technology Education</td>
</tr>
<tr>
<td>TKT 8233</td>
<td>Analysis of Workforce Education Programs and Survey Research in Workforce Development</td>
</tr>
<tr>
<td>TKT 8243</td>
<td>Research Problems in Instructional Systems and Workforce Development</td>
</tr>
<tr>
<td>TKT 8263</td>
<td>Philosophy and Administration of Career and Technology Education</td>
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<tr>
<td>TKT 8273</td>
<td>Contemporary Issues in Curriculum Planning in ISWD</td>
</tr>
<tr>
<td>TKT 8703</td>
<td>Trends and Issues in Instructional Systems</td>
</tr>
<tr>
<td>TKT 8713</td>
<td>Seminar in Industrial Research and Development</td>
</tr>
<tr>
<td>TKT 8723</td>
<td>Instructional Design for Industry</td>
</tr>
<tr>
<td>TKT 8733</td>
<td>Telecommunications: Applications in Scholarship</td>
</tr>
<tr>
<td>TKT 8743</td>
<td>Interactive Media</td>
</tr>
<tr>
<td>TKT 8753</td>
<td>Technology Issues for School Administrators</td>
</tr>
<tr>
<td>TKT 8763</td>
<td>Seminar in Planning for Instructional Technology</td>
</tr>
<tr>
<td>TKT 8773</td>
<td>Teaching and Training with Multi-media</td>
</tr>
<tr>
<td>TKT 8793</td>
<td>Directed Project in Instructional Technology</td>
</tr>
<tr>
<td>TKT 8803</td>
<td>Design and Evaluation of Instructional Software (TKT 1273)</td>
</tr>
<tr>
<td>TKT 8813</td>
<td>Issues in Distance Education</td>
</tr>
<tr>
<td>TKT 8833</td>
<td>Design and Implementation of Data Networks</td>
</tr>
<tr>
<td>TKT 8990</td>
<td>Special Topics in Technology Teacher Education</td>
</tr>
<tr>
<td>TKT 9213</td>
<td>Foundations of Workforce/Technology Education and Adult Learning Theories</td>
</tr>
<tr>
<td>TKI 6113</td>
<td>Industrial Fluid Power (PH 1113 or higher and junior standing)</td>
</tr>
<tr>
<td>TKI 6203</td>
<td>Automated Systems (TKI 2113, TKI 4103, and senior standing)</td>
</tr>
<tr>
<td>TKI 6213</td>
<td>Survey of Energy Sources &amp; Power Technology (3 semester hours of physical science or other physics &amp; junior standing)</td>
</tr>
<tr>
<td>TKI 6224</td>
<td>Quality Assurance (BQA 2113 &amp; junior standing)</td>
</tr>
<tr>
<td>Course Description</td>
<td>Hours</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>TKI 6263 Manufacturing Technology &amp; Processes (Senior standing) - 3 hours</td>
<td></td>
</tr>
<tr>
<td>Approved Electives See advisor for list of approved electives.</td>
<td>12-18</td>
</tr>
<tr>
<td>be arranged; minimum of 20 hours required for degree.</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>93</td>
</tr>
</tbody>
</table>
To: Box Council and UCCC

From: Dr. James Adams, Graduate Program Coordinator

Date: October 5, 2012

Subject: Support of Proposal to Modify the Doctor of Philosophy in Instructional Systems and Workforce Development

The graduate faculty members in the Department of Instructional Systems and Workforce Development support the recommendations stated in this degree modification proposal.

Dr. James Adams

Date

Dr. Joanne Beriswill

Date

Dr. Linda Cornelious

Date

Dr. Maria Earle

Date

Dr. Connie Forde

Date

Dr. Mabel Okojie

Date

Dr. Anthony Olinzock

Date

Dr. Shih Yu

Date
APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9699 (25 Morgan Ave), Phone: 325-0831.

College: Business
Contact Person: Michael J. Highfield
Mail Stop: 9580 E-mail: m.highfield@msstate.edu
Nature of Change: Deletion – IHL Approval Required
Date Initiated: 6/6/2012
Effective Date: 1/1/2013

Current Degree Program Name: Master of Science in Business Administration (MSBA)

Major: Finance (Graduate)
Concentration:

New Degree Program Name:

Major:
Concentration:

Summary of Proposed Changes:
Delete the Master of Science in Business Administration (MSBA) Degree Program.

Approved:

[Signatures]

Date:

6/6/2012
10/12/12
6/7/12

[Signatures]

[Signatures]

[Signatures]

IHL Action Required
SACS Letter Sent
Proposal to Delete the Master of Science in Business Administration (MSBA-Finance) Degree with a Major in Finance.

1. **IHL Approval Form for Degree Programs:** The required form is attached.

2. **Justification for Deletion:** Deletion is necessary for several reasons. First, this program currently has zero (0) students enrolled. The number of recent graduates also lags behind requirements for IHL continuance. Second, the current structure of the MSBA-Finance program is outdated. Third, this degree program has only been used recently as an “exit ramp” for students who are not able to complete the Ph.D. in Business Administration (Finance) program. A revised program of study for the Ph.D. program and the flexibility of the MA-Economics program makes the MSBA-Finance program unnecessary. Fourth, the college accreditation body (AACSAB) recommended that the College of Business eliminate this program due to redundancy and lack of enrolment. Elimination of this degree program will be positively received by AACSAB. Finally, as a stand-alone degree program, SACS requires annual assessment reports. Without students, the MSBA-Finance report can have a negative impact on the university's reaccreditation with SACS. Suspending enrollment and deleting the program will make for a cleaner assessment process as part of the SACS reaccreditation process.

3. **Enrolled Students and Phase In:** No students are currently enrolled in this program, and admission to this program has been effectively suspended by the graduate coordinator since 2009. Formal suspension of the program was submitted earlier this summer.

4. **Impact on the Department of Finance and Economics:** Elimination of the MSBA-Finance degree program will have no adverse effects on the Department of Finance and Economics. Instead, the elimination of this program will have positive benefits to the university, college, and the department. First, elimination of this program will alleviate the need for the university to collect SACS assessment reports on a program with zero students. Since such reports are problematic in the SACS reaccreditation process, elimination of the program will be a positive factor for the Office of Institutional Assessment. Second, the College of Business has been routinely cited by its accrediting body (AACSAB) for having too many degree programs for the resources (personnel, etc.) provided. Elimination of this degree program will aid in this concern for AACSAB reaccreditation. Finally, the faculty and staff of the department will be able to focus their time and attention on our more important graduate degree program in finance: the Ph.D. in Business Administration with a major in Finance.

5. **Additional Information:** None
Appendix 9c: Modifications to Existing Degree Program Proposal
(Suspension or Deletion)

Institution: Mississippi State University

Date of Implementation: January 1, 2013
Number of Students Presently Enrolled: Zero (0)
Number of Faculty Affected: Zero (0)

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:
Finance

Six Digit CIP Code: 52.0801

Degree(s) Awarded:
Master of Science in Business Administration (MSBA)

Credit Hour Requirements:
30 Graduate Hours

List any institutions within the state offering similar programs:
Mississippi State will continue to offer the Ph.D. with a major in Finance. The University of Mississippi also offers a Ph.D. with a major in Finance.

Responsible Academic Unit(s):
Department of Finance and Economics

Institutional Contact:
Michael J. Highfield (m.highfield@mstate.edu or 662-325-1984)

Reason for Request:
Deletion is necessary for several reasons. First, this program currently has zero (0) students enrolled. The number of recent graduates also lags behind requirements for IHL continuance. Second, the current structure of the MSBA-Finance program is outdated. Third, this degree program has only been used recently as an "exit ramp" for students who are not able to complete the Ph.D. in Business Administration (Finance) program. A revised program of study for the Ph.D. program and the flexibility of the MA-Economics program makes the MSBA-Finance program unnecessary. Fourth, the college accreditation body (AACSBB) recommended that the College of Business eliminate this program due to redundancy and lack of enrolment. Elimination of this degree program will be positively received by AACSBB. Finally, as a stand-alone degree program, SACS requires annual assessment reports. Without students, the MSBA-Finance report can have a negative impact on the university's reaccreditation with SACS. Deleting the program will make for a cleaner assessment process as part of the SACS reaccreditation process.

Effect on Institutional Role and Mission:
Negative: None.
Positive: (1) The University will no longer be required to maintain records on assessment of this program. This is beneficial because SACS assessment reports are required for all active programs regardless of student enrollment. The lack of students in the MSBA-Finance program is problematic in the assessment process. (2) The Department of Finance and Economics can place a heavier focus on preparing researchers/academics through the Ph.D. in Business Administration (Finance) degree.

Institutional Executive Officer Signature __________________________ Date _______________
June 6, 2012

University Committee on Courses and Curricula
Mississippi State University
Campus Mail Stop 9699
Mississippi State, Mississippi 39762

RE: Deletion of the Master of Science in Business Administration with a major in Finance (MSBA-Finance)

Ladies and Gentlemen:

In accordance with the Academic Guidelines amended February 2011 by the Office of Academic and Students Affairs (OASA) of the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL), we recommend deleting the Master of Science in Business Administration (MSBA-Finance) degree.

This letter of support is offered by the finance faculty of the Department of Finance and Economics. As indicated by the signatures below, a majority of the Finance faculty has approved the proposal for the deletion of this degree program. Please note that there are eight tenure-track finance faculty members in the Department of Finance and Economics on the Starkville campus for the Fall 2012 Semester.

Thank you.

Approved: Date:

Michael J. Highfield, Ph.D., CFA
Associate Professor of Finance and Department Head of Finance and Economics 6/6/2012

Brandon Cline, Ph.D.
Assistant Professor of Finance 6/6/2012

Jacqueline Garner, Ph.D.
Associate Professor of Finance and John Nutie and Edie Dowdle Professor 8/7/2012

Kartono Liano, Ph.D.
Professor of Finance 6/8/12

Tom Miller, Ph.D.
Professor of Finance and Jack R. Lee Chair of Financial Institutions and Consumer Finance 6-7-2012

Kenneth Roskelley, Ph.D.
Associate Professor of Finance 6-15-2012

Brian Young, Ph.D.
Assistant Professor of Finance 7-9-2012